

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

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| Course Name: English | Grade Level(s): 7 |
| Department: English/Language Arts | Credits: NA |
| BOE Adoption Date: October 2017 | Revision Date(s): October 2019; September 2022 |

ABSTRACT

In grade seven, students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas. The students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. The students will also build academic vocabulary as they read more complex texts, including stories, plays, historical novels, poems, and informational books and articles. To enhance and develop writing skills, the students will write for a variety of purposes and audiences. The students' writing will show the effective use of evidence from sources to inform or make an argument. Additionally, students will complete the following to develop their literacy and writing skills: (1) Students analyze how the form or structure of a play or poem contributes to its meaning. (2) Students analyze how particular elements of a story or play interact (like how the setting shapes the characters or plot). (3) Students determine how an author develops and contrasts the points of view of different characters or narrators in a text. (4) Students conduct short research projects, drawing on several sources and identifying related questions for further research and investigation. (5) Students engage in a range of classroom discussions on topics and texts, expressing ideas clearly and building on the ideas of others. (6) Students identify a speaker's argument and specific claims and evaluate the reasoning and evidence behind these claims. (7) Students use clues such as word roots or add-ons to a word (such as the prefix hyper-, which means 'excessive' in the words hyperactive and hypersensitive) to determine the meaning of a word. (8) Students interpret figures of speech or references to literature or mythology in a text. (9) Students determine a theme or central idea of a text and analyze its development over the course of the text. Students also provide an objective summary of the text. (10) Students analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (11) Students cite several pieces of evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text. (12) Students compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (such as how the delivery of a speech affects the impact of the words). (13) Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. (14) Students provide a concluding statement or section that follows from and supports the information or explanation presented. (15) Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. (16) Students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (17) Students use precise language and subject-specific vocabulary to inform or explain the topic.

Proficiencies and Pacing

Course Title: English 7

Prerequisite(s): Grade 6 English Language Arts

| Unit Title: | Duration/Month(s): | Related Standards: | Learning Goals: | Topics and Skills: |
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| <p>Unit 1</p> <p>The Writing Process</p> | <p>September</p> <p>(2 weeks)</p> | <p><u>Power Standards:</u></p> <p>NJSLS.W.7.4 NJSLS.W.7.5</p> <p><u>Secondary:</u></p> <p>Reading NJSLS.RL.7.1</p> <p>Writing NJSLS.W.7.10</p> <p>Speaking and Listening NJSLS.SL.7.1(abcd) NJSLS.SL.7.4 NJSLS.SL.7.5 NJSLS.SL.7.6</p> <p>Language NJSLS.L.7.1 NJSLS.L.7.2 NJSLS.L.7.3</p> <p><u>Interdisciplinary:</u></p> <p>Technology</p> | <p>1. Students will understand the six traits of writing and will be able to apply the traits to their writing process. (2 weeks)</p> | <ol style="list-style-type: none"> 1. Define/identify each trait of writing: ideas, organization, voice, word choice, sentence fluency, and conventions. 2. List and classify each trait with a part of the writing process. 3. Describe the connection between the writing process and the six traits of writing. 4. Explain the purpose and function of the six traits as an instructional tool for writing. 5. Explain the purpose and function of the six traits as an assessment tool for writing. 6. Compare and contrast pieces of writing that effectively use the six traits of writing and those that do not. 7. Determine how the six traits connect to each genre of writing. 8. Formulate a plan for using the traits during the writing process and conferences. 9. Revise and edit writing pieces using the six traits of writing (during student/teacher conferences or peer |

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| | | <p>NJSLS.TECH.8.1.8.B.1</p> <p>Career Ready Practices CRP1 CRP2 CRP4 CRP6</p> <p>Career Awareness, Exploration, and Preparation 9.2.8.B.3</p> | | <p>conferences).</p> <p>10. Design a rubric that uses the six traits of writing.</p> <p>11. Construct pieces of writing that use the six traits of writing effectively.</p> |
| <p>Unit 2</p> <p>Narrative Writing—The Short Story</p> | <p>September-November (9 weeks)</p> | <p><u>Power Standards:</u></p> <p>NJSLS.RL.7.3 NJSLS.W.7.3</p> <p><u>Secondary:</u></p> <p>Reading NJSLS.RL.7.4 NJSLS.RI.7.1 NJSLS.RI.7.3 NJSLS.RI.7.5 NJSLS.RI.7.7 NJSLS.RI.7.9</p> <p>Writing NJSLS.W.7.3.a-e</p> | <p>1. Students will be able to analyze how particular elements of a narrative (point of view, characterization, plot elements, etc.) interact to create an interesting story. (6 weeks)</p> <p>2. Students will be able to construct real or imagined experiences with a structured sequence using effective writing techniques, well-chosen details, and well-structured event sequences. (3 weeks)</p> | <p>1. Define/recall various components of a narrative piece—plot, characters, conflict (and its types), and theme.</p> <p>2. Recall/Identify various effective writing techniques applicable to a narrative: transition words, hooks, closing, dialogue, pacing, detail, and word choice.</p> <p>3. Read/analyze/critique various narrative writing pieces to identify effective descriptive structures and qualities (smiley face tricks, figurative language, logical sequence, etc.).</p> <p>4. Explain/describe how particular writing techniques in a narrative enhance the overall plot, characters/characterization, and theme.</p> |

