English
Reading & Writing
Grade 7

Prepared by:

Morgan Altemus

Superintendent of Schools:
Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on
August 23, 2022

Born on **Date March 2017**
Revised January 7, 2020
Revised August 22, 2022

Grade 7 English – Reading Curriculum Overview

Grade 7 English Reading is taught over 3 or 4 individualized units, along with 1 continuous unit, throughout the school year. The reading curriculum is a critical-thinking, choice-encouraging, open-ended endeavor of various grade-appropriate texts. Seventh-Grade level reading skills are taught throughout the year in accordance with the texts being approached at each time. A choice-driven program allows students the opportunity to explore texts and new reading skills in a variety of ways and in ways that best suit their learning styles. Participating in this choice-driven reading program helps students:

- Foster a lifelong love of reading.
- Utilize reading skills in the world around them.
- Meet the English/Language Arts standards for New Jersey Public Schools.

Suggested Course Sequence*

Unit 1: Plot, Conflict, and Setting (20-25 days)
Unit 2: Analyzing Character and Point of View (20-25 days)
Unit 3: Understanding Theme (20-25 days)
Unit 4 (Optional; if time permits or interspersed within other units): Tone & Mood, Information/Argument/Persuasion, Biography & Autobiography (20-25 days)
Unit 5: Vocabulary Acquisition (ongoing throughout the year)

Prerequisite: 6th Grade ELA

*The number of instructional days is an estimate based on prior teaching. One day equals approximately 48 minutes of teaching

time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments to this estimate need to be made.

Unit Overview

Content Area: English

Unit Title: Unit 1 - Plot, Conflict, and Setting

Grade Level: 7

Unit Summary:
Students need to be exposed to narrative reading, and a good way to do this is to study plot, conflict, and setting through short stories. Students will utilize these 3 major concepts from short stories to comprehend larger ideas such as theme, flashback, foreshadowing, opinion, and order of events. Students will be tasked with interacting and analyzing various short stories. This is one of the main curricular elements of seventh grade reading. This unit is designed to reinforce many foundational reading skills from previous years as well as teach new 7th grade reading skills. By the conclusion of this unit, students should have the ability to independently identify the steps of plot, the categories and types of conflict, and the factors that create setting, along with how all 3 of these concepts come together to generate a successful short story.

Learning Targets

Standards

CPI#:	**Statement:**
Performance Expectations:	
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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.
W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.

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.

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.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
Career Readiness, Life Literacies, and Key Skills:	
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
Technology Literacy:	
8.1.8.DA.3	Identify the appropriate tool to access data based on its file format.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
Interdisciplinary Standards:	
MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems

Cross-cultural Statements/Mandates:

Authors: Gary Soto, Martha Salinas, Langston Hughes, Shinichi Hoshi, Sandra Cisneros

Unit Essential Question(s):

● What makes a story unforgettable?
● What makes one willing to spend time reading a story? ● How do we convince others in an appealing way? ● How do pieces of a story work together to create larger ideas and concepts?

Unit Enduring Understandings:

● Recognition and application of setting and plot interrelations
● Recognition that stories offer authentic, relatable experiences
● Effectively demonstrate understanding of character, traits, point of view, theme, and opinion through reading and discussion.

Unit Learning Targets/Objectives:

Students will…

● Identify the stages of plot while analyzing plot development.
● Analyze how setting shapes plot throughout the plot stages.
● Identify conflict, flashback, and foreshadowing as characters are introduced and interact.
● Analyze the structure an author uses to organize a text, including chronological order.
● Use reading strategies, including connecting, inferencing, and predicting, to analyze texts.

Evidence of Learning

Formative Assessments:

Do Now questions and activities, comprehension quizzes and worksheets, discussions – whole-class, small-group, and partner, open-ended written responses, choral reading, timelines, inference charts, posters, Exit Slips, Google Classroom Questions, and annotations

Summative/Benchmark Assessment(s):

Unit Test, two-paragraph opinion writing; choice mini-projects

Resources/Materials (copy hyperlinks for digital resources)**:**

- **Readings:** "Seventh Grade" by Gary Soto; "Thank You, Ma'am" by Langston Hughes; "The Last Dog" by Katherine Patterson; **Honors –** either read "The Last Dog" instead of CP or "The Dinner Party" by Mona Gardner
- **Materials:** What Drives A Story? Character, setting, plot note-taking Slideshow; Google Forms Reading Quizzes; Short Stories Mini-Projects Expectations & Rubrics

Modifications:

Special Education Students/504

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Unit Vocabulary	RWBAT: Comprehend unit vocabulary (plot diagram stages, character, setting, plot, conflict, inference, foreshadowing, flashback) through discussion and note-taking using a slideshow.	1 class period
Close Reading Technique	RWBAT: Comprehend the close reading technique and how its use helps with analysis and comprehension when reading texts.	1 class period
"Seventh Grade" Reading	RWBAT: Analyze the short story "Seventh Grade" by Gary Soto through read-alouds, discussions, and annotations.	2-3 class periods
"Seventh Grade" Mini-Project	RWBAT: Translate knowledge of the short story "Seventh Grade" by creating an alternate plot map.	2 class periods
"The Last Dog"	RWBAT: Analyze the short story "The Last Dog" by Katherine Patterson through read-alouds, discussions, and annotations.	3-4 class periods
"The Last Dog" Mini Project – Part 1	RWBAT: Translate knowledge of the short story "The Last Dog" by creating a dome diagram based on story details.	2 class periods
"The Last Dog" Mini Project – Part 2	RWBAT: Translate knowledge of the short story "The Last Dog" by writing a two-paragraph opinion piece answering the question: Would you choose to live in the dome? Why or why not?	2 class periods

"Thank You, Ma'am"	RWBAT: Analyze the short story "Thank You, Ma'am" by Langston Hughes through read-alouds, discussions, and annotations.	2-3 class periods
"Thank You, Ma'am" Mini-Project	RWBAT: Translate knowledge of the short story "Thank You, Ma'am" by creating an inference chart utilizing story details.	2 class periods
Unit Test	RWBAT: Synthesize knowledge of unit vocabulary and short stories in a unit test.	1 class period

Teacher Notes:
Honors level – use extra story or allow choice of extra story; individualized project work rather than group-based project work
"The Last Dog" – much longer story than the other two; keep in mind when grouping and choosing time to read aloud in class vs. reading at home

Additional Resources
Click links below to access additional resources used to design this unit:
https://my.hrw.com/tabnav/controller.jsp?isbn=9780547616155
https://docs.google.com/presentation/d/1aXjDCYovdPbnULGuPgRlbCq3X2t6Q5agha7MhsUcoOM/edit#slide=id.p https://www.youtube.com/watch?v=acZzIlpIYz4
https://docs.google.com/document/d/1iopI__RiwJxQJBmtkzoD2tR9DkdMZg_Zjty5i4l5a0w/edit
https://docs.google.com/document/d/1sEIIew4KedrOGV-zoYfVBqjRtAoJRTaD8dfx4fBQEAI/edit

Unit Overview

Content Area: English

Unit Title: Unit 2 - Analyzing Character and Point Of View

Grade Level: 7

Unit Summary:
Students need to be exposed to characters and point of view, and a good way to do this more critically is in a longer work such as a novel. Students will utilize the novel *The Outsiders* to discover point of view and expand their knowledge of it in this first-person novel. Students will be tasked with interacting and analyzing the story throughout the reading. This unit is designed to reinforce many foundational reading skills from previous years as well as teach new 7th grade reading skills. By the conclusion of this unit, students should have the ability to independently identify the main points of view, character traits, character interactions and reactions, as well as previous narrative reading learning like plot, conflict, setting, flashback, foreshadowing, and inference.

Learning Targets

Standards

CPI#:	Statement:
Performance Expectations:	
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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.
W.7.1.	Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. D. Establish and maintain a formal style/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.
W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.
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.
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.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.
Career Readiness, Life Literacies, and Key Skills:	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.3:	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
Technology Literacy:	
8.1.8.DA.3	Identify the appropriate tool to access data based on its file format.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
Interdisciplinary Standards:	

2.4.8.A.2	Explain how the family unit impacts character development.
2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
Cross-cultural Statements/Mandates:	
Lessons: The Decade of the 1960s (including influential people such as Martin Luther King, Jr.) Anticipation Guide - Themes based on bullying, inclusion, good vs. bad, etc. for students to agree/disagree on (SEL) S.E. Hinton - with discussion of women writers using initials rather than full names to appear as male writers to help with selling novels	

Unit Essential Question(s):

● What makes a great character?
● What qualities make you admire one person and dislike another?
● How do we link multiple elements of stories in a balanced way? ● How does revealing major information at the very end of a story change the way we think?
● How does one character's point of view affect how we understand a story?

Unit Enduring Understandings:

● Recognition that our sense of self and others impact the path we take in life
● Recognition that a character's personality and point of view influences our reactions
● Effectively demonstrate compare-contrast techniques in writing

Unit Learning Targets/Objectives:

Students will…

● Analyze how elements of a story interact including plot, character, and setting.
● Analyze how authors develop point of view including first person, limited third person, and omniscient. ● Make inferences, draw conclusions, create predictions, and synthesize previously gained knowledge throughout reading. ● Analyze the structure an author uses to organize a text, including chronological order and changes in timelines. ● Provide an objective summary of a text as well as organize and write a compare/contrast essay based on the text.

Evidence of Learning

Formative Assessments:

Do Now questions and activities, comprehension quizzes, discussions – whole-class, small-group, and partner, open-ended written responses, choral reading, timelines, inference charts, reenactments, anticipation guides, poem analysis, drawings, posters, Exit Slips, Google Classroom Questions, Journal Entries, and annotations

Summative/Benchmark Assessment(s):

Unit Test; Compare/Contrast Essay

Resources/Materials (copy hyperlinks for digital resources)**:**

- **Readings:** *The Outsiders* by S.E. Hinton; **Honors –** find similar poems to "Nothing Gold Can Stay" and compare/contrast

Modifications:

Special Education Students/504

● Allow errors
● Rephrase questions, directions, and explanations
● Allow extended time to answer questions, and permit drawing, as an explanation
● Accept participation at any level, even one word
● Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

● Assign a buddy, same language or English speaking ● Allow errors in speaking
● Rephrase questions, directions, and explanations
● Allow extended time to answer questions
● Accept participation at any level, even one word

At-Risk Students

● Provide extended time to complete tasks
● Consult with Guidance Counselors and follow I&RS procedures/action plans
● Consult with classroom teacher(s) for specific behavior interventions
● Provide rewards as necessary

Gifted and Talented Students

● Provide extension activities
● Build on students' intrinsic motivations
● Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Anticipation Guide	RWBAT: Analyze "big topics" relating to *The Outsiders*, before reading the novel, in an anticipation guide 4-corners activity.	1 class period
The Outsiders Journal Entry Expectations	RWBAT: Comprehend journal entry expectations for writing while reading *The Outsiders* then create an example entry as a class.	1 class period
The Outsiders Read Aloud	RWBAT: Analyze *The Outsiders* through reading, discussion, and note taking using Post-Its.	Ongoing (over 4-5 weeks)
The Outsiders Journal Entries	RWBAT: Analyze *The Outsiders*, in writing, using journal entry expectations.	Ongoing (over 4-5 weeks)
"Nothing Gold Can Stay" Analysis	RWBAT: Analyze the poem "Nothing Gold Can Stay" for line-by-line meaning, overall poem meaning, and meaning within the novel.	1-2 class periods
Chapter Group Presentation	RWBAT: Work in a group to analyze and explain a specific chapter of *The Outsiders* through reading and an in-class presentation.	1 class period per group (dispersed throughout the reading)
Select Scenes Drawings	RWBAT: Translate descriptions from certain scenes in the novel to drawings, based on read-alouds or silent reading.	1-3 class periods (dispersed throughout the reading)
Compare/Contrast Essay Writing	WWBAT: Analyze a chosen compare/contrast topic in an essay outline and in-class 5 paragraph essay timed writing.	5-7 class periods
Unit Test	RWBAT: Synthesize knowledge of *The Outsiders* in a unit test.	1 class period

Teacher Notes:
Essay Writing – Honors: write entire 5 paragraphs in class; CP/CPC: write just 3 body paragraphs timed and other 2 for homework Discussions – may vary using group roles to guide discussions of chapters (CP/CPC – assign roles, Honors – choose roles themselves)

Additional Resources
Click links below to access additional resources used to design this unit:
http://thethingsyoucanread.blogspot.com/p/teaching-outsiders-by-se-hinton.html
http://raymondeesa.wikispaces.com/file/view/The+Outsiders+answers+-new+version-+Chapter+7.pdf https://www.youtube.com/watch?v=TJl3cEOpFH4
https://www.youtube.com/watch?v=znQkMR7omKY
http://nisbah.com/summer_reading/the-outsiders_se_hinton.pdf

Unit Overview

Content Area: English

Unit Title: Unit 3 - Understanding Theme

Grade Level: 7

Unit Summary:
Students need to be exposed to theme and its key concepts through longer works. Also, students need to be exposed to choice in reading by being given the opportunity to pick a novel to read. In this unit, students will comprehend the importance of theme, while incorporating prior knowledge of character, setting, plot, conflict, and point of view. Students will be tasked with interacting and analyzing with a chosen novel through discussion, note-taking, journaling, and writing. Choice is becoming one of the main curricular elements of seventh grade reading. This unit is designed to reinforce many foundational reading skills from previous years as well as teach new 7th grade reading skills. By the conclusion of this unit, students should have the ability to independently identify characteristics of novels they enjoy as well as recognize theme within a text and how the theme of a text interacts with each of its other parts to create a successful overall novel.

Learning Targets

Standards

CPI#:	**Statement:**
Performance Expectations:	
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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.
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.7.9.	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.
W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.
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.
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.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
Career Readiness, Life Literacies, and Key Skills:	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.3:	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Literacy:

8.1.8.DA.3	Identify the appropriate tool to access data based on its file format.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.