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| | | <p>NJSLS.W.7.4 NJSLS.W.7.5 NJSLS.W.7.10</p> <p>Speaking and Listening NJSLS.SL.7.1c-d NJSLS.SL.7.5 NJSLS.SL.7.6</p> <p>Language NJSLS.L.7.1a-b NJSLS.L.7.2b NJSLS.L.7.3 NJSLS.L.7.3a NJSLS.L.7.6</p> <p><u>Interdisciplinary</u></p> <p>Technology:</p> <p>NJSLS.TECH.8.1.8.D.1 NJSLS.TECH.8.1.2.B.1 NJSLS.TECH.8.1.P.C.1</p> <p>Career Ready Practices</p> <p>CRP1 CRP2 CRP4 CRP6</p> <p>Career Awareness, Exploration, and</p> | | <ol style="list-style-type: none"> 5. Develop a personal story that is clear and descriptive, keeping in mind purpose, audience, and task. 6. Utilize direct dialogue effectively within a short story. 7. Organize actions and solutions that make sense with the rest of the story. 8. Utilize an appropriate and consistent point of view throughout the story. 9. Provide a conclusion that reflects on the narrated experiences or events. 10. Depict characters and setting in a story utilizing appropriate smiley face tricks for description and detail. 11. Understand grammatical conventions and usage to effectively communicate meaning to the reader or listener. |
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| | | Preparation 9.2.8.B.3 | | |
| Unit 3 Argumentative Writing | November-February (9 weeks) | <p>Power Standards:</p> <p>NJSLS.W.7.1 NJSLS.RI.7.8</p> <p>Secondary:</p> <p>Reading NJSLS.RI.7.4 NJSLS.RI.7.6 NJSLS.RI.7.8</p> <p>Writing NJSLS.W.7.4 NJSLS.W.7.5 NJSLS.W.7.10 NJSLS.W.7.9 NJSLS.W.7.9b</p> <p>Speaking/Listening NJSLS.SL.7.3 NJSLS.SL.7.4</p> <p>Language NJSLS.L.7.1a-b NJSLS.L.7.2 NJSLS.L.7.2b NJSLS.L.7.3 NJSLS.L.7.3a NJSLS.L.7.6</p> | <p>1. Students will be able to critically analyze components of argumentative/informational texts and will be able to distinguish between appropriate and effective writing techniques to clearly explain ideas, concepts, and information in an argumentative text. (6 weeks)</p> <p>2. Students will be able to construct an argumentative essay, introducing claims about a topic or issue, acknowledging alternate or opposing claims, and organizing reasons and evidence logically. (3 weeks)</p> | <ol style="list-style-type: none"> Analyze a topic or claims from diverse perspectives and identify textual evidence to support a stance. Construct an argumentative essay using strong investigation of ideas, a thesis statement, topic sentences, word choice, strong evaluation of evidence, expounding on ideas coherently, acknowledging alternate or opposing claims—all which will set forth an objective tone that contributes to the strength of the thesis. Analyze/critique the meaning of words and phrases in a written piece to evaluate how it affects the meaning and tone of a piece. Introduce a claim clearly and concisely using a thesis statement, previewing what is to follow, having organized ideas through prewriting activities, expounding on ideas coherently using critical thinking as well as examples to delineate a stance. Develop a body paragraph using a topic sentence, relevant facts, concrete details, quotations, research, and a closing sentence. Use grade level appropriate words, phrases, and dependent clauses to |

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| | | <p><u>Interdisciplinary:</u></p> <p>History NJSLS.SOC.6.1.8.A.1.a NJSLS.SOC.6.1.8.CS.2</p> <p>Technology NJSLS.TECH.8.1.8.D.2 NJSLS.TECH.8.1.8.D.4 NJSLS.TECH.8.1.8.A.1 NJSLS.TECH.8.1.8.B.1</p> <p>Career Ready Practices CRP1 CRP2 CRP4 CRP6 CRP7 CRP8</p> <p>Career Exploration CAEP.9.2.8.B.3</p> | | <p>create cohesion within the piece and to clarify the relationships among ideas and concepts.</p> <ol style="list-style-type: none"> 7. Use grade level appropriate vocabulary, specific nouns, just right adjectives and adverbs, and vivid verbs to promote an objective tone for the overall written piece. 8. Construct an effective closing statement that effectively supports the information/claims presented. 9. Critique and provide peer-editing to enhance a formal writing piece. 10. Identify elements of a clause and compare to the elements of a phrase (prep phrase vs. dependent clause). 11. Construct a complex sentence that effectively utilizes dependent and independent clauses. 12. Modify multiple sets of simple/compound sentences to effectively utilize sentence variety/structure. |
| <p>Unit 4</p> <p>Explanatory/ Informative Writing— Compare/Contrast</p> | <p>March-April</p> <p>(9 weeks)</p> | <p><u>Power Standards:</u></p> <p>NJSLS.RI.7.1 NJSLS.W.7.2</p> <p><u>Secondary:</u></p> <p>Reading: NJSLS.RI.7.4</p> | <ol style="list-style-type: none"> 1. Students will be able to analyze components of an explanatory essay and be able to distinguish between appropriate and effective writing techniques to clearly explain ideas, concepts, and information in an | <ol style="list-style-type: none"> 1. Analyze a topic or theme and identify textual evidence to support a stance. 2. Construct an explanatory essay using strong investigation of ideas, a thesis statement, topic sentences, word choice, strong evaluation of evidence, expounding on ideas coherently. 3. Analyze/critique the meaning of |

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| | | <p>Writing: NJSLS.W.7.2a-f NJSLS.W.7.4 NJSLS.W.7.5 NJSLS.W.7.10 NJSLS.W.7.9 NJSLS.W.7.9b</p> <p>Speaking/Listening: NJSLS.SL.7.3 NJSLS.SL.7.4</p> <p>Language NJSLS.L.7.1a-b NJSLS.L.7.2a-b NJSLS.L.7.3 NJSLS.L.7.3a NJSLS.L.7.6</p> <p>Interdisciplinary: Visual and Performing Arts VPA.1.3.8.D.2</p> <p>Technology NJSLS.TECH.8.1.8.A.1 NJSLS.TECH.8.1.8.A.3</p> <p>Career Ready Practices CRP1 CRP2 CRP4</p> | <p>explanatory/ informative text. (6 weeks)</p> <p>2. Students will be able to construct a clear, concise explanatory essay that explains/informs a concept/idea for the reader. (3 weeks)</p> | <p>words and phrases in a written piece to evaluate how it affects the meaning and tone of a piece.</p> <ol style="list-style-type: none"> 4. Introduce a topic or theme clearly and concisely using a thesis statement, previewing what is to follow, having organized ideas through prewriting activities, expounding on ideas coherently using critical and sequential thinking as well as examples to delineate a stance. 5. Develop the subject or theme using a topic sentence, relevant facts, definitions, concrete details, quotations, research, textual evidence, and a closing sentence. 6. Use grade level appropriate words, phrases, and dependent clauses to create cohesion within the piece and to clarify the relationships among ideas and concepts. 7. Use grade level appropriate vocabulary, specific nouns, just right adjectives and adverbs, and vivid verbs to inform and explain the topic. 8. Construct an effective closing statement that effectively supports the information/theme presented. 9. Critique and provide peer-editing to enhance a formal writing piece. 10. Construct a writing piece using |
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| | | CRP6 CRP7 CRP8 CRP9 CRP11 Career Awareness, Exploration, and Preparation 9.2.8.B.3 | | simple, compound, and complex sentences. 11. Identify and label verbs and their objects within a sentence: linking verbs, action verbs, predicate nominatives, predicate adjectives, indirect objects, and direct objects. 12. Construct grammatically correct sentences using verbs and their objects. |
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| Unit 5 Explanatory/ Informative Writing— Process Analysis and Response | April-June (9 weeks) | Power Standards: NJLSL.RI.7.1 NJLSL.W.7.2 Secondary: Reading: NJLSL.RI.7.4 Writing: NJLSL.W.7.2a-f NJLSL.W.7.4 NJLSL.W.7.5 NJLSL.W.7.10 NJLSL.W.7.9 NJLSL.W.7.9b Speaking/Listening: NJLSL.SL.7.3 | 1. Students will be able to analyze components of an explanatory essay and be able to distinguish between appropriate and effective writing techniques to clearly explain ideas, concepts, and information in an explanatory/informative text. (6 weeks) 2. Students will be able to construct a clear, concise explanatory essay that explains/informs a concept/idea for the reader. (3 weeks) | 1. Analyze a topic or theme and identify textual evidence to support a stance. 2. Construct an expository essay using strong investigation of ideas, a thesis statement, topic sentences, word choice, strong evaluation of evidence, expounding on ideas coherently. 3. Analyze/critique the meaning of words and phrases in a written piece to evaluate how it affects the meaning and tone of a piece. 4. Introduce a topic or theme clearly and concisely using a thesis statement, previewing what is to follow, having organized ideas through prewriting activities, expounding on ideas coherently using critical and sequential thinking as well as examples to delineate a |
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| | | <p>NJSLS.SL.7.4</p> <p>Language: NJSLS.L.7.1a-b NJSLS.L.7.2a-b NJSLS.L.7.3 NJSLS.L.7.3a NJSLS.L.7.6</p> <p><u>Interdisciplinary:</u></p> <p>Technology NJSLS.TECH.8.1.8.A.1 NJSLS.TECH.8.1.8.D.2</p> <p>Career Awareness, Exploration, and Preparation 9.2.8.B.3</p> | | <p>stance.</p> <ol style="list-style-type: none"> 5. Develop the subject or theme using a topic sentence, relevant facts, definitions, concrete details, quotations, research, textual evidence, and a closing sentence. 6. Use grade level appropriate words, phrases, and dependent clauses to create cohesion within the piece and to clarify the relationships among ideas and concepts. 7. Use grade level appropriate vocabulary, specific nouns, just right adjectives and adverbs, and vivid verbs to inform and explain the topic. 8. Construct an effective closing statement that effectively supports the information/theme presented. 9. Critique and provide peer-editing to enhance a formal writing piece. 10. Construct a compound/complex sentence that effectively utilized dependent and independent clauses as well as coordinating conjunctions. 11. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 12. Identify modifiers and distinguish them as being dangling or misplaced. 13. Re-write/edit sentences to fix the dangling or misplaced modifier. |
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Kingsway Regional School District

Grade 7—English

Unit One: The Writing Process

Recommended Duration: September (2 weeks)

Unit Description

The Writing Process unit focuses on helping students become effective writers. This unit builds a foundation for students to become better writers, to understand the writing process (the difference between revision and editing), and to learn and use the key qualities that result in a clear, cohesive piece of writing. This unit introduces students to the six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions. These traits are used as both an instructional tool and an assessment tool for the student to learn his/her own writing process. The students will have an opportunity to use the traits in a variety of assessments during the unit. Learning the key six traits of writing is a tangible way for young writers to understand the language of good writers and for them to develop and improve their skills as writers so that they can become powerful communicators through the written word.

Essential Questions

1. Why does writing matter?
2. How does writing connect to my life and school/career goals?

Enduring Understandings

1. Writing is a form of communication. As students and eventually adults in society, we have to be able to communicate our ideas, thoughts, and/or opinions. Writing is a dominant and powerful way to communicate, think, and reason on various topics. Writing gives people, a voice, a way of thinking on paper, and a means to discover what matters.
2. All students need to see relevance in what they learn to truly engage in the process of anything. Students are challenged in this unit to make a connection to how writing fits into their world (at the current time and in the future). Writing does connect to the students' lives every day; they need to see the rich benefits of using writing as a tool to learn and as a tool to communicate/navigate their world.

| Relevant Standards | Learning Goals | Learning Objectives |
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| <p>Content Standards: Primary or Power</p> <p>NJSLS.W.7.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7).</p> <p>Secondary(Supportive):</p> <p>NJSLS.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.</p> <p>NJSLS.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher lead) with diverse partners on grade seven topics, texts, and issues, building on others ideas and expressing their own clearly.</p> <p>NJSLS.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with</p> | <p>1. Students will understand the six traits of writing and will be able to apply the traits to their writing process.</p> | <ol style="list-style-type: none"> 1. Define/identify each trait of writing: ideas, organization, voice, word choice, sentence fluency, and conventions. 2. List and classify each trait with a part of the writing process. 3. Describe the connection between the writing process and the six traits of writing. 4. Explain the purpose and function of the six traits as an instructional tool for writing. 5. Explain the purpose and function of the six traits as an assessment tool for writing. 6. Compare and contrast pieces of writing that effectively use the six traits of writing and those that do not. 7. Determine how the six traits connect to each genre of writing. 8. Formulate a plan for using the traits during the writing process and conferences. 9. Revise and edit writing pieces using the six traits of writing (during student/teacher conferences or peer conferences). 10. Design a rubric that uses the six traits of writing. 11. Construct pieces of writing that use the six traits of writing effectively. |