Interdisciplinary Standards:

6.1.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
6.1.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Cross-cultural Statements/Mandates:

Authors: Hyeonseo Lee
Lessons: Small-group literature circles on themes of novels (inclusion, assimilation, cultural differences)

Unit Essential Question(s):	**Unit Enduring Understandings:**
● What is the big idea? ● How do we convey a lesson/theme in an imaginative way? ● How do authors use theme to connect characters, setting, and conflict in a novel?	● Recognition of an author's underlying messages and application of that knowledge ● Effectively demonstrate critical thinking skills in writing

Unit Learning Targets/Objectives:
Students will…

- Determine theme, including multiple themes, in a text.
- Compare and contrast themes and characters
- Identify and interpret symbols
- Analyze how theme is conveyed through dialogue
- Cite evidence to support analysis of inferences and predictions
- Determine and analyze an author's purpose
- Use reading strategies, including monitoring and setting a purpose for reading, in independent reading
- Identify and analyze cause and effect and sequence

Evidence of Learning

Formative Assessments:
Do Now questions and activities, comprehension quizzes and worksheets, discussions – whole-class, small-group, and partner, open-ended written responses, choral reading, Exit Slips, Google Classroom Questions, and annotations

Summative/Benchmark Assessment(s):
Choice Novel Portfolio – written journal entries and visual mini-projects

Resources/Materials (copy hyperlinks for digital resources)**:**
- **Readings:** *Diamonds in the Shadow* by Caroline B. Cooney, *Zlata's Diary: A Child's Life in Wartime Sarajevo* by Zlata Filipovic, *The Girl With Seven Names: Escape from North Korea* by Hyeonseo Lee

Modifications:

Special Education Students/504
- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners
- Assign a buddy, same language or English speaking ● Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students
- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Choice Novel Unit Explanation & Portfolio Expectations	RWBAT: Comprehend directions and expectations for the Choice Novel independent reading unit as well as the coinciding portfolio expectations.	2 class periods
Theme Discussion	RWBAT: Comprehend the definition of theme then identify and name it in text examples.	1 class period
Choice Novel Independent Reading	RWBAT: Analyze Choice Novels through reading, small-group discussion, conferencing, and note-taking as readers wish.	Ongoing (over 4-5 weeks)
Choice Novel Portfolio work	RWBAT: Analyze Choice Novels, using multiple intelligences, to complete an assigned portfolio.	Ongoing (over 4-5 weeks)

Choice Novel Reading Checks	RWBAT: Demonstrate understanding of Choice Novels through completion of assigned reading checks.	3-4 checks throughout reading (over 4-5 weeks)

Student-Teacher Conferences	RWBAT: Display understanding of Choice Novels in discussion with a teacher in a one-on-one partnership.	Meet with each student 1 time a week over 4-5 weeks
Choice Novel Portfolio Gallery Walk	RWBAT: Present portfolios to the entire seventh grade by participating in a gallery walk. RWBAT: Offer constructive criticism during the gallery walk through index card comments – 1 glow (praise) and 1 grow (something to work on).	1 class period

Teacher Notes:
Text Choices – possibly give CP/CPC only 2 choices and Honors 3 choices of novels
Consider making a calendar of work right from the start (modification)
Keep in mind abilities when grouping and choosing time to read texts considering reading speed and comprehension in in-class vs. at-home reading/work

Additional Resources
Click links below to access additional resources used to design this unit:
https://play.google.com/books/reader?id=adlzAwAAQBAJ&printsec=frontcover&source=gbs_atb&pg=GBS.PT31.w.0.0 .282
http://www.diamondfacts.org/conflict-diamonds/
http://www.bbc.co.uk/worldservice/people/features/childrensrights/childrenofconflict/
https://www.frontlineclub.com/insight-with-hyeonseo-lee-the-girl-with-seven-names-a-north-korean-defectors story/
www.eastiron.org/eistaff/uploads/2233/81z_choice_novel_unit_packet.doc

Optional 4th Unit

Unit Overview

Content Area: English

Unit Title: Unit 4 - Mood & Tone/Information, Argument, & Persuasion/Biography & Autobiography

Grade Level: 7

Unit Summary:
Students need to be exposed to various concepts in reading through shorter works, such as poems, articles, and excerpts. In this unit, students will comprehend the importance of mood and tone; information, argument, and persuasion; and biography and autobiography in reading. Students will be tasked with interacting and analyzing poems, articles, excerpts, and other short works using previously gained reading skills and newly introduced reading skills pertaining specifically to the different concepts or genres of reading. This is one of the main curricular elements of seventh grade reading. This unit is designed to reinforce many foundational reading skills from previous years as well as teach new 7th grade reading skills. By the conclusion of this unit, students should have the ability to independently identify mood and tone as well as information, argument, or persuasion within a text, along with the genres of biography and autobiography, by recognizing specific factors to each genre or concept.

Learning Targets

Standards

CPI#:	**Statement:**
Performance Expectations:	
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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.
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.7.9.	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.
W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.
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.
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.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.

Career Readiness, Life Literacies, and Key Skills:	
9.1.8.FP.6	Compare and contrast advertising messages to understand what they are trying to accomplish.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
Technology Literacy:	
8.1.8.DA.3	Identify the appropriate tool to access data based on its file format.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
Interdisciplinary Standards:	
2.2.8.CR3b	Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
Cross-cultural Statements/Mandates:	
Lessons: Various points of view/perspectives and how they affect tone (female writers vs. male writers, writers of different races) Difference between argument and persuasion - how gender, race, background affect informational writing	

Unit Essential Question(s):	**Unit Enduring Understandings:**
● What is your style? ● What gives a writer's work a unique flavor? ● How do we write a thoughtful and grammatically correct response to literature? ● How do we share our stories? ● What do people do, why do they do it, and how do they feel? ● Can you believe everything you read? ● How do you find the information you're looking for in expository texts? ● What are the best ways to understand and remember what you read? ● How do we convince others in an appealing way?	● Recognition of how a writer's style can influence an audience's reaction ● Recognition of compositional risks and how they make an author's writing uniquely theirs ● Effectively demonstrate literary analysis techniques in writing ● Recognition and application of different methods of sharing personal stories ● Recognition of how others' cultures influence their actions and thoughts ● Recognition of facts and figures versus opinions on a subject ● Recognition of an author's structure, purpose, and organization of information

Unit Learning Targets/Objectives:

Students will…

- Identify and analyze mood and tone within a text.
- Identify and analyze elements of style, including word choice, sentence structure, imagery, and dialogue. ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. ● Identify purpose and characteristics of biography and autobiography.
- Compare and contrast a fictional portrayal of a character and a historical account of the same period.
- Analyze the interactions between the individuals, events, and ideas in a text.
- Identify and utilize text features and graphic aids to locate and comprehend information.
- Distinguish factual claims from opinions.
- Analyze the structure an author uses to organize a text.
- Understand elements of an argument.
- Analyze persuasive techniques and rhetorical fallacies.

Evidence of Learning

Formative Assessments:

Do Now questions and activities, comprehension quizzes and worksheets, discussions – whole-class, small-group, and partner, open-ended written responses, choral reading, timelines, inference charts, posters, Exit Slips, Google Classroom Questions, and annotations

Summative/Benchmark Assessment(s):

Tone & Mood Quiz, Text Features & Graphic Aids/Persuasive Techniques & Rhetorical Fallacies Advertisements, Visual Autobiographies, Choice Topic Five-Paragraph Essay

Resources/Materials (copy hyperlinks for digital resources)**:**

Readings: "A Day's Wait" by Ernest Hemingway; "How Hemingway Wrote", an informative article by Bruce Rettman; *Sheffield and the Influenza pandemic of 1918-1920* https://www.youtube.com/watch?v=eEEqWcME55g; *1918 influenza pandemic survivor interview: Mrs. Agnes Gatlin* (watch up to 1:56 then stop) https://www.youtube.com/watch?v=3Ap2XtF6oTU; *Science Bulletins: Deciphering History's Deadliest Pandemic* https://www.youtube.com/watch?v=8wiDO92bogw; "Broken", a song by Seether and Amy Lee; "Do Not Go Gentle Into That Good Night" by Dylan Thomas; "Sonnet 130" by William Shakespeare; articles from Newsela.com; "Pro Athletes' Salaries Aren't Overly Exorbitant" & "Do Professional Athletes Get Paid Too Much?" from Houghton-Mifflin textbook (my.hrw.com); personal autobiographical anecdote; student-chosen biographies from Bio.com

Modifications: Special Education Students/504 ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications English Language Learners ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word	At-Risk Students ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary Gifted and Talented Students ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans		
Lesson Name/Topic	**Lesson Objective(s)**	**Time frame (day(s) to complete)**
Tone & Mood – Definitions & Concept Analysis	RWBAT: Comprehend definitions and uses of tone and mood through discussion, note-taking, and text interaction.	5 class periods
Tone & Mood Quiz	RWBAT: Synthesize knowledge of tone and mood in a quiz.	1 class period
Information/Argument/Persuasio n – Definitions & Concept Analysis	RWBAT: Comprehend definitions and uses of information, argument, and persuasion in writing through discussion, note taking, and text interaction.	2-3 class periods
Advertisement Mini-Project	RWBAT: Utilize knowledge of text features, graphic aids, persuasive techniques, and rhetorical fallacies to create an advertisement.	2-3 class periods
Biography & Autobiography – Definitions & Concept Analysis	RWBAT: Comprehend definitions and uses of biographical and autobiographical genres through discussion, note-taking, and text interaction.	2 class periods
My Autobiographical Moment Mini-Project	RWBAT: Translate knowledge of autobiographical genre factors to create visual autobiographies using Slides.	2 class periods

Five-Paragraph Essay Writing (Choice Topic)	WWBAT: Synthesize knowledge of either tone and mood, information/argument/persuasion, or biography and autobiography in a five-paragraph essay through a topic chosen from a given list.	5 class periods

Teacher Notes:
Honors level – vary text choice or allow choice of extra text; individualized project work rather than group-based project work
Keep in mind abilities when grouping and choosing time to read texts considering reading speed and comprehension in in-class vs. at-home reading/work

Additional Resources
Click links below to access additional resources used to design this unit:
https://sites.google.com/site/choreographyofwords/work-showcase/argument-essay
https://www.youtube.com/watch?v=ultPAIkFoRw
https://www.youtube.com/playlist?list=PLwRF5bRIjrMxOuA_2Wp2lmObjQot3XHfo
https://www.youtube.com/watch?v=U71P5FKFqfg&list=PLBjIqRvyNjs8scZZ1ukAzlyH4mRveAYS-&index=6
https://www.youtube.com/watch?v=9eD2UpdhbwA&index=16&list=PLwRF5bRIjrMxOuA_2Wp2lmObjQot3XHfo https://www.acschools.org/cms/lib07/PA01916405/Centricity/Domain/400/U8%20TAW.pdf

Unit Overview

Content Area: English

Unit Title: Unit 5 - Vocabulary Acquisition

Grade Level: 7

Unit Summary:
Students need to be exposed to grade-level appropriate vocabulary to enhance reading and writing skills over the year. In this unit, students will use a *Sadlier-Oxford Vocabulary Workbook* to be introduced to units of new vocabulary words. Through unit explanation, choice board activities, in-text context, and quizzes and tests, students will garner a better understanding of grade level vocabulary. Moreover, students will be introduced to vocabulary in-context while engaging with various texts.

Learning Targets

Standards

CPI#:	**Statement:**
Performance Expectations:	
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.7.4.	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.
W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.
L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
Career Readiness, Life Literacies, and Key Skills:	
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
Technology Literacy:	
8.1.8.DA.3	Identify the appropriate tool to access data based on its file format.
Interdisciplinary Standards:	
2.2.8.CR3b	Communicate an intentional purpose and meaning utilizing varying point of view and perspective.

Cross-cultural Statements/Mandates:	
ELD-SI.4-12.Inform	Define and classify facts and interpretations; determine what is known vs. unknown
ELD-LA.6-8.Inform.Interpreti ve	Evaluating the impact of author's key word choices over the course of a text

Unit Essential Question(s):	**Unit Enduring Understandings:**
● How do I acquire a vast vocabulary? ● How do we best express our ideas using a variety of words?	● Application of different acquisition strategies ● Effective application of new, relevant, and engaging words in writing

Unit Learning Targets/Objectives:

Students will…

● Learn definitions of new words by identifying prefixes, suffixes, and root words by using prior knowledge then applying them in authentic situations.
● Learn synonyms and antonyms of newly acquired vocabulary words.
● Determine proper word choice through identification of context clues.
● Use words correctly in writing.
● Understand words in context.
● Identify and utilize different acquisition strategies, including context clues, clarifying word definitions, and keeping a word list. ● Choose unknown words from context and predict, then learn, the definition.
● Apply new words in writing.

Evidence of Learning

Formative Assessments:

Do Now questions and activities, vocabulary quizzes, workbook exercises, choice board activities, new words from life lists, vocabulary logs, vocabulary games – Kahoot & Slides

Summative/Benchmark Assessment(s):

Unit Tests, writings, projects

Resources/Materials (copy hyperlinks for digital resources)**:**

- *Sadlier-Oxford Vocabulary Workbook*
- Various texts throughout the year

Modifications: <u>Special Education Students/504</u> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications <u>English Language Learners</u> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word	<u>At-Risk Students</u> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary <u>Gifted and Talented Students</u> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	**Lesson Objective(s)**	**Time frame (day(s) to complete)**
Vocabulary Expectations	RWBAT: Comprehend expectations for vocabulary units, including use of the *Sadlier-Oxford Vocabulary Workbook* as well as weekly/bi-weekly assignments.	1 class period
Unit Acquisition	RWBAT: Comprehend new vocabulary words through the *Sadlier-Oxford* units through reading then highlighting chosen definitions, synonyms, and antonyms.	Ongoing throughout the course of the year
Single-Unit Quizzes	RWBAT: Demonstrate knowledge of vocabulary acquisition in a quiz.	Ongoing throughout the course of the year
Tri-Unit Tests	RWBAT: Demonstrate knowledge of acquisition of 3 vocabulary units in a test.	Ongoing throughout the course of the year
Single-Unit Activities	RWBAT: Demonstrate knowledge of newly-acquired vocabulary words in various manners – context clue worksheets, choice board activities, sentence creation, or new words from life lists.	1 activity per week throughout the course of the year

Teacher Notes:
Honors level – unit is one level above CP/CPC
Context Clue Worksheets – consider differentiating by need rather than assigning to all

Additional Resources
Click links below to access additional resources used to design this unit:
http://www.oed.com/
https://kahoot.com/
https://www.sadlierconnect.com/anonymous/product.html?productId=555&programTOCId=1385&eventId=JvyXJVLrjWJdKYU0&e ventValidation=e31da538b595558a1f4db22fe4cc44a0._.I3Z7e1ea_QI6U-6clmR9dvJ1EYR_X6XwW6jyx7U4aygmeMJd2mpp0-vAUQxEP4-0Mm6bbzkP8uVXOwa-NPZ31g~~
https://www.sadlierconnect.com/anonymous/product.html?productId=5
https://www.sadlier.com/school/resources/vocabulary-activities

How To Use the Curricular Resources

This curriculum was created to support English Language Arts teachers in their instructional choices. We know all sound instructional choices are based on the needs of the students in the classroom and therefore, this document is meant to be a guide. This guide lists all essential material: goals, standards, essential questions, teaching points, and assessments. While all students in a class will be working toward common goals, the day to day teaching points will vary based on what the students need. In other words, not all of the teaching points on the documents will necessarily be taught-- only the ones that the students in the class need-- but all of the goals will be addressed. In addition, if teachers need to add teaching points that are not listed in this document they should do so.

Steps for Using the Units:

1. Read the unit and discuss it with your colleagues.
2. Give a pre-assessment and analyze student work in relation to the unit goals.
3. Choose the teaching points that match your students' needs.
4. Choose the components you will use to teach them (shared reading, read aloud, shared writing, workshop, or word study- see chart on the following pages).
5. Make a plan and map out the progression of the unit.

Components of Balanced Literacy

Component	Description
Interactive Read Aloud and Discussion	Teacher reads aloud a text and interacts with students by focusing on comprehension strategies
Shared Reading	Teacher uses an enlarged text and both the students and teacher collaboratively read, discuss, and notice specific elements of print (grammar, vocab, meaning...)
Reading & Writing Workshop	A brief 7-10 minute teacher-directed mini lesson followed by a large chunk of independent work time for students and/or partner work and then a whole class share at the end.
Word Study	The study of words-- including phonemic awareness, phonics, spelling and vocabulary. Typically done in a meaningful context and by looking for generalizations and patterns across words. Studying how words work

Shared Writing	The teacher and students compose a text together orally and the teacher physically writes it down. The focus is on the qualities of good writing (meaning, structure, focus, elaboration, conventions).	Students 1) observe 2) practice the stratediscussing it with a p Students 1) listen dur2) actively practice sindependent or partnwriting, and 3) teach sharing at the end or Students often choosin inquiries about theown generalizations also discuss them wit to reading and writin Students generate thewriting through discteacher compose it o

Students' Role

Students 1) listen anpractice a comprehenwriting or by discuss

A small group of students (typically read the same text, prepare to discuss part of it, and then meet for club discussions. They often meet severa times and pursue a line of thinking o big idea.	students that need it.
During the workshop the teacher gat small group of students who may or not be at the same level but all do ne the same strategy. The teachers does small group mini lesson with just th	

s
ng

esson nd

Students 1) read a section, 2) prepare for a conversation, 3) participate in a conversation, often do some writing about theithinking.

Students observe the strategy anit in their own texts with coachisupport.

Common Writing Language and Terminology

Claim: the argument statement you are making that declares your position on a topic (we often call it a thesis statement)

Conference: Individualized instruction that meets student writers where they are. This often entails conversation, feedback, and guided practice.

Evidence: Information from the text that supports your argument and claim (direct evidence is a direct quote from the text and indirect is paraphrased)

Immersion: During the first week of a unit of study, the class is immersed in the genre, skills, and strategies that will be studied during the workshop weeks. The purpose of immersion is to

- ➔ assess students' prior knowledge and skills with the goals of the unit
- ➔ preview the work that students will be learning to do independently during the workshops
- ➔ pre-teach language, vocabulary, and concepts
- ➔ participate in shared experiences
- ➔ build excitement, enthusiasm, and a clear purpose for students

Most of the teaching time during this week will be dedicated to shared experiences. This allows teachers to build a common, strong foundation in the goals for the unit prior to expecting students to begin working independently in the workshop. Most of the teaching and learning during this week will be in the components of balanced literacy. These include

- ➔ pre-assessments

➔ interactive read alouds
➔ shared reading
➔ shared and interactive writing
➔ goal-setting conferences with students

Interactive Writing: The teacher and students compose a text together orally, and they share the pen to write it down. The focus is on the qualities of good writing and mostly on getting text on the page.

Mentor Text: A text that looks like or matches the type of writing students will be making in the unit of study. The text is analyzed and studied as a form of pre-teaching the concepts and vocabulary that students will later learn to use independently in their own writing.

Mini lesson: A brief direct instruction lesson that shows students HOW to do something as a writer. The teacher often sets the context, models a strategy, uses short guided practice, and sets students up for WHEN and WHY they may choose to use this strategy.

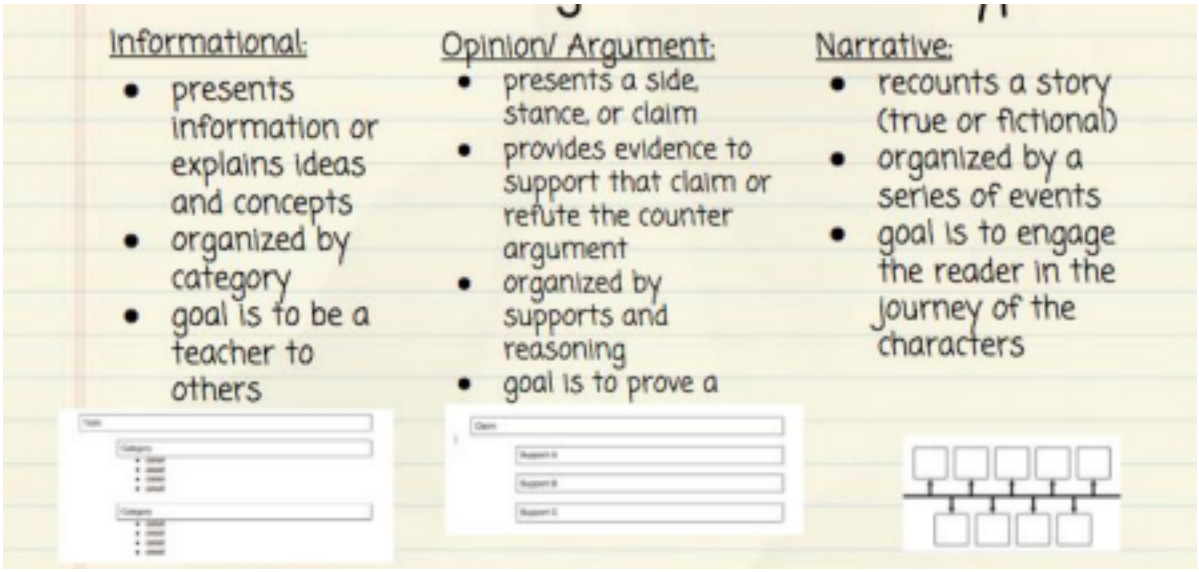
Modeled Writing: The teacher (or a student) shows their steps in the writing process or strategy and does the work in front of others while thinking aloud.
Shared Writing: The teacher and students compose a text together orally and the teacher physically writes it down. Students are not writing it down. The focus is on the qualities of good writing (meaning, structure, focus, elaboration, conventions).

Shared Reading: The teacher uses an enlarged text and both the students and teacher collaboratively read, discuss, and notice specific elements of print (grammar, vocab, meaning...) and often uses the text as a mentor for writing.

Text Features: Choices authors make about how to present information to others. These may include headings, captions, graphs, word boxes, glossaries, a table of contents, etc. Each feature helps a reader learn information.

Text Structure: The choices an author makes about how to organize information for the reader based on their purpose for writing

Text Types:



Theme: the lessons or messages readers interpret in an experience or text

Thesis Statement: this is the claim a writer makes and is proving throughout the essay (note the standards refer this to as a claim)

Writing Process:

Kinder-Grade 2 Process

Primary Process: (using writing folders)

- ★ Generate Ideas
- ★ Rehearsal (think, say, sketch)
- ★ Draft
- ★ Make Drafts "Better" and Try Out New Strategies
- ★ Choose
- ★ Revise
- ★ Edit
- ★ Publish

Grades 3-8 Process

Upper Grade Process (using writing notebooks)

- ★ Generate Ideas
- ★ Collect Entries
- ★ Make Entries "Better" and Try Out New Strategies
- ★ Choose and Plan for the Draft
- ★ Draft (out of the notebook)
- ★ Revise
- ★ Edit
- ★ Publish

Writing Workshop: A brief 7-10 minute teacher-directed mini lesson followed by a large chunk of independent work time for students and/or partner work and then a whole class share at the end

Writing Units at a Glance

(

Unit 1

(Launching)

e Are All Writers Personal Narrative)

Focused Personal Narrative
(Narrative)

Who Are We as Writers?
(Launching)

Family Stories
(Narrative)

fining Yourself As a Writer
(Launching)

reating a Culture of Learning
(Launching)

Photojournalism (Informational)

Leading an dependent Writing Life

riting on a Digital Platform
(Informational)

Unit 2	Unit 3
Sharing Our Opinions	**How To** (Informational)
How To (Informational)	**Author Study/Boo Review** (Opinion)
Persuasive Letters (Opinion)	**Question & Answe Books** (Informational)
Small Moments (Narrative)	**Show Off Your Expertise** (Informational)
Realistic Fiction Picture Books (Narrative)	**Articles** (Informational)

Fanfiction (Narrative)	**Literary Essay** (Opinion)
Ted Talks (Informational)	**Antagonists on Tria** (Argument)
Mystery (Narrative)	**Proposals: Research Paper** (Argument)
Dystopian Fiction (Narrative)	**Research Paper** (Argument)

(

Ad

Writers Workshop Curriculum Overview
Grade 7

it 1: September - October **Informational Unit: Photojournalism it 2:**

January - February **Narrative Unit: Mystery**

it 3: April - May **Argumentative Unit: Proposals (Research Paper)**

Grade 7 - Unit 1: Informational Writing

Unit Overview	
Content Area: ELA - Writing	
Unit Title: Informational Writing - Photojournalism	
Grade Level: 7	
Unit Summary: Students need to be exposed to informational writing, and a good way to do this is to discover what photojournalism is and utilize skills from it to create informational pieces through photo-journals. Students will be tasked with writing an informational piece using the writing process. This is one of the main curricular elements of seventh grade writing. In particular, this unit utilizes the skills of creating a photo-journal to practice informational writing. This should be a new writing style for all of the students, so it will give them the chance to explore an unfamiliar writing style in a supportive and safe writing environment. Students will learn then utilize photo-journal writing and structural techniques. This unit is designed to reinforce many foundational writing skills from previous years as well as teach new 7th grade writing and grammar skills. There are built-in opportunities for feedback within the unit; this will help students appreciate the writing process and analyze their own writing while creating an informational piece. By the conclusion of this unit, students should have the ability to independently compose a photo-journal informational piece using cohesion, framing, structure, proper grammar, clear ideas, and reflection.	
Learning Targets	
Standards	
CPI#:	**Statement:**
Performance Expectations:	
NJSLS.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.
NJSLS.W.7.2.A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
NJSLS.W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
NJSLS.W.7.2.C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
NJSLS.W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

NJSLS.W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
NJSLS.W.7.2.F.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
NJSLS.L.7.2.A.	Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
NJSLS.8.1.8.A. 1	Demonstrate knowledge of a real world problem using digital tools.
NJSLS.8.1.8.A. 2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
Career Readiness, Life Literacies, and Key Skills:	
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.

Technology Literacy:	
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Standards:

2.5.8.CR1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media
2.2.8.CR1a	Generate a variety of ideas, goals, and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
Cross-cultural Standards/Mandates	
SEL: Unit is based on student choice (https://www.nj.gov/education/roadforward/summer/sel/ - Expand Possibilities)	
ELD-LA.6-8.Inform.Expressive (WIDA Standards)	Construct informational texts in language arts that: Introduce and define topic and/or entity for audience, Establish objective or neutral stance, Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors, Develop coherence and cohesion throughout text
ELD-SI.4-12.Explain (WIDA Standards)	Generate and convey initial thinking, Follow and describe cycles and sequences of steps or procedures and their causes and effects, Compare changing variables, factors, and circumstances, Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes, Act on feedback to revise understandings of how or why something is or works in particular ways

Unit Essential Question(s): ● ●	riters try to inform readers about w do photos tell information? e use photos to tell information?	**Unit Enduring Understandings:** ● Explore various sources to create appropriate topics. ● Explain the necessity of narrowing down a topic and framing it. ● List various organizational structures that can be used for writing. ● Tell why cohesion is important to writing. ● Create charts of domain-specific vocabulary that is appropriate to chosen topic.

Unit Learning Targets/Objectives:

Students will…

● Analyze mentor texts of photo-journals, and findings of their own, to model ideas and structure after. ● Select an appropriate topic with which you will convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

● Consider what part of your topic you want to frame.

● Utilize text structures and features to organize your topic and product considering best focus for your given topic. ● Research information to develop the selected topic.

● Create smooth transitions between photographs to create cohesion within the product.