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| <p>pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>NJSLS.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasis salient points.</p> <p>NJSLS.SL.7.6 Adapt speech to a variety of context and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLS.L.7.1 Demonstrate commands of the conventions of standard English grammar, and usage when writing or speaking.</p> <p>NJSLS.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> | | |
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| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
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| <ul style="list-style-type: none"> • Three-Sentence Wrap Up • Entrance Ticket or Exit Ticket • One-Minute Essay • Quizzes • Questioning/Discussions (Q &A, A &Q) • Status Check (sticks, hands, thumbs up) • Student/Teacher/Peer Conferences • Graphic Organizers • Four Corners • Think/Pair/Share • QuickWrites • Gallery Walk | <ul style="list-style-type: none"> • Final Writing Piece—in student selected genre (narrative, explanatory, argumentative, poetry, drama, descriptive) | <ul style="list-style-type: none"> • Final Writing Piece—in student-selected genre (narrative, explanatory, argumentative, poetry, drama, descriptive) • Journaling • Academic game(s) to connect the theory of each trait to tangible mentor texts. • Narrative text- students will illustrate the result of effective descriptive language within a narrative text. | <ul style="list-style-type: none"> • Student/Teacher/Peer Conferences • QuickWrites • Final Writing Piece—selected genre (place in writing folder/portfolio) |

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Advanced Learners |
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| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Highlight key directions • Preview test procedures <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing (assessing reading comprehension and writing skills) <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Enhanced directions • Choice with writing topics • Learning Menus/Choice Boards | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Use native language (for directions) • Read directions aloud • Highlight/underline key words • Simplify language • Single step directions <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing (assessing reading comprehension) • Accept short answers <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Enhanced directions • Multiple texts (leveled reading)/texts in native language | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Clarify test directions • Provide study guides prior to tests • Frequent rest breaks • Highlight key directions • Preview test procedures • Chunk assignments <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Choice of writing topics • Learning Menus/Choice Boards • RAFT | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Independent study/Side Bar Studies • Tiered assessments/choice of format • Learning Menus/Choice Boards • RAFT |

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?

| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Advanced Learners |
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| | <ul style="list-style-type: none"> Choice with writing topics Choice of test format (projects replace written tasks for Level 1 ELL students) Shorten homework assignment | | |

Instructional Strategies: (List and describe.)

Teacher will model identification of Six Plus One Traits
Mentor texts: *Life through a Lens, Haunted House*
Scaffolding through small group instruction
Direct instruction: Lesson notes given through whole group instructions
Homework to reinforce daily skills
Guided/Independent practice for formative assessment
Academic games / video clips to reinforce students' understanding and appeal to various learning styles
Write/Pair/Share
Reflection through exit tickets, one sentence summaries, and parking lots
Cooperative/Flexible: Using homogeneous and heterogeneous grouping to make content accessible to all learners
Chunking of content: Daily break down of each of the six traits
Practicing skills, strategies, and processes through hands on activities, guided practice, and independent practice.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?

| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Advanced Learners |
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| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> Graphic organizers Adjusted assignment timelines Student restates information Preferential seating Review sessions Concrete examples <p><u>Modifications</u></p> <ul style="list-style-type: none"> Read passages aloud (working on reading comprehension) | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> Visual cues Demonstrations for key concepts Pre-teach all vocabulary Graphic organizers Give oral prompts/cues Additional time on assignments Learning objectives written on the board daily Word Walls Sentence Frames | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> Graphic organizers Concrete examples Review of directions Work-in-progress check <p><u>Differentiation</u></p> <ul style="list-style-type: none"> Mini-lessons/Small group instruction (specific topics for specific student groups) One-on-one conferences/use | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> Tiered assignments Multiple texts (leveled reading) Tiered homework assignments Mini-lessons/Small group instruction (specific topics for specific student groups) One-on-one conferences/use individual writing goal sheet Flexible grouping Jigsaw |

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| <ul style="list-style-type: none"> Shorten assignments (altering rigor/complexity of the assignment) <p><u>Differentiation</u></p> <ul style="list-style-type: none"> Mini-lessons/Small group instruction (specific topics for specific student groups) One-on-one conferences/use individual writing goal sheet Learning Stations Flexible grouping Tiered assignments Jigsaw | <p><u>Modifications</u></p> <ul style="list-style-type: none"> Shortening assignment (altering rigor/complexity of the assignment) Allow outlining Reworded questions/problems in simplified language <p><u>Differentiation</u></p> <ul style="list-style-type: none"> Mini-lessons/Small group instruction (specific topics for specific student groups) One-on-one conferences/use individual writing goal sheet Multiple texts (leveled reading)/use native language for Level 1 ELL students Flexible grouping Jigsaw | <ul style="list-style-type: none"> individual writing goal sheet Learning Stations Multiple texts (leveled reading) Flexible grouping Jigsaw | |
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| <p>Unit Vocabulary:</p> |
| <p>Essential: ideas, organization, voice, word choice, sentence fluency, conventions, writing process, traits, rubric, assessment, student/teacher conference, peer conference, tone, task, purpose, audience, revision, editing</p> |
| <p>Non-Essential (Supportive): paragraphs, theme/main idea, details, evidence, hook/lead, topic sentences, thesis statement, introduction paragraph, body paragraphs, conclusion paragraph, transitions, parts of speech (nouns/verbs), punctuation, spelling, capitalization, prewriting, drafting, revising, editing, publishing/presenting, narrative, explanatory, argumentative, poetry, drama, description</p> |

| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i> | 21st Century Themes: <i>(Check and explain how the connection is made.)</i> | 21st Century Skills: <i>(Check and explain how the connection is made.)</i> |
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| <p>TEC.5-8.1.8B.1 The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> | <p>8.1 Educational Technology : All students will use digital tools to access, manage, evaluate, and synthesize information in order to</p> | <p>Global Awareness:</p> <ul style="list-style-type: none"> Understanding nations and cultures including the use of non-English Languages. (The | <p>Creativity & Innovation</p> <ul style="list-style-type: none"> Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative |

| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i> | 21st Century Themes: <i>(Check and explain how the connection is made.)</i> | 21st Century Skills: <i>(Check and explain how the connection is made.)</i> |
|--|--|--|---|
| <p>Career Ready Practices CRP1 Act a responsible and contributing citizen and employee. CRP2 Apply academic and technical skills. CRP4 Communicate and clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation.</p> <p>Career awareness, Exploration, and Preparation: 9-12.9.1.12.1 Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> | <p>solve problems individually and collaborate and create and communicate knowledge. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>S and A—Google Docs will be used to generate a writing piece in the revision process of writing. Students are receiving and giving feedback through shared documents.</p> <p>A—Teacher will create a Google Doc with fiction/nonfiction/video. Students will use these tools to identify a common theme and highlight supporting evidence. Students will write a narrative including ideas, theme, and supporting evidence.</p> <p>R-Students will display the word, definition, and dictionary definition of a Word of the Week in a visual representation. The visual representation will be published on either Google Classroom or teacher website.</p> | <p>House on Mango Street)</p> | <p>efforts. (Create and identify examples of the writing team; First Lines, Menu, outside writing prompt)</p> <p>Information Literacy</p> <ul style="list-style-type: none"> Evaluate information critically and competently. (Understanding the roles of each writing trait.) <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> Incorporate feedback effectively. (Peer and self-evaluation) <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> Reflect critically on past experiences in order to inform future progress. (Revise and Edit) |

| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i> | 21st Century Themes: <i>(Check and explain how the connection is made.)</i> | 21st Century Skills: <i>(Check and explain how the connection is made.)</i> |
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| | Students will explore each other's words and add to their original list. | | |

| Resources: |
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| <p>Texts/Materials: writing folder/portfolio</p> <ul style="list-style-type: none"> ○ Mentor texts: Life through a Lens, Haunted House ○ William Shakespeare Sonnet 18 ○ Sandra Cisneros- House On Mango Street (excerpts) <p>*Mentor texts will be selected by the teacher (independently and collaboratively). Mentor texts will highlight the six writing traits. Two example texts are as follows: <i>Life Through a Lens</i> and <i>Haunted House</i></p> <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Final Writing piece <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Quick writes |

Kingsway Regional School District

Grade 7—English

Unit Two: Narrative Writing—The Short Story

Recommended Duration: September-November (9 weeks)

Unit Description:

The students will begin their study of narrative writing. The students will explore the importance of writing--more specifically the importance of learning to effectively read and write in narrative form. The students will have the opportunity to read both fiction and non-fiction narrative stories to clearly understand the qualities of an effective narrative. The students will compare and contrast the different structures and techniques used by different writers and how these different structures and techniques contribute to the meaning and style of narrative writing. The students will write an original narrative capturing effective writing techniques.

Essential Questions

Enduring Understandings

1. Why is writing so important?
2. What does good writing look like?
3. What is the purpose of writing and communicating through narrative writing, such as fictional short stories?
4. How do various narrative structures and literary techniques contribute to the style of a short story?
5. How does audience and purpose influence your writing?
6. How can revision, editing, and reflection improve your writing?

1. People have to be able to communicate in various mediums, and writing is one of those vital mediums. Written communication is an important skill that is needed to be successful in the 21st century.
2. An effective narrative will contain a title, hook, beginning, middle, conclusion, smiley face tricks, the five senses, theme, characterization, sentence variety, and proper conventions.
3. Narrative writing is about using creativity, imagination, and innovation to tell a story that communicates a central idea or theme. Narrative stories are an interesting way to entertain the reader and to leave the reader with an overall theme.
4. Narrative structures, such as plot development, character development, conflicts, and resolution help create a story with meaning and style. Literary techniques are the tools that make a story vivid, detailed, and real for the reader.
5. Understanding audience and your purpose for writing are key in the beginning processes of writing. Audience affects the way the writer approaches a writing piece in

| Essential Questions | Enduring Understandings |
|---------------------|--|
| | <p>the following key areas: ideas, organization, word choice, sentence structure, and voice. A writer must understand and decide on his/her purpose for writing a specific piece: to inform, to entertain, or to persuade/argue.</p> <p>6. Revision, editing, and reflection are vital to the success of a writing piece. A writer must utilize these steps in the writing process to produce an effective piece of writing. Revision makes the piece stronger. Editing ensures the writing piece is free of errors. Reflection is important to the improvement of writing skills from one genre to another.</p> |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|---|--|
| <p>Content Standards: Primary or Power</p> <p>NJSLS.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>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.</p> <p>Secondary(Supportive):</p> <p>NJSLS.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>NJSLS.W.7.3.a</p> | <ol style="list-style-type: none"> 1. Students will be able to analyze how particular elements of a narrative (point of view, characterization, plot elements, etc.) interact to create an interesting story. 2. Students will be able to construct real or imagined experiences with a structured sequence using effective writing techniques, well-chosen details, and well-structured event sequences. | <ol style="list-style-type: none"> 1. Define/recall various components of a narrative piece—plot, characters, conflict (and its types), and theme. 2. Recall/Identify various effective writing techniques applicable to a narrative: transition words, hooks, closing, dialogue, pacing, detail, and word choice. 3. Read/analyze/critique various narrative writing pieces to identify effective descriptive structures and qualities (smiley face tricks, figurative language, logical sequence, etc.). 4. Explain/describe how particular writing techniques in a narrative enhance the overall plot, characters/characterization, and theme. 5. Develop a personal story that is clear and descriptive, keeping in mind purpose, audience, and task. 6. Utilize direct dialogue effectively within a short story. |

| Relevant Standards | Learning Goals | Learning Objectives |
|--|----------------|--|
| <p>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.</p> <p>NJSLS.W.7.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>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.</p> <p>NJSLS.W.7.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>NJSLS.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.)</p> <p>NJSLS.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as</p> | | <ol style="list-style-type: none"> 7. Organize actions and solutions that make sense with the rest of the story. 8. Utilize an appropriate and consistent point of view throughout the story. 9. Provide a conclusion that reflects on the narrated experiences or events. 10. Depict characters and setting in a story utilizing appropriate smiley face tricks for description and detail. 11. Understand grammatical conventions and usage to effectively communicate meaning to the reader or listener. |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|----------------|---------------------|
| <p>needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>NJSLS.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.</p> <p>NJSLS.SL.7.1c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>NJSLS.SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>NJSLS.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>NJSLS.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLS.L.7.1</p> | | |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|----------------|---------------------|
| <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>NJSLS.L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>NJSLS.L.7.2b Spell correctly.</p> <p>NJSLS.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>NJSLS.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.</p> | | |

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
|---|--|-------------------------|--|
| Narrative Baseline Exit Ticket Quizzes Questioning/Discussions Writing sample Status Check 1-4 (sticks, hands, thumbs up) Teacher/Student Conferencing Graphic Organizers Peer Conferencing Four Corners Think/Pair/Share | Final Short Story Writing Assignment Analyzing Test | Writing Risk Menu | Narrative Baseline Final Short Story Writing Assignment (with LIT) Analyzing Test Menu Major Activities (required): Reading and analyzing of fiction and non-fiction pieces, analyzing plot lines, analyzing movie clips to emphasize expanded moment, writing assignments for techniques, such as personification, transitions, and hooks. |

| Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught? | | | |
|--|--|--|---|
| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Advanced Learners |
| <u>Accommodations</u> <ul style="list-style-type: none"> Additional time Vary test formats Vary essay lengths Highlight key directions Pace long-term projects Allow re-dos/retakes Preview test procedures Writer’s checklist <u>Modifications</u> <ul style="list-style-type: none"> Oral testing (assessing reading comprehension and writing skills) | <u>Accommodations</u> <ul style="list-style-type: none"> Multiple-choice format Use native language (for directions) Read directions aloud Highlight/underline key words Simplify language Single step directions Writer’s checklist <u>Modifications</u> <ul style="list-style-type: none"> Oral testing (assessing reading comprehension) Accept short answers | <u>Accommodations</u> <ul style="list-style-type: none"> Additional time Clarify test directions Allow re-dos/retakes Provide study guides prior to tests Frequent rest breaks Highlight key directions Preview test procedures Chunk long-term assignments Pace long-term projects Writer’s checklist <u>Differentiation</u> | <u>Accommodations/Differentiation</u> <ul style="list-style-type: none"> Independent study/Side Bar Studies Tiered assessments/choice of test format Multiple texts (leveled reading) Tiered homework assignments RAFT |

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Advanced Learners |
|---|---|---|-------------------|
| <p><u>Differentiation</u></p> <ul style="list-style-type: none"> Enhanced directions Multiple texts (leveled reading) Tiered homework assignments Choice with writing topics Learning Menus/Choice Boards | <p><u>Differentiation</u></p> <ul style="list-style-type: none"> Enhanced directions Multiple texts (leveled reading)/texts in native language Choice with writing topics Choice of test format (projects replace written tasks for Level 1 ELL students) <p>Shorten homework assignment</p> | <ul style="list-style-type: none"> Multiple texts (leveled reading) Choice of writing topics Choice of test format Learning Menus/Choice Boards RAFT | |

Instructional Strategies: *(List and describe.)*

Modeling (Sherlock Holmes, Disney Shorts/Presto)
 Mentor Text: *Space Rock, The Huge Black Umbrella*, Mentor Text (ex-Stoopid Kid)
 Scaffolding
 Direct Instruction
 Story Boards (Pixar Short)
 Graphic Organizers (Characterization) (Plot Diagram)
 Homework
 Note-taking
 Guided/Independent Practice (Fall/Outside writing prompt—description)
 Academic Games

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Advanced Learners |
|--|--|---|---|
| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> Graphic organizers Adjusted assignment timelines Audio/video clips of material Student restates information Preferential seating Review sessions Concrete examples | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> Visual cues Demonstrations for key concepts Pre-teach all vocabulary Graphic organizers Give oral prompts/cues Additional time on assignments Learning objectives written on the board daily | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> Graphic organizers Audio/video clips of material Review sessions Concrete examples Review of directions Use of mnemonics Work-in-progress check | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> Independent study/Side Bar Studies Tiered assessments/choice of test format Multiple texts (leveled reading) Tiered homework assignments RAFT |

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| <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Read passages aloud (working on reading comprehension) • Shorten assignments (altering rigor/complexity of the assignment) <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one conferences/use individual writing goal sheet • Learning Stations • Multiple texts (leveled reading) • Flexible grouping • Tiered assignments • Jigsaw | <ul style="list-style-type: none"> • Word Walls • Sentence Frames <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shortening assignment (altering rigor/complexity of the assignment) • Allow outlining • Reworded questions/problems in simplified language <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one conferences/use individual writing goal sheet • Learning Stations • Multiple texts (leveled reading)/use native language for Level 1 ELL students • Flexible grouping • Tiered assignments • Jigsaw | <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one conferences/use individual writing goal sheet • Learning Stations • Multiple texts (leveled reading) • Flexible grouping • Jigsaw | |
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| Unit Vocabulary: |
| Essential: plot line, exposition, rising action, climax, falling action, resolution, theme, characterization, hook, dialogue, figurative language, writing risks, transition words, conclusion, logical sequence, conflict , theme |
| Non-Essential: ideas, organization, word choice, voice, sentence fluency, conventions |