● Choose domain-specific vocabulary in writing to enhance photographs used to document topic.

Evidence of Learning

Formative Assessments:

Conferences

- **Notes**
- **Questions to Ask:**
  - How do writers research information to develop a topic?
  - Why do writers select appropriate topics?
  - How do writers best organize our writing to convey meaning?
  - Why do writers need to utilize cohesion in our writing?
  - Why do writers need to use domain-specific vocabulary in our writing?

Observations

Strategy Groups

- **Notes**
- **Reasoning:**
  - conferencing with a small group of students, as opposed to just a single student, to address:
    - how to get "unstuck"
    - how to improve something in writing that has been noticed within a few students
    - grammar-specific lessons that are not needed as whole-class lessons
    - how these particular students could help each other
    - how these students could benefit from the work these other students are doing
    - having a conversation with others about struggles or places we want feedback

Examine folders/notebooks

- How use NB
- Trying out strategies, demonstrating growth
- Notebook Rubric: https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing

Summative/Benchmark Assessment(s):

Pre-assessment

- 1st day of unit
- **Prompt:** In this unit, we will be writing an informational piece in the form of a photo-journal. Using your prior knowledge of informational writing, use the photos provided to create an informational piece informing us on the topic presented in the photos.

Published piece

- **Rubric**
- **Checklist** (they do it, you do it & could talk it over)
    - Can use it with students

Post-assessment

- Day 1: plan & write
- Day 2: reread & revise
- **Prompt:** Using the photos provided, create a photojournalism piece informing us on the topic presented in the photos. Think about all we have learned about informational and photojournalism writing to create this piece over these 2 days. It is a shortened version of the photojournalism writing we previously did yet still using the elements.

Reflection of process

- Do their own - create your own reflection for this process - how did you feel before, during, and after? Pick a way to express this reflection.

Resources/Materials (copy hyperlinks for digital resources)**:**

Student journals, mentor texts (National Geographic, Science World, Newsela articles, picture books, portfolios, etc.) https://www.nytimes.com/interactive/2016/12/07/world/asia/rodrigo-duterte-philippines-drugs killings.html?_r=3&mtrref=undefined

https://blogs.wsj.com/photojournal/2015/08/27/starting-over-hurricane-katrina-evacuees-thrive-in-houston/

http://competitions.nppa.org/student-quarterly-clip-contest/picture-story-essay/2016-q3/2016-q3/23680/#lg=1&slide=0

http://competitions.nppa.org/

https://lens.blogs.nytimes.com/2017/05/18/standpipes-of-new-york/

https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing

Modifications:

- Special Education Students/504
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word
- At-Risk Students
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- Gifted and Talented Students
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Goals	Suggested Teaching Points: can be taught through mini-lessons, conferences, shared reading, shared writing, and interactive read aloud	Teaching Ideas and Tips

Writers explore the purpose and expectations of photojournalism and the intention behind this type of expression. (Immersion week: for exposure NOT mastery!)	As writers photojournalism is used in a variety of different ways to showcase a variety of purposes. - What it is? - How is it done? - Who does it? - What do you notice about it? Writers, one way to stir up interest and understand this type of genre is to explore various photo-journal projects of mentor authors. - What are they made up of? - What is the topic? - How does the author convey the information? - What way does the author organize the site/text? Writers, not only do we explore what other writers are trying to convey, but we need to listen to the impact it has on us. This will help us when we write on our own to get clear on the messages/ideas we want to bring to our audience - convey emotion? - give detail description of how to do something - teach within a specific topic - explicitly explain the photos in depth	View Mentor Texts/Authors to see possible end-products of photojournalism. Links: http://misspanther.weebly.com/photojournalism.html https://thegrip.wordpress.com/tag/12-most-iconic photographs-of-all-time/ https://learning.blogs.nytimes.com/2010/01/11/picture this-building-photo-based-writing-skills/?_r=0 http://ngstudentexpeditions.com/tag/photography http://americanhistory.si.edu/sites/default/files/Teacher %20Guide_Investigating%20Portraiture.pdf http://www.digitalwish.com/dw/digitalwish/view_lesson _plans?id=5204 https://www.nytimes.com/interactive/2016/12/07/world/asia/ rodrigo-duterte-philippines-drugs killings.html?_r=3&mtrref=undefined https://blogs.wsj.com/photojournal/2015/08/27/starting-over hurricane-katrina-evacuees-thrive-in-houston/ http://competitions.nppa.org/student-quarterly-clip contest/picture-story-essay/2016-q3/2016-q3/23680/#lg=1&slide=0 http://competitions.nppa.org/ https://lens.blogs.nytimes.com/2017/05/18/standpipes-of new-york/

Writers use the different parts of the writing process to discover a topic they want to further explore.	Writers, we have multiple ways to generate ideas on a topic and can ask questions to help ourselves uncover what we are interested in writing more about. Some questions we can ask are: - What am I interested in? - What do I want to know more about? - What would I like more answers to? - What do I like, and is it enough? - What am I an expert at? As writers after we have generated multiple ideas we examine the topics that we feel drawn to and begin to ask, "How might I frame this topic?	Brainstorm: partner talk, conferencing, KWL, what do I like & is it enough?, what am I an expert at?, word web, venn diagram, lists Something I know: Rap/Hip-Hop Music. Use same general topic as example to narrow down. What can Rap/Hip-Hop be framed/focused on? Mentor Texts: National Geographic, Science World, Scope, etc. magazines; my own personal example - here's me brainstorming what I like - here's a list of things I like just written haphazardly https://docs.google.com/drawings/d/132M3-rRUb3Egxn5zBxcOkJoVJbM108aNrOgkpzYqOPY/edit?usp= sharing (Topic Narrowing, Inverted Triangle)

What part of the topic do I really want to show?" One way we can do this as writers is use an inverted triangle to help narrow the topic. Let me show you how I do this in my notebook.

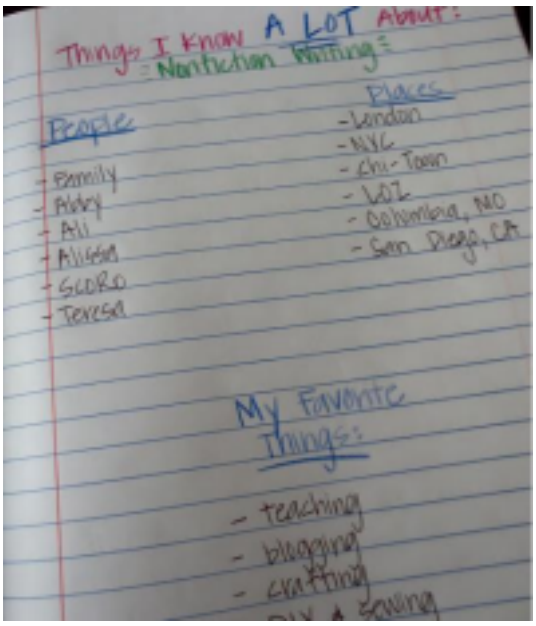
- Use an inverted triangle chart to move from a broad, general topic to a narrow one from a general idea.
- Yesterday, we used the inverted triangle, but that is just one way to narrow a topic. Another way we can do that is by using the 5 W's and H to frame the topic.
- I could also talk with my writing partner about my general topic and what it brings to mind for them that could help me narrow down.

- When writing photojournalism we intentionally zoom in to our topic and one way we can do this is by zooming into specific parts of a picture.

- Writers, begin to draft their first topic in their notebooks.

Steps to Narrowing a Topic

1. First start out with a general topic. Take the topic and break it down into categories by asking the five W's and H.
   1. Who? (American Space Exploration)
   2. What? (Manned Space Missions)
   3. Where? (Moon Exploration)
   4. When? (Space exploration in the 1960's)
   5. Why? (Quest to leave Earth)
   6. How? (Rocket to the Moon/ Space Exploration)
2. Now consider the following question areas to generate specific ideas to narrow down your topic.
   1. Problems faced? (Sustaining Life in Space: Problems with space exploration)
   2. Problems overcome? (Effects of zero gravity on astronauts)
   3. Motives (Beating the Russians: Planning a moon mission)
   4. Effects on a group? (Renewing faith in science: aftershock of the Moon mission)
   5. Member group? (Designing a moon lander: NASA engineers behind Apollo 11)
   6. Group affected? (From Test Pilots to Astronauts: the new heroes of the Air force)
   7. Group benefited? (Corporations that made money from the American Space Program)
   8. Group responsible for/paid for _____ (The billion dollar bill: taxpayer reaction to the cost of sending men to the moon)
3. Finally, refine your ideas by by considering the **S.O.C.R.A.P.E.** . model.
   1. **S** = Similarities (Similar issues to overcome between the 1969 moon mission and the planned 2089 Mars Mission)
   2. **O** = Opposites (American pro and con opinions about the first mission to the moon)
   3. **C** = Contrasts (Protest or patriotism: different opinions about cost vs. benefit of the moon mission)
   4. **R** = Relationships (the NASA family: from the scientists on earth to the astronauts in the sky)
   5. **A** = Anthropomorphisms [interpreting reality in terms of human values] (Space: the final frontier)
   6. **P** = Personifications [giving objects or descriptions human qualities] (the eagle has landed: animal symbols and metaphors in the space program)
   7. **E** = Repetition (More missions to the moon: Pro and Con American attitudes to landing more astronauts on the moon)[2]

		
	● Writers draft their first pieces and know that sometimes we need to try out a different idea.	Notebook Rubric: https://docs.google.com/a/drgravitygoldberg.com/document/ d/1xCxqvX-GmsdfuM eNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing Mentor texts: my own writing! Here's my first version of my photojournalism piece. What can I do to improve? How can I better organize my pictures, my writing? Is my topic clear? Does my audience understand what I have written thus far?

Writers purposefully choose specific text structures, features, and word choice to organize and communicate their topic.	● Writers know that different types of writing demand different types of word choice. ○ How -To ○ Descriptive ○ Explanatory ● Writers intentionally chose text structures and features to communicate particular ideas. Look closely at our topics and make decisions as to what would work best. Utilize text structures and features to organize your topic and product considering best focus for your given topic.	https://docs.google.com/a/mppanthers.org/presentation/d/1IPRS4vsDkK4KtlzSVvk72DDdYPky70FApvBlQnQRldU/e dit?usp=sharing (Text Features & Graphic Aids) Transition Words: http://education.wichita.edu/caduceus/examples/essay_ student/transitions.htm Verbs & Verb Tenses - stay consistent - https://docs.google.com/a/mppanthers.org/presentation/d/17AG7CBLeEqALWLAKFxVaJYFDoW6HnO3HcufwOCitUo/e dit?usp=sharing **Topic:** "How I Came to Love Rap/Hip-Hop" **Domain-Specific Vocabulary:** Lincoln Middle School, Usher, "Yeah!", Ludacris, Lil Jon, Ying Yang Twins, middle school dances, Chris, Drake, Chris Brown, "Look At Me Now"

	- Research information to develop the selected topic. - Create smooth transitions between photographs to create cohesion within the product. - Choose domain-specific vocabulary in writing to enhance photographs used to document topic.	

Writers explore choices of photo journals, considering cohesive elements and structure through the writing process.	● Writers continue to draft photo-journals or parts of their photo journals and know that sometimes we need to try out a different idea. ● Writers know that, as we write, we have to consider looking back at our writing for grammar elements. When creating a photo journal, we use a variety of adjectives, so we have to think about how to properly use them within our writing.	https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing (Notebook Feedback Rubric) Mini Lesson on coordinate adjectives and using a comma to separate them. - My own writing as Mentor Text - Look for it in their own writing after and circle where they can improve/revise
Writers explore choices of photo journals, considering cohesive elements and structure through the writing process.	● Writers spend their final time on the drafting process and know that sometimes we need to try out a different idea.	https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing (Notebook Feedback Rubric) Mentor Text: My own writing - What can I do to - improve? How can I better organize my pictures, my writing? Is my topic clear? - Does my audience understand what I have written thus far?
Writers revise their photo journals thinking about conventions,	● Writers, we want to look at our Notebook Rubric to help ourselves revise and edit our work.	https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing (Notebook Feedback Rubric) Mentor Text: My own writing - What can I do to

grammar, and audience.		- improve? How can I better organize my pictures, my writing? Is my topic clear? - Does my audience understand what I have written thus far?

Writers publish and celebrate their work.	● Writers, we want to celebrate a job well-done!	○ Gallery Walk ○ "Poetry Slam" Club share ○ Presentations ○ Final copy submitted on Google Classroom

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Student journals, mentor texts (National Geographic, Science World, Newsela articles, picture books, portfolios, etc.) https://www.nytimes.com/interactive/2016/12/07/world/asia/rodrigo-duterte-philippines-drugs killings.html?_r=3&mtrref=undefined
https://blogs.wsj.com/photojournal/2015/08/27/starting-over-hurricane-katrina-evacuees-thrive-in-houston/ http://competitions.nppa.org/student-quarterly-clip-contest/picture-story-essay/2016-q3/2016-q3/23680/#lg=1&slide=0
http://competitions.nppa.org/
https://lens.blogs.nytimes.com/2017/05/18/standpipes-of-new-york/
https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing
https://docs.google.com/a/mppanthers.org/presentation/d/17AG7CBLeEqALWLAKFxVaJYFDoW6HnO3HcufwOCitUo/edit?usp=sharing
http://education.wichita.edu/caduceus/examples/essay_student/transitions.htm
https://docs.google.com/a/mppanthers.org/presentation/d/1IPRS4vsDkK4KtlzSVvk72DDdYPky70FApvBlQnQRldU/ edit?usp=sharing
https://docs.google.com/drawings/d/132M3-rRUb3Egxn5zBxcOkJoVJbM108aNrOgkpzYqOPY/edit?usp=sharing http://misspanther.weebly.com/photojournalism.html
https://thegrip.wordpress.com/tag/12-most-iconic-photographs-of-all-time/
https://learning.blogs.nytimes.com/2010/01/11/picture-this-building-photo-based-writing-skills/?_r=0 http://ngstudentexpeditions.com/tag/photography
http://americanhistory.si.edu/sites/default/files/Teacher%20Guide_Investigating%20Portraiture.pdf http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?id=5204

Grade 7 - Unit 2: Narrative Writing

Unit Overview
Content Area: ELA - Writing
Unit Title: Narrative Writing - Mystery

Grade Level: 7

Unit Summary:

Students will be tasked with writing a narrative writing piece using the writing process. This is one of the main curricular elements of seventh grade writing. In particular, this unit utilizes the skills of writing a mystery to practice narrative writing. This should be a new writing style for all of the students, so it will give them the chance to explore an unfamiliar writing style in a supportive and safe writing environment. Students will learn then utilize mystery writing techniques as well as short story elements and structure techniques. This unit is designed to reinforce many foundational writing skills from previous years as well as teach new 7th grade writing and grammar skills. There are built-in opportunities for feedback within the unit; this will help students appreciate the writing process and analyze their own writing while creating a narrative piece. By the conclusion of this unit, students should have the ability to independently compose a mystery narrative piece using short story elements and structure, proper grammar, clear ideas, and reflection.

Learning Targets

Standards

CPI#:	**Statement:**
Performance Expectations:	
NJSLS.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
NJSLS.W.7.3.A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
NJSLS.W.7.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
NJSLS.W.7.3.C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
NJSLS.W.7.3.D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
NJSLS.W.7.4.E.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
NJSLS.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
NJSLS.8.1.8 .A. 1	Demonstrate knowledge of a real world problem using digital tools.
NJSLS.8.1.8 .A. 2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
Career Readiness, Life Literacies, and Key Skills:	
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

Technology Literacy:

8.1.8.DA.3 8.2.8.ITH.2

Compare how technologies have influenced society ove

Identify the appropriate tool to access data base

Interdisciplinary Standards:

2.5.8.CR1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media
2.2.8.CR1a	Generate a variety of ideas, goals, and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
Cross-cultural Standards/Mandates	
ELD-SI.4-12.Narrate (WIDA Standards)	Share ideas about one's own and others' lived experiences and previous learning, Connect stories with images and representations to add meaning, Identify and raise questions about what might be unexplained, missing, or left unsaid, Recount and restate ideas to sustain and move dialogue forward, Create closure, recap, and offer next steps
ELD-LA.6-8.Narrate.Expressive (WIDA Standards)	Construct language arts narratives that: Orient audience to context and point of view, Develop and describe characters and their relationships, Develop story, including themes with complication and resolution, time, and event sequences, Engage and adjust for audience

Unit Essential Question(s): ● ● world around us?	rrative writing important? How does g influence people? How does ; mysteries help us reflect on the	**Unit Enduring Understandings:** ● Explore various sources for brainstorming techniques before writing. ● Explain the necessity of creating idea-appropriate characters, setting, and plot. ● Explore various sources for plot structure and conflict choice before and during writing. ● List various narrative techniques that can be used throughout our writing. ● Explore various sources and mentor texts for how writers "show" instead of "tell" in their writing. ● List ways writers can create suspense throughout their writing. ● Tell why cohesion is important to writing. ● Create charts of domain-specific vocabulary that is appropriate to narrative idea.

Unit Learning Targets/Objectives:

Students will…

● Select an appropriate narrative idea with which you will convey ideas and meaning through the creation of characters, setting, and plot.

● Consider what characters you want to have in your narrative and what their motivations and intentions are. ● Consider what setting you want to have in your narrative and how to create that throughout the writing using “show, don’t tell” writing.

● Consider what plot structure and conflict you want in your narrative and how to create that throughout the writing. ● Utilize plot structures and short story elements to organize your idea.

● Research various ways to create suspense in writing.

● Utilize research on suspense in writing to practice ways to use suspense throughout the narrative. ● Create smooth transitions between photographs to create cohesion within the product.

● Choose domain-specific vocabulary in writing to enhance photographs used to document topic.

Evidence of Learning

Formative Assessments:

Conferences

- **Notes**
- **Questions to Ask:**
    - How do writers brainstorm ideas for writing a narrative?
    - How do writers select an appropriate idea?
    - How do writers create idea-appropriate characters, setting, and plot?
    - How do writers create suspense in their writing?
    - How do writers "show" meaning in their writing, instead of "tell"?
    - How do writers best organize their writing to convey meaning?
    - Why do writers need to utilize cohesion in our writing?
    - Why do writers need to use domain-specific vocabulary in our writing?

Observations

Strategy Groups

- **Notes**
- **Reasoning:**
    - conferencing with a small group of students, as opposed to just a single student, to address:
        - how to get "unstuck"
        - how to improve something in writing that has been noticed within a few students
        - grammar-specific lessons that are not needed as whole-class lessons
        - how these particular students could help each other
        - how these students could benefit from the work these other students are doing
        - having a conversation with others about struggles or places we want feedback

Examine folders/notebooks

- Trying out strategies, demonstrating growth
- Notebook Rubric
    - https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing

Summative/Benchmark Assessment(s):

Pre-assessment

- **Prompt:** In this unit, we will be writing a narrative piece. Using your prior knowledge of narrative writing, today you will have this class to write this piece, just try your best and show what you know.

Published piece

- **Rubric**
- **Checklist** (they do it, you do it & could talk it over)
    - Can use it with students

Post-assessment

- Day 1: plan & write
- Day 2: reread & revise
- **Prompt:** Using all we have learned about narrative writing and mystery writing, use these 2 days to create a "2-minute mystery" - a shortened version that uses mystery elements.

Reflection of process

- Do their own - create your own reflection for this process - how did you feel before, during, and after? Pick a way to express this reflection.

Resources/Materials (copy hyperlinks for digital resources)**:**

Notebook Assessment Tool is linked below

https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing

Mentor Texts - *Roanoke: The Last Colony: An Unsolved Mystery from History*, *Magic Tree House* mysteries, Real-life mysteries - ID channel/Netflix doc examples, nonfiction articles of mysteries (abandoned homes, etc.), Nancy Drew, 2- minute mysteries, Scooby-Doo [mystery eps of different shows], Goosebumps, Veronica Mars episodes,

http://www.houghtonmifflinbooks.com/features/harrisburdick/,
https://www.youtube.com/watch?v=19bMQeCvgrk

Modifications:

- Special Education Students/504
  - o Allow errors
  - o Rephrase questions, directions, and explanations
  - o Allow extended time to answer questions, and permit drawing, as an explanation
  - o Accept participation at any level, even one word
  - o Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
  - o Assign a buddy, same language or English speaking
  - o Allow errors in speaking
  - o Rephrase questions, directions, and explanations
  - o Allow extended time to answer questions
  - o Accept participation at any level, even one word
- At-Risk Students
  - o Provide extended time to complete tasks
  - o Consult with Guidance Counselors and follow I&RS procedures/action plans
  - o Consult with classroom teacher(s) for specific behavior interventions
  - o Provide rewards as necessary
- Gifted and Talented Students
  - o Provide extension activities
  - o Build on students' intrinsic motivations
  - o Consult with parents to accommodate students' interests in completing tasks at their level of engagement

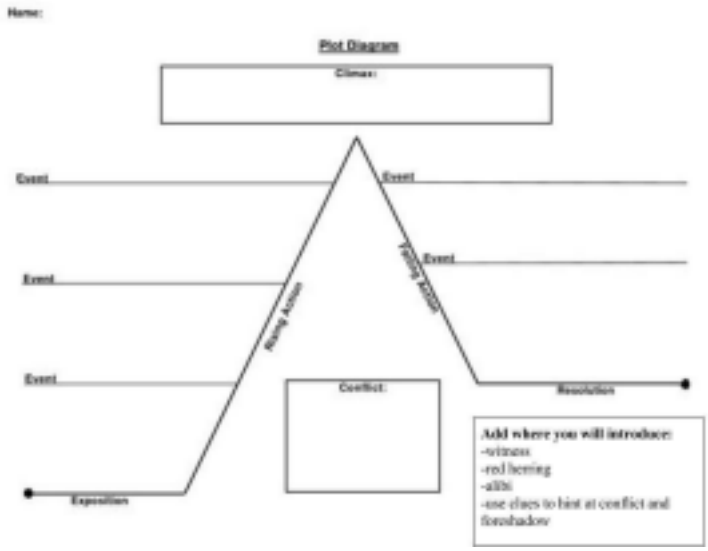
Lesson Plans

Goals	**Suggested Teaching Points: can be taught through mini-lessons, conferences, shared reading, shared writing, and interactive read aloud**	**Teaching Ideas and Tips**

Writers explore the purpose and expectations of mystery writing and the intention behind this type of expression. (Immersion week: for exposure NOT mastery!)	As writers, mystery writing is used as a category within narrative writing. - What is it? - How is it done? - Who does it? - What do you notice about it? Writers, one way to stir up interest and understand this type of genre is to explore various narrative and mystery writings of mentor authors. - What are they made up of? - What is the main idea? - How does the author create effective characters, setting, and plot? - How does the author convey meaning? - How does the author convey suspense? - What way does the author organize the text?	View Mentor Texts/Authors to see possible end-products of mystery writing. Mentor Texts: Real-life mysteries - ID channel/Netflix doc examples, nonfiction articles of mysteries (abandoned homes, etc.), Nancy Drew, Magic Tree House mysteries, 2- minute mysteries, Scooby-Doo, Goosebumps, Veronica Mars, http://www.pbs.org/opb/historydetectives/investigation/ amelia-earhart-plane/, Fingerprinting Felon activity http://www.educationworld.com/a_lesson/03/lp299-01.shtml; As you read mentor texts, make sure to introduce the vocabulary and terminology of mysteries. See chart below: • **Hunch:** A guess or feeling not based on facts • **Motive:** A reason that a person does something — can include anger, hatred, love, or greed • **Mystery:** Something that is unknown • **Opportunity:** A fact proving or reason why someone could have committed the crime. • **Red herring:** A false clue that throws the investigator off track • **Sleuth:** An investigator • **Suspect:** Person who has a motive to have committed a crime • **Witness:** Person who has knowledge about a crime

	Writers, not only do we explore what the writers are trying to convey, but we need to listen to the impact it has on us. This will help us when we write on our own to get clear on the messages/ideas we want to bring to our audience - convey emotion? - clearly express meaning and idea? - build suspense? - theme/lesson to learn?	

Writers use the different parts of the writing process to discover a narrative idea they want to further explore.	Writers, after reading/interacting with these mentor texts, we need to take notice of different problems that can occur in a mystery. - What types of problems did you notice were central to the mysteries we saw in the mentor texts? Writers, we have multiple ways to generate ideas on a topic and can ask questions to help us uncover what we are interested in writing more about. Some questions we can ask are: - What mystery do I want to create, and how will I go about doing that? - How will I build suspense in this mystery?	Brainstorm: partner talk, conferencing, t-charts, word web, lists Mentor Texts:my own personal example - here's me brainstorming a general idea/characters/setting/plot/conflict - here's a list of things written haphazardly Clarifying Mystery vs. Fantasy: something that can happen and actually solve Anchor Chart of questions we can ask ourselves when brainstorming our mystery List of problems in mysteries we read/watched as Mentor Texts

Writers purposefully choose specific characters, setting, plot, and conflict to organize and communicate their story to the reader.	Writers, we want to begin by deciding how we want to start our planning - with the characters, the setting, or the plot? ● Writers spend time thinking about where they want to begin. ● Questions to think about: ○ What am I interested in? ○ What do I want to know more about? ○ What would I like more answers to? ○ What do I like, and is it enough? ○ What am I an expert at? ● We will number our choices for how we will plan: 1-3 for characters, setting, plot. **Once they have chosen how to begin, mini-lessons can be done to strategy groups based on how they start:** As writers, we want to consider how the overall mystery will be framed. We do this by considering short story elements and plot structure. ● Writers fill out a Freytag's Pyramid for basic plot of story. ● We want to consider our original plot diagram. ○ Writers evaluate their plot various	 Or they can write it as an "edge of the seat" story and start with the mystery event/ climax build suspense from there

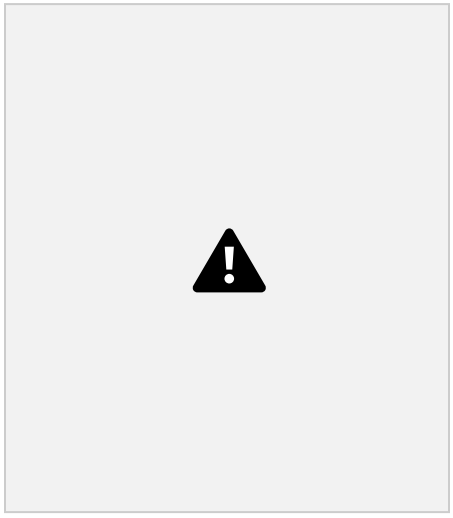
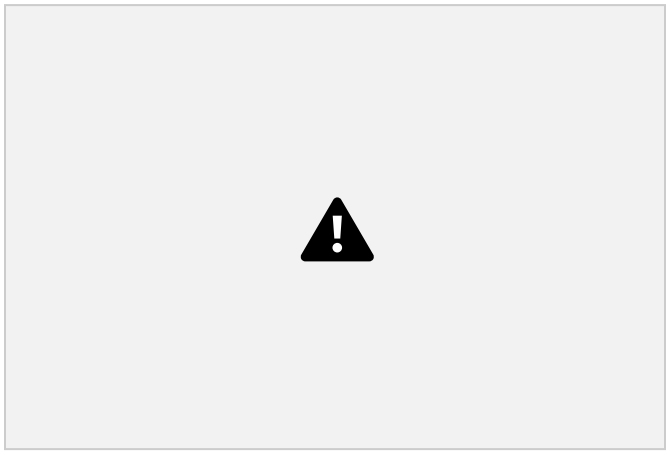
	times for possible changes in story structure.	