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| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i> | 21st Century Themes: <i>(Check and explain how the connection is made.)</i> | 21st Century Skills: <i>(Check and explain how the connection is made.)</i> |
| Interdisciplinary Visual Art and Performing Arts: | 8.1 Educational Technology : All students will use digital tools to | Global Awareness • Learning from and working | Creativity and Innovation • Use a wide range of idea creation |

| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i> | 21st Century Themes: <i>(Check and explain how the connection is made.)</i> | 21st Century Skills: <i>(Check and explain how the connection is made.)</i> |
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| <p>VPA.1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>Technology: NJSLS.TECH.8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyberbullying, cybersecurity, and cyber ethics including appropriate use of social media. NJSLS.TECH.8.1.2.B.1-Illustrate and communicate original ideas and stories using multiple digital tools and resources. NJSLS.TECH.8.1.P.C.1-Collaborate with peers by participating in interactive games or activities.</p> <p>Career Ready Practices CRP1 Act a responsible and contributing citizen and employee. CRP2 Apply academic and technical skills. CRP4 Communicate and clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation.</p> <p>Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communications, collaborations, and leadership skills that can be developed through school,</p> | <p>access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>S- Students will explore nonfiction articles (Newsela) and identify informative writing strategies to cite sources.</p> <p>S and A- Google Docs will be used to generate a writing piece and in the revision process of writing students are receiving and giving feedback through shared documents.</p> <p>S- Students can use Piktochart, Google Docs, or We Video to demonstrate their understanding on various informative topics.</p> <p>R- Publish work and receive two peer evaluations.</p> | <p>collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. (Reading, brainstorming, and peer discussion of 9/11 text to create an original narrative).</p> <ul style="list-style-type: none"> Understanding other nations and cultures, including the use of non-English Languages. (Reflecting on how historical events contributed to stereotypes.) <p>Civic Literacy</p> <ul style="list-style-type: none"> Understanding the local and global implications of civic decisions. (Review and discuss tug boat video to better understand civic solutions to a crisis.) | <p>techniques (such as brainstorming)</p> <ul style="list-style-type: none"> Create new and worthwhile ideas Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas. <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. <p>Communication and Collaboration</p> <ul style="list-style-type: none"> Articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts. (Working through the writing process to compose a writing piece) Demonstrate ability to work effectively and respectfully with diverse teams. <p>Media Literacy</p> <ul style="list-style-type: none"> Understand and utilize the most appropriate media creation tools, characteristics and conventions. <p>ICT Literacy</p> <ul style="list-style-type: none"> Use technology as tool to research, organize, evaluate, and communicate information. <p>Flexibility and Adaptability</p> |

| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i> | 21st Century Themes: <i>(Check and explain how the connection is made.)</i> | 21st Century Skills: <i>(Check and explain how the connection is made.)</i> |
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| home, work, and extracurricular activities for use in a career. | <p>A- Students will take an assessment using Google Forms.</p> <p>M/R- Generate and publish presentations using Google Slides of researched ideas from online databases to persuade an audience to take a course of action and provide objective feedback on Google Docs and Google Classroom.</p> | | <ul style="list-style-type: none"> • Incorporate feedback effectively <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> • Reflect critically on past experiences in order to inform future progress. |

| Resources: |
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| <p>Texts/Materials: <i>Writer’s Choice</i> Grammar and Composition 7, Read-Write-Think, Flocabulary, Grammaropolis, <i>NewsELA</i>, writing folders, construction paper, pens/colored pencils, writing goal sheet, binder, notebooks, laptops, graphic organizers, promethean board</p> <p>Texts/Materials:</p> <ul style="list-style-type: none"> ○ Mentor texts: “Stoopid Kid” Story. Mr. Linden’s Library, Life Through a Lens, Grandma Atkinson (Characterization – STEAL Method) ○ Conflict Excerpts (very brief): Gora, The Life of Pi, The Catcher in the Rye, Divergent ○ After 20 Years (found within 7th grade Literature Textbook) ○ Video prompts for writing hooks, Writing Risks ○ writing folder/portfolio <p>* Example mentor texts historically used are listed above; However, mentor texts will be selected by the teachers on a yearly basis during department meetings (independently and collaboratively).</p> <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Restaurant Menu • <i>After 20 Years</i> Narrative Essay • Analyzing a Narrative Test |

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| Resources: |
| Major Activities (required): |
| <ul style="list-style-type: none"> • Journal Writing • Narrative Scoot Review |

Kingsway Regional School District

Grade 7—English

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| Unit Three: Argumentative Writing | Recommended Duration: November-February (12 weeks) |
| <p>Unit Description: The students will be introduced on how to critically analyze components of argumentative text and will be able to distinguish between appropriate and effective writing techniques to clearly explain ideas, content, and information in an argumentative text. Students will be able to construct an argumentative essay focusing on discipline-specific content incorporating narrative elements effectively into an argumentative writing piece—incorporating alternate or opposing claims, reasons, and logical evidence.</p> | |

| Essential Questions | Enduring Understandings |
|--|--|
| <ol style="list-style-type: none"> 1. How can we compose compelling evidence-based argument to persuade the audience about issues that affect society? 2. How do we gather, evaluate, and incorporate evidence to logically support our arguments? 3. How do various argumentative structures and techniques contribute to the style of the essay? 4. What is the purpose of writing and communicating through argumentative writing? 5. How does audience and purpose influence your argument? | <ol style="list-style-type: none"> 1. People have to be able to communicate in various mediums, and writing is one of those vital mediums. Written communication is an important skill that is needed to be successful in the 21st century. 2. An effective argumentative essay will contain a title, hook, transitions, thesis, body paragraphs, a conclusion, acknowledgement of opposing views, compositional risks, strong vocabulary, transition words and phrases, sentence variety, and proper conventions. It is important that students understand the research process and using credible and reliable sources to support their position/argument. The students will learn to research various credible and reliable databases through the Research Corner of the library. 3. Argumentative writing is about examining a topic and writing a piece that supports a thesis statement, acknowledges alternate or opposing claims, and organizes reasons |