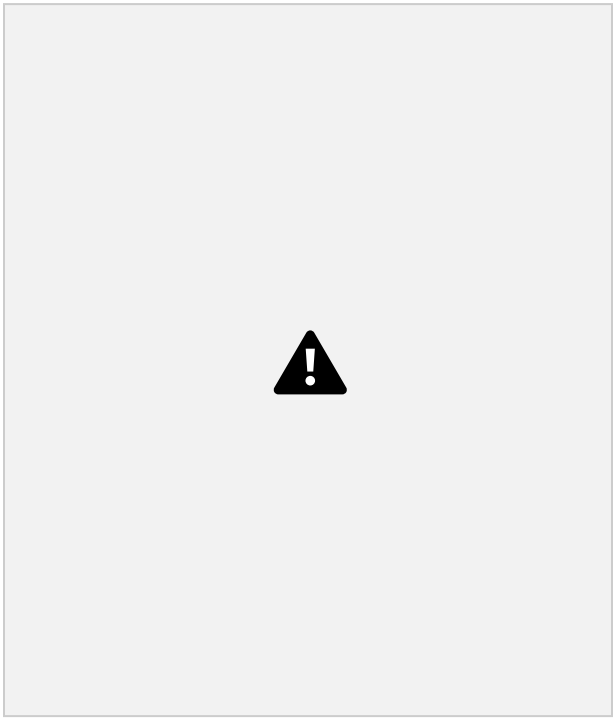
	● Writers, we are thinking about how we want to structure our plot, and it can help to remind ourselves of the 3 main resolutions that can happen in a short story - especially in a mystery where the ending is so important. ○ Problem solved!/Happily ever after/Resolved ○ Unexpected twist ○ Cliffhanger ● Writers, as we work on our Freytag's Pyramid for plot structure, we want to also think about our characters. ○ Writers create a chart of character actions and intentions at each plot moment. ○ Writers map a simultaneous pyramid for character actions, motivations, intentions, etc. as these plot events happen. ● Writers consider various ways to create conflict while writing plot events. ○ Think about real life. How does conflict happen to us, those around us, people we hear about on the news, etc.? ○ Consider the	 Mentor texts: mysteries as well as non-fiction articles detailing conflicts - how do conflicts happen? how are conflicts expressed that happen suddenly vs. over time? - movies/tv shows they know: think Disney - what characters create conflict? My own writing/brainstorming "I ask myself these questions": - What can create conflict? - arguments, differing views, stereotypes, crimes, older vs. younger, new vs. old, perceived evil (or actual evil) - How can I model conflict after something? - Think movies: Snow White and the Seven Dwarves - the Evil Queen disguised herself

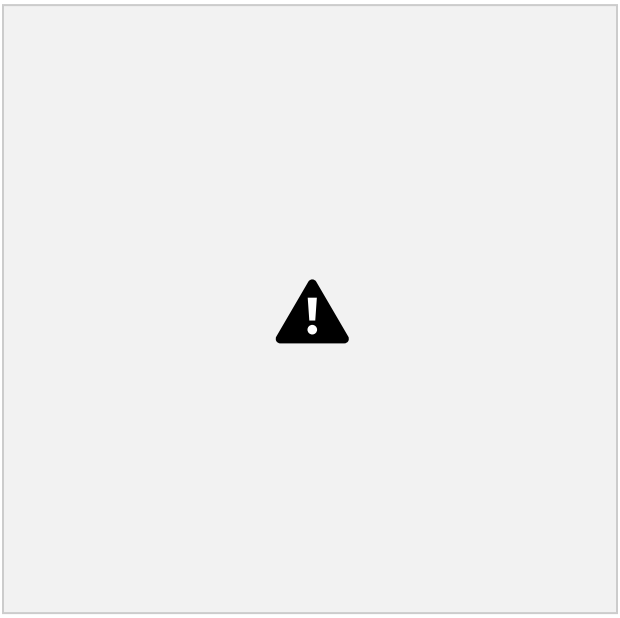
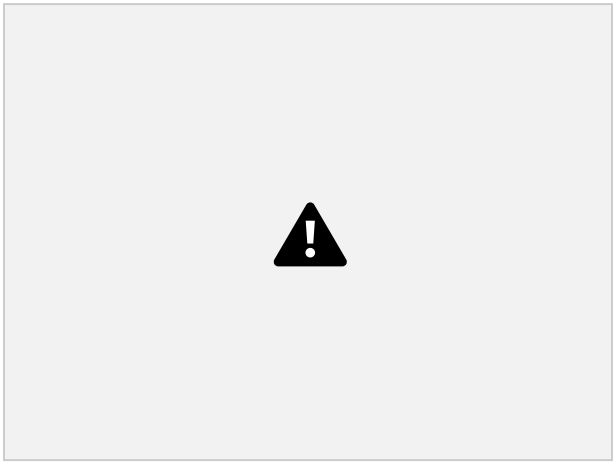
	characters you	

	have created/want to create. Can characters create conflict? How? ● Writers turn and talk with their writing partners to discuss progress thus far. ○ Individual or strategy-group conferences while writing to monitor progress.	to hurt Snow White, so we know she's evil/villain but characters don't - When have I ever been in conflict with someone?
Writers explore choices of short story elements and structure through the writing process.	● Writers draft their first pieces and know that sometimes we need to try out a different idea.	Mentor texts: my own writing! Here's the very beginning of my story. What can I do to improve? How can I better introduce characters, setting, plot, and conflict in my writing? Does my audience understand what I have written thus far? Notebook Rubric: https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuM-eNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing

Writers utilize suspense in mystery writing to create cohesion and emotion in their writing.	Writers, we want to think about suspense and how authors create suspense in their writing. We are writing mysteries, and our mysteries can utilize suspense to build that tension as the mystery progresses. ● Consider tone vs. mood ● Remember when we read (Mentor Text)... ● Think about foreshadowing and flashback. Are you able to highlight places in your drafts where you utilized foreshadowing? ○ Did the foreshadowing create suspense? ○ Suddenly adding a flashback into the story at a climactic moment can create tension. ● As writers, we may want to create suspense through	Mentor texts: Turning Movie Trailers into different tones: https://www.youtube.com/playlist?list=PLwRF5bRIjrMxOuA_2Wp2lmObjQot3XHfo, https://www.youtube.com/watch?v=U71P5FKFqfg&list=PLBjIqRvyNjs8scZZ1ukAzlyH4mRveAYS-&index=6, https://www.youtube.com/watch?v=9eD2UpdhbwA&index=16&list=PLwRF5bRIjrMxOuA_2Wp2lmObjQot 3XHfo

	sentence structure and punctuation. ○ Shorter sentences can build tension within a mystery. ○ Punctuation like an ellipsis builds tension. ● Writers, another way we could create suspense is through dramatic irony. ○ Authors may give the audience more information than the characters, building suspense for us of when characters will figure out what we know.	   characters in jeopardy: have characters tell the readers their plans:

		 http://www.ian-irvine.com/on-writing/41-ways-to-create-and heighten-suspense/
Writers explore choices of short story elements and structure through the writing process.	● Writers continue to draft mysteries or parts of their mysteries and know that sometimes we need to try out a different idea. ● Writers know that, as we write, we have to consider looking back at our writing for grammar elements. When creating a narrative piece - like this mystery writing, we want to try to use figurative language and literary and rhetorical devices to create description in our pieces, so we have to think about how to properly use them within our writing.	Notebook Rubric https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqv X-GmsdfuM-eNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing Mini Lesson on types of figurative language and literary/rhetorical devices as well as using them within a text - Mentor Text: my own writing, “Sonnet 130” [Honors], “Do Not Go Gentle Into That Good Night” [CP/CPC] SOAPHIM (simile, onomatopoeia, alliteration, personification, hyperbole, idiom, metaphor) & devices worksheet below: 

		
Writers use specific word choice to develop characters, setting, plot, conflict, and suspense.	● Writers know that different types of writing demand different types of word choice. ○ Let's think back to our Mystery Vocabulary List. Have you been using those words throughout the writing process? ○ Writers, why don't we go through our drafts and highlight any time we used a Mystery Vocabulary Word?	
Writers explore choices of short story elements and structure through the writing process.	● Writers spend their final time on the drafting process and know that sometimes we need to try out a different idea.	Notebook Rubric: https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuM-eNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing Mentor Text: My own writing - What can I do to - improve? How can I better introduce characters, setting, plot, and conflict in my writing? - Does my audience understand what I have written thus far?

Writers revise their mysteries thinking about conventions,	● Writers, we want to look at our Notebook Rubric to help ourselves revise and edit our work.	https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing
grammar, and audience.		
Writers publish and celebrate their work.	● Writers, we want to celebrate a job well-done!	○ Gallery Walk ○ "Poetry Slam" Club share ○ Presentations ○ Final copy submitted on Google Classroom
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit: http://teacher.scholastic.com/writewit/mystery/ https://beta.scholastic.com/teachers/lesson-plans/teaching-content/making-mystery/ http://www.ian-irvine.com/on-writing/41-ways-to-create-and-heighten-suspense/ https://www.youtube.com/playlist?list=PLwRF5bRIjrMxOuA_2Wp2lmObjQot3XHfo, https://www.youtube.com/watch?v=U71P5FKFqfg&list=PLBjIqRvyNjs8scZZ1ukAzlyH4mRveAYS-&index=6, https://www.youtube.com/watch?v=9eD2UpdhbwA&index=16&list=PLwRF5bRIjrMxOuA_2Wp2lmObjQot3XHfo http://www.pbs.org/opb/historydetectives/investigation/amelia-earhart-plane/ http://www.educationworld.com/a_lesson/03/lp299-01.shtml		

Grade 7 - Unit 3: Argumentative Writing

Unit Overview
Content Area: ELA - Writing

Unit Title: Argumentative Writing - Proposal (Research Paper)

Grade Level: 7

Unit Summary:

Students will be tasked with writing an argumentative piece of writing using the writing process. This is one of the main curricular elements of seventh grade writing. In particular, this unit utilizes the skills of writing a proposal to practice argumentative writing. This should be a new writing style for all of the students, so it will give them the chance to explore an unfamiliar writing style in a supportive and safe writing environment. Students will identify a problem they believe to be solvable. These problems will be based on broader questions posed to the students about worldwide issues - especially from other countries and cultures. Once students have identified a problem to address within their broader question, they will propose a solution to this problem. Students will conduct research from multiple sources to gain a deeper understanding of their chosen question, problem, and possible solutions. While drafting this proposal essay, students will discover the best structure for this writing while using appropriate tone and diction for the audience. Each proposal will handle the possibility and viability of the solution they have chosen. This unit is designed to reinforce many foundational writing skills from previous years as well as teach new 7th grade writing and grammar skills. There

are built-in opportunities for feedback within the unit; this will help students appreciate the writing process and analyze their own writing while creating a proposal.

Learning Targets

Standards

CPI#:	**Statement:**
Performance Expectations:	
NJSLS.W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
NJSLS.W.7.1.A.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
NJSLS.W.7.1.B.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
NJSLS.W.7.1.C.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
NJSLS.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
NJSLS.W.7.1.E.	Provide a concluding statement or section that follows from and supports the argument presented.
NJSLS.W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
NJSLS.W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience

	have been addressed.
NJSLS.W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
NJSLS.W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
NJSLS.W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
NJSLS.W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLS.W.7.9.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").
NJSLS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
NJSLS.8.1.8 .A. 1	Demonstrate knowledge of a real world problem using digital tools.
NJSLS.8.1.8 .A. 2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
Career Readiness, Life Literacies, and Key Skills:	
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
Technology Literacy:	
8.2.8.ED.3	Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
Interdisciplinary Standards:	

2.5.8.CR1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media

2.2.8.CR1a	Generate a variety of ideas, goals, and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
6.2.8.GeoHE.4.d	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

Cross-cultural Standards/Mandates:

Research Paper Topics: Choice of topics researching issues existing in Asia then writing proposals to help solve them globally

ELD-SI.4-12.Argue (WIDA Standards)	Generate questions about different perspectives, Support or challenge an opinion, premise, or interpretation, Clarify and elaborate ideas based on feedback, Evaluate changes in thinking, identifying trade-offs, Refine claims and reasoning based on new information or evidence
ELD-LA.6-8.Argue.Expressive (WIDA Standards)	Construct language arts arguments that: Introduce and develop claim(s) and acknowledge counterclaim(s), Support claims with reasons and evidence that are clear, relevant, and credible, Establish and maintain formal style, Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

Unit Essential Question(s):

- eople propose an idea to others?
- ve solve bigger problems with
-

Unit Enduring Understandings:

- Broader questions can be narrowed down by creating other questions that could be answered within the broader question.
- Problems come with the ability to have different causes and effects.
- The effectiveness and viability of solutions varies.
- Sharing ideas with a peer or teacher can give clarity on possible solutions to problems.
- Finding the best topic, argument, and structure for a proposal takes exploring and experimenting.
- Research requires choosing credible sources, finding effective evidence, and implementing that evidence into the argument.
- The audience should influence the tone and diction of the written piece.

Unit Learning Targets/Objectives:

Students will…

- Select an appropriate argumentative idea with which you will present a problem and solution to be written in a proposal.
- Consider different ways to solve a chosen problem.
- Consider how to find the most effective information to use as evidence to support the problem and solution. ● Consider the presentation of your proposal and the intended audience.
- Utilize techniques for finding and evaluating information to gather research.
- Research various ideas about your problem and various ways to solve the problem.
- Effectively embed researched evidence within your proposal argument.
- Utilize real-world connections and ideas to influence your proposal.
- Choose domain-specific vocabulary in writing to enhance effectiveness and strength of the proposal.

Evidence of Learning

Formative Assessments:

Conferences

- **Notes**
- **Questions to ask:**
    - How do I formulate questions based on a broader researchable question?
    - How do I pinpoint and define a problem?
    - How do I propose an idea to solve a problem?
    - What makes a solution effective?
    - What do people use proposals for?
    - How is a proposal written and presented?
    - How do I locate information as evidence to support the problem and solution of the problem?
    - How do we collect and present researched information in writing?

Observations

Strategy Groups

- **Notes**
- **Reasoning:**
    - conferencing with a small group of students, as opposed to just a single student, to address:
        - how to get "unstuck"
        - how to improve something in writing that has been noticed within a few students
        - grammar-specific lessons that are not needed as whole-class lessons
        - how these particular students could help each other
        - how these students could benefit from the work these other students are doing
        - having a conversation with others about struggles or places we want feedback

Examine folders/notebooks

- Trying out strategies, demonstrating growth
- Notebook Rubric
    - https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing

Summative/Benchmark Assessment(s):

Pre-assessment

- **Prompt:** In this unit, we will be writing an argumentative piece in the form of a proposal. Using your prior knowledge of argumentative writing, propose something to me. You have today to write this piece, just try your best and show what you know.

Published piece

- **Rubric**
- **Checklist** (they do it, you do it & could talk it over)
    - Can use it with students

Post-assessment

- Day 1: plan & write
- Day 2: reread & revise
- **Prompt:** Using all we have learned about argumentative writing and proposal writing, use these 2 days to create a mini proposal on any topic - a shortened version that uses the proposal elements.

Reflection

- Do their own - create your own reflection for this process - how did you feel before, during, and after? Pick a way to express this reflection.

Resources/Materials (copy hyperlinks for digital resources)**:**

Notebook Assessment Tool is linked below

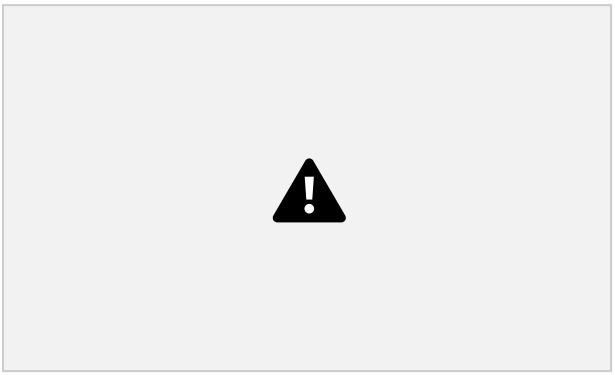
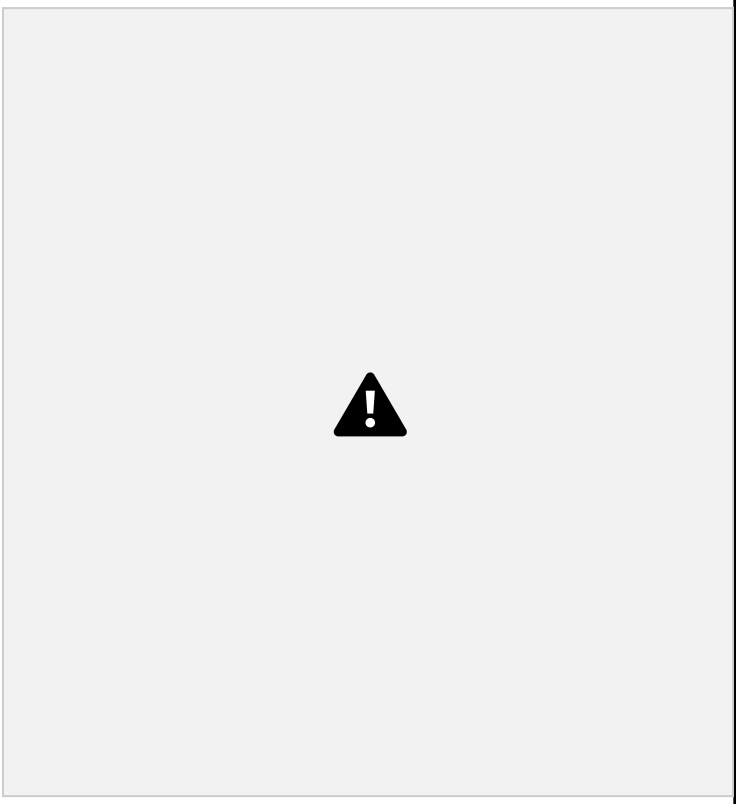
https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing
https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing
https://www.youtube.com/watch?v=l3c9sT6Uv3c

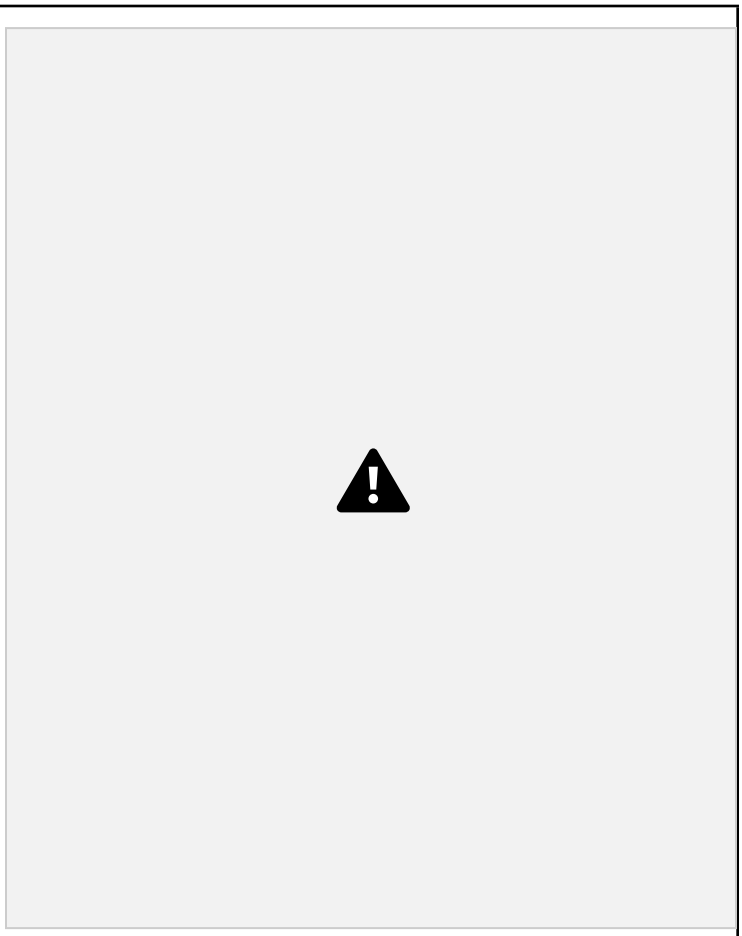
https://www.youtube.com/watch?v=09FkvXwGxM8
https://www.acs.org/content/dam/acsorg/education/students/highschool/chemistryclubs/sample-proposal-letter.pdf https://sites.google.com/site/choreographyofwords/work-showcase/argument-essay
https://docs.google.com/drawings/d/132M3-rRUb3Egxn5zBxcOkJoVJbM108aNrOgkpzYqOPY/edit?usp=sharing
https://docs.google.com/a/mppanthers.org/document/d/1zBBbGZfM8SP87mEbXtUQrN42JlDNVJyot16sJWnCNyI/edit?u sp=sharing
https://docs.google.com/a/mppanthers.org/presentation/d/1IPRS4vsDkK4KtlzSVvk72DDdYPky70FApvBlQnQRldU/ edit?usp=sharing
https://docs.google.com/a/mppanthers.org/document/d/11KZgPIsduBuKdH_FnNkfHXRpO5Fzm4gq13MnRwbwIrA/edit? usp=sharing
https://docs.google.com/a/mppanthers.org/document/d/167a8lQ72X_3qkipAdfuiPBw46XVAyIJfHJqcfUxphXg/edit?usp= sharing
https://www.lamission.edu/learningcenter/docs/asc/worksheets/Grammar/Sentence%20Types.pdf

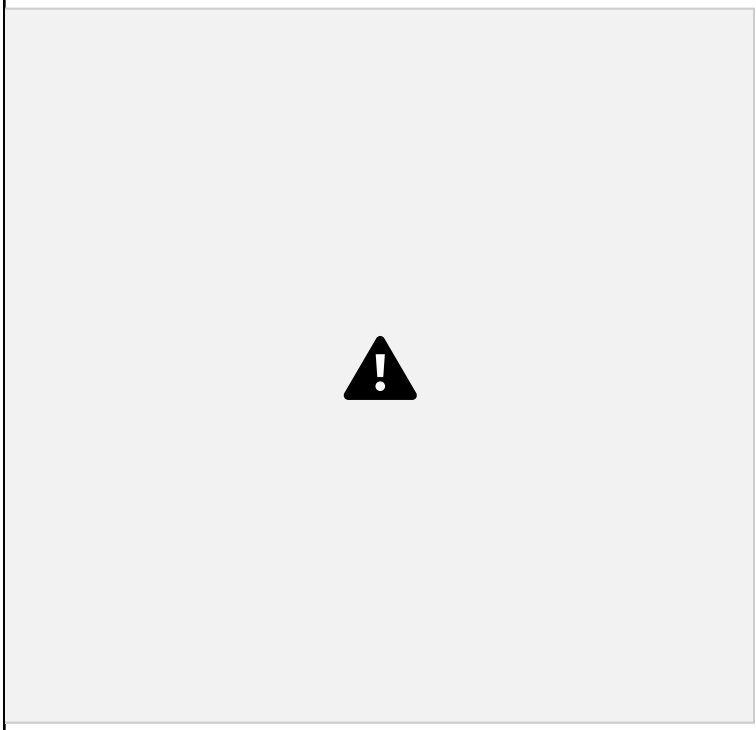
Modifications:

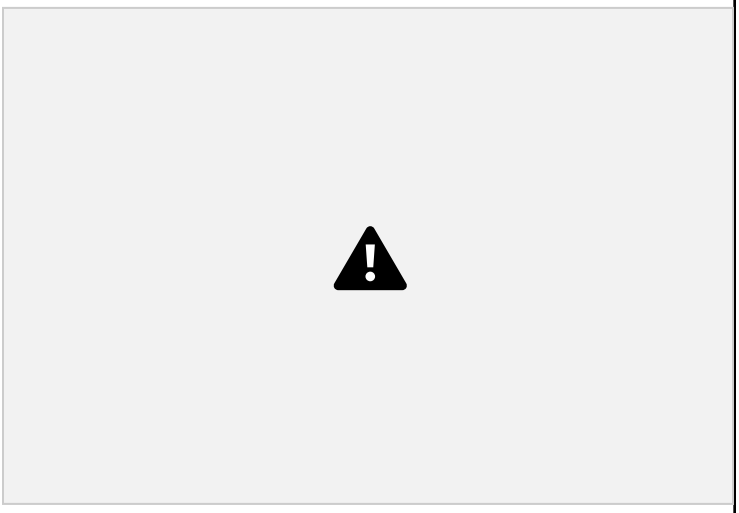
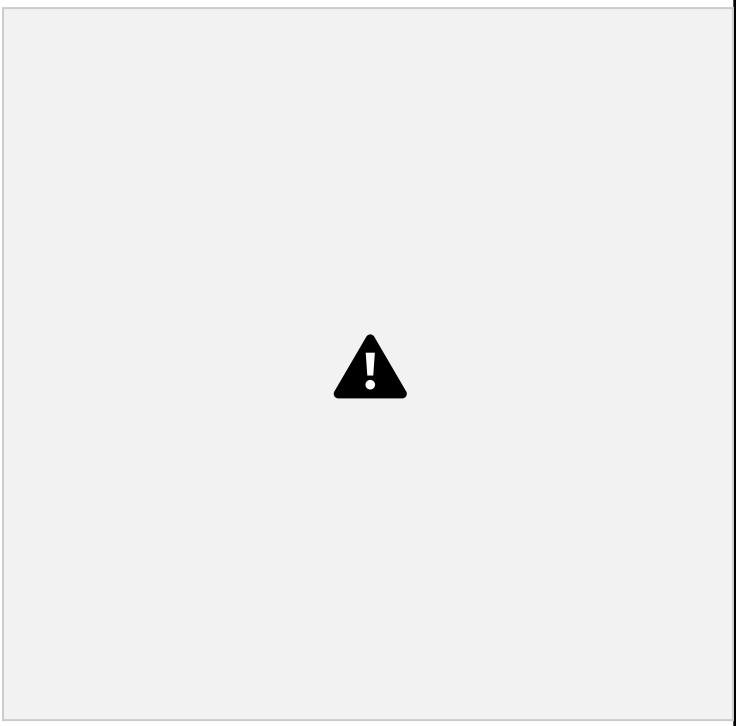
- Special Education Students/504
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
- At-Risk Students
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- Gifted and Talented Students
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

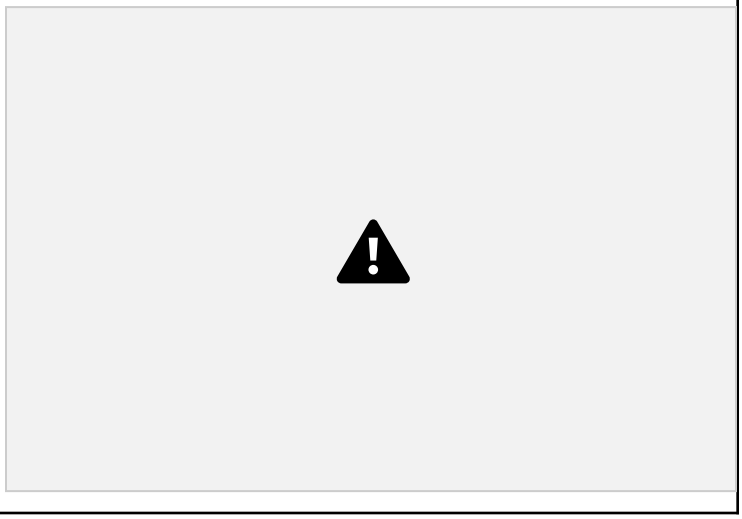
o Allow extended time to answer questions o Accept participation at any level, even one word		
Lesson Plans		
Goals	**Suggested Teaching Points: can be taught through mini-lessons, conferences, shared reading, shared writing, and interactive read aloud**	**Teaching Ideas and Tips**
Writers explore the purpose and expectations of proposal writing and the intention behind this type of	As writers, proposal writing is used as a category within argumentative writing. - What is it? - How is it done? - Who does it? - What do you notice about it? Writers, one way to stir up interest and understand this type	**Mentor Texts:** Newsela.com - articles to explore (possibility to change Lexile level) Proposal videos: https://www.youtube.com/watch?v=l3c9sT6Uv3c (watch/cut to 1:07), https://www.youtube.com/watch?v=09FkvXwGxM8 (watch/cut to 1:00) *One Word from Sophia* - Jim Averbeck

expression. (Immersion week: for exposure NOT mastery!)	of genre is to explore various proposal and argumentative writings of mentor authors. - What are they made up of? - What is the problem presented? - What is/are the solution(s) presented? - How does the author address/make known the intended audience? - How does the author portray the problem? - How does the author solve the problem? - Does the author use only one way to solve his/her problem? - How does the author use evidence in his/her writing? - What way does the author organize the text? Writers, not only do we explore what the writers are trying to convey, but we need to listen to the impact it has on us. This will help us when we write on our own to get clear on the messages/ideas we want to bring to our audience - convey emotion? - clearly express problem and solution? - get us on their side? - effectiveness of evidence used? - visual aspects as well?	https://www.acs.org/content/dam/acsorg/education/students/highschool/chemistryclubs/sample-proposal-letter.pdf "Waste Not, Want Not" https://sites.google.com/site/choreographyofwords/work showcase/argument-essay **Proposal Pieces:**   Proposal Essay Vocabulary:

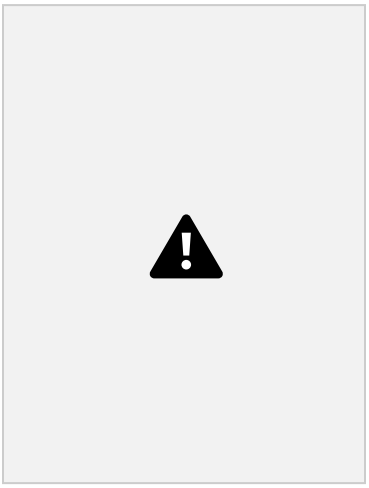
		

Writers use the different parts of the writing process to discover a proposal they want to further explore.	Writers have multiple ways to generate ideas on a topic and can ask questions to help us uncover what we are interested in writing more about. Some questions we can ask are: - What am I interested in? - What problems do I want to uncover and discover? - What do I want to know more about? - What would I like more answers to? - What am I drawn to, and is it enough? - How do I solve problems, and how can this relate to bigger problems? As writers, after we have generated multiple ideas, we examine the topics that we feel drawn to and begin to ask,	Topics list as broad ideas: 

	"How might I frame this topic? What part of the topic do I really want to show?" One way we can do this as writers is use an inverted triangle to help narrow the topic. Let me show you how I do this in my notebook. - Use an inverted triangle chart to move from a broad, general topic to a narrow one from a general idea. - Yesterday, we used the inverted triangle, but that is just one way to narrow a topic. Another way we can do that is by using the 5 W's and H to frame the topic. - Talk with my writing partner about my general topic and what it brings to mind for them that could help me narrow down. - When writing a proposal, we have a specific problem we want to solve and a solution - or possible solutions - to it. We want to focus in on those problems and solutions to be the most effective. - Writers, begin to draft their first topic in their notebooks.	https://docs.google.com/drawings/d/132M3-rRUb3Egxn5zBxcOkJoVJbM108aNrOgkpzYqOPY/edit?usp=sharing (Topic Narrowing, Inverted Triangle)  

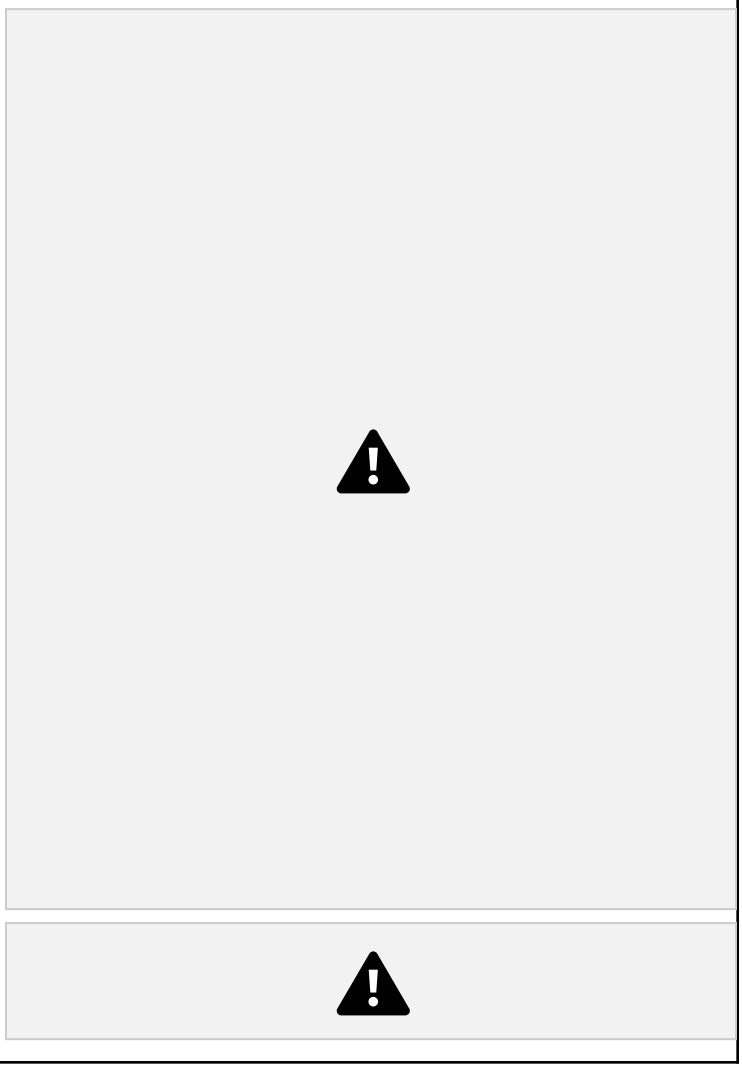
Writers will be able to develop research questions and evaluate information while performing research.	Writers, in order for us to write proposals, we have to do our research. This is how we find evidence of the problem we have selected, its causes and effects, possible solutions, and background information to summarize the topic. To begin, we have to know how to ask good questions and choose appropriate search terms. ● Pressing & relevant questions ● Questions should not be too broad ● Think back to when we narrowed down our topic - those are the kinds of ideas and questions we want to use ● What is the problem you've selected? ○ What questions come to mind when you think about this problem? ● What caused the problem? ● What are the effects of this problem? ● How could this problem be solved? ○ Is there more than 1 way? ● Try using the 5 W's and H to narrow down research questions.	 **Research Log** **Evaluating Websites Worksheet:** https://docs.google.com/a/mppanthers.org/document/d/1z BBbGZfM8SP87mEbXtUQrN42JlDNVJyot16sJWnCNyI/edit ?us p=sharing **How Do We Evaluate Information? Foldable (printouts for back of foldable)**

	● What "buzz words" (domain specific vocab) are you noticing as you make your questions? Those could be good search terms! Writers, we will be logging our research questions, sources, and evidence in our Research Logs. We want to look at an example Research Log first to help us understand how to use it. Would you mind if I show you a piece of evidence I found and how I would put it in the Research Log? Writers, as we research, we want to be sure we are evaluating the information we find. Not everything can be trusted or is worthwhile! ● Evaluating Websites worksheet ● How Do We Evaluate Information? Foldable ○ Adequate, Reliable, Accurate, Appropriate	 
Writers explore choices of proposal elements and structure through the writing process.	● Writers draft their first pieces and know that sometimes we need to try out a different idea.	Mentor texts: my own writing! Here's the very beginning of my proposal writing. What can I do to improve? How can I better share my topic and the pieces that need to be explained of it? Do my solutions seem viable? Does my audience understand what I have written thus far?

Writers purposefully choose specific text structures, features, and word choice to organize and communicate their topic.	Utilize text structures and features to organize your topic and product considering best focus for your given topic. - Use bold type, italics, underlining, pictures, charts, etc. when creating your proposal. - Create smooth transitions between summary of topic, problem presented, causes and effects of problem, and	https://docs.google.com/a/mppanthers.org/presentation/d/1IPRS4vsDkK4KtlzSVvk72DDdYPky70FApvBlQnQRl dU/edit?usp=sharing (Text Features & Graphic Aids)

	possible solution within the product. - Choose domain-specific vocabulary in writing to engage the audience and portray the problem and solution(s).	

Writers properly cite evidence within the writing.	Writers, when we use information from sources and put direct evidence in our writing, we have to give those other sources credit. It's only fair! You want credit when you do something well - especially when someone else does it, too. You want people to know it was you who did it first/had the idea/etc.! When we give sources credit, we do it right within our writing as well as after our writing is over. When we do it within our writing, it is called an in-text citation. When we do it after our writing is completed, it goes on the Works Cited page. ● We will go through the process of in-text citations using the research you have already done. ○ Pick a source you found some good evidence from. ○ Pick a direct piece of evidence from that source. ○ We will use the In-Text Citations Cheat Sheet to guide us. ○ Why don't you work with your writing partner to try and create a few in-text citations together? It's always good to practice.	**In-Text Citations "Cheat Sheets"/Guides:** https://docs.google.com/a/mppanthers.org/document/d/11KZgPIsduBuKdH_FnNkfHXRpO5Fzm4gq13MnRwbwIrA/edit?u sp=sharing https://docs.google.com/a/mppanthers.org/document/d/167a8lQ72X_3qkipAdfuiPBw46XVAyIJfHJqcfUxphXg/edit?usp=s haring
Writers explore choices of proposal elements and structure through the	● Writers continue to draft proposals or parts of their proposals and know that sometimes we need to try out a different idea. ● Writers know that, as we write, we have to consider looking back at our writing for grammar	Mini Lesson on simple, compound, complex, and compound complex sentences. - Mentor Text: chosen article based on a world topic similar to their research topics - Practice worksheet on simple, compound, complex, and compound-complex sentences like this:

writing process.	elements. When creating an argumentative piece - like this proposal, we want to try to use simple, compound, complex, and compound-complex sentences to show different relationships between ideas, so we have to think about how to properly use them within our writing.	- https://www.lamission.edu/learningcenter/docs/asc/worksheets/Grammar/Sentence%20Types.pdf
Writers properly cite evidence in the Works Cited page.	Writers, as we near the end of our writing process, we want to think about how we cite evidence after our writing is finished. This goes in the Works Cited page. We will be using a site called NoodleTools to help us.	**NoodleTools How-To Guide:** https://docs.google.com/a/mppanthers.org/presentation/d/19zqhuhXfDAWeKBi94iuPlf18HoBlR_GDZATQ6M69ALk/edit?usp=sharing
Writers use specific word choice to portray their problem, offer a solution, and engage the audience.	● Writers know that different types of writing demand different types of word choice. ○ Let's think back to our Argument Vocabulary List. Have you been using those words throughout the writing process? ○ Writers, why don't we go through our drafts and highlight any time we used an Argument Vocabulary Word?	

Writers explore choices of proposal	● Writers spend their final time on the drafting process and know that	Mentor Text: My own writing - What can I do to
elements and structure through the writing process.	sometimes we need to try out a different idea.	- improve? How can I better introduce characters, setting, plot, and conflict in my writing? - Does my audience understand what I have written thus far? Notebook Rubric: https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing
Writers revise their mysteries thinking about conventions, grammar, and audience.	● Writers, we want to look at our Notebook Rubric to help ourselves revise and edit our work.	https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing
Writers publish and celebrate their work.	● Writers, we want to celebrate a job well-done!	○ UN Day ■ Presentations ■ Videos ■ Booths ■ Demonstration ■ Experiment ○ Final copy submitted on Google Classroom
Teacher Notes:		

Additional Resources

Click links below to access additional resources used to design this unit:

https://docs.google.com/a/drgravitygoldberg.com/document/d/1xCxqvX-GmsdfuMeNdhX8Bqw2mjZHqI44incmTAIdv8/edit?usp=sharing

https://www.youtube.com/watch?v=l3c9sT6Uv3c

https://www.youtube.com/watch?v=09FkvXwGxM8

https://www.acs.org/content/dam/acsorg/education/students/highschool/chemistryclubs/sample-proposal-letter.pdf https://sites.google.com/site/choreographyofwords/work-showcase/argument-essay

https://docs.google.com/drawings/d/132M3-rRUb3Egxn5zBxcOkJoVJbM108aNrOgkpzYqOPY/edit?usp=sharing

https://docs.google.com/a/mppanthers.org/document/d/1zBBbGZfM8SP87mEbXtUQrN42JlDNVJyot16sJWnCNyI/edit?u sp=sharing

https://docs.google.com/a/mppanthers.org/presentation/d/1lPRS4vsDkK4KtlzSVvk72DDdYPky70FApvBlQnQRldU/ edit?usp=sharing

https://docs.google.com/a/mppanthers.org/document/d/11KZgPIsduBuKdH_FnNkfHXRpO5Fzm4gq13MnRwbwIrA/edit? usp=sharing

https://docs.google.com/a/mppanthers.org/document/d/167a8lQ72X_3qkipAdfuiPBw46XVAyIJfHJqcfUxphXg/edit?usp= sharing

https://www.lamission.edu/learningcenter/docs/asc/worksheets/Grammar/Sentence%20Types.pdf