| Essential Questions | Enduring Understandings |
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| <p>6. How can revision, editing, and reflection improve your writing?</p> | <p>and evidence logically. An argumentative essay serves to show the strength of the evidence and logical reasoning.</p> <p>4. Understanding your audience and purpose for writing are key in the beginning processes of writing. Audience affects the way you approach a writing piece in the following key areas: ideas, organization, word choice, sentence structure, and voice. A writer must understand and decide on his/her purpose for writing a specific piece: to argue/persuade.</p> <p>5. Argumentative structures, such as a thesis/position statement, body paragraphs, topic sentences, counter-arguments, and supporting details and examples help to create meaning and style. Literary techniques, such as the use of smiley face tricks make the essay vivid, detailed, and relatable to the reader.</p> <p>6. Revision, editing, and reflection are vital to the success of a writing piece. A writer must utilize these steps in the writing process to produce an effective piece of writing. Revision makes the piece stronger. Editing ensures the writing piece is free of errors. Reflection is important to the improvement of writing skills from one genre to another.</p> |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|---|--|
| <p>Content Standards: Primary or Power</p> <p>NJSLS.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>NJSLS.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> | <p>1. Students will be able to critically analyze components of argumentative/informational texts and will be able to distinguish between appropriate and effective writing techniques to clearly explain ideas, concepts, and information in an argumentative text.</p> <p>2. Students will be able to construct an argumentative essay, introducing claims about a topic or issue, acknowledging alternate or opposing claims, and organizing</p> | <p>1. Analyze a topic or claims and identify textual evidence to support a stance.</p> <p>2. Construct an argumentative essay using strong investigation of ideas, a thesis statement, topic sentences, word choice, strong evaluation of evidence, expounding on ideas coherently, acknowledging alternate or opposing claims—all which will set forth an objective tone that contributes to the strength of the thesis.</p> <p>3. Analyze/critique the meaning of words and phrases in a</p> |

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| <p>Secondary(Supportive):</p> <p>NJSLS.W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>NJSLS.W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>NJSLS.W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>NJSLS.W.7.1d Establish and maintain a formal style/academic style, approach, and form.</p> <p>NJSLS.W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>NJSLS.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>NJSLS.RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author</p> | <p>reasons and evidence logically.</p> | <p>written piece to evaluate how it affects the meaning and tone of a piece.</p> <ol style="list-style-type: none"> 4. Introduce a claim clearly and concisely using a thesis statement, previewing what is to follow, having organized ideas through prewriting activities, expounding on ideas coherently using critical thinking as well as examples to delineate a stance. 5. Develop a body paragraph using a topic sentence, relevant facts, concrete details, quotations, research, and a closing sentence. 6. Use grade level appropriate words, phrases, and dependent clauses to create cohesion within the piece and to clarify the relationships among ideas and concepts. 7. Use grade level appropriate vocabulary, specific nouns, just right adjectives and adverbs, and vivid verbs to promote an objective tone for the overall written piece. 8. Construct an effective closing statement that effectively supports the information/claims presented. 9. Critique and provide peer-editing to enhance a formal writing piece. 10. Identify elements of a clause and compare to the elements of a phrase (prep phrase vs. dependent clause). 11. Construct a complex sentence that effectively utilizes dependent and independent clauses. 12. Modify multiple sets of simple/compound sentences to effectively utilize sentence variety/structure. |
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distinguishes his or her position from that of others.

NJSLS.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

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.7.10

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.

NJSLS.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLS.W.7.9b

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.SL.7.3

Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

NJSLS.SL.7.4

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

NJSLS.L.7.1

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

NJSLS.L.7.1a

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

NJSLS.L.7.1b

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

NJSLS.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation,

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| <p>and spelling when writing.</p> <p>NJSLS.L.7.2b Spell correctly.</p> <p>NJSLS.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>NJSLS.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.</p> | | |
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| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/Assignments (required) |
|---|---|--|---|
| Exit Ticket Quizzes Questioning/Discussions Writing sample Status Check 1-4 (sticks, hands, thumbs up) Teacher/Student Conferencing Graphic Organizers Peer Conferencing Four Corners Think/Pair/Share | Formal Argumentative Outline Argumentative Essay Analyzing an Argument Test | Oral Presentation (Slides/Speech) Classroom Debates Socratic Seminar | Formal Argumentative Outline Oral Presentation Clauses & Phrases Quiz Thesis Statement Assessment Word Choice Quiz Journaling- Analyzing strength of arguments Comma foldable The Color of Words |

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/Assignments (required) |
|--|-----------------------|-------------------------|---|
| Argumentative Writing Menu Schoolology Discussion Questions | | | |

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?

| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Advanced Learners |
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| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Vary test formats • Vary essay lengths • Highlight key directions • Pace long-term projects • Allow re-dos/retakes • Preview test procedures • Audio / video clips • Writer’s checklist <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing (assessing reading comprehension and writing skills) <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Enhanced directions • Multiple texts (leveled reading) • Tiered homework assignments • Choice with writing topics • Various test formats • Learning Menus/Choice Boards | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Use native language (for directions) • Read directions aloud • Highlight/underline key words • Simplify language • Single step directions • Audio / video clips • Writer’s checklist • Small group oral presentation <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing (assessing reading comprehension) • Accept short answers • Choice of test format • Shortened oral presentation <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Enhanced directions • Multiple texts (leveled reading)/texts in native language • Choice with writing topics • Various test formats (projects replace written tasks) | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Clarify test directions • Allow re-dos/retakes • Vary test formats • Provide study guides prior to tests • Frequent rest breaks • Highlight key directions • Preview test procedures • Chunk long-term assignments • Pace long-term projects • Audio / video clips • Writer’s checklist <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Choice of writing topics • Various test formats • Learning Menus/Choice Boards | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Independent study/Side Bar Studies • Tiered assessments/choice of test format • Multiple texts (leveled reading) • Tiered homework assignments • Learning Menus/Choice Boards • RAFT • Research-based writing task • Choice of format |

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?

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| | for Level 1 ELL students) | | |
| | <ul style="list-style-type: none"> • Shorten homework assignment | | |

Instructional Strategies (List and describe.)

Teacher will model proper execution of thesis statement, topic sentences, details, explaining sentences, and a closing paragraph.
 Scaffolding through small group instruction and one on one conferences
 Direct Instruction of argumentative concepts which will be new material
 Graphic Organizers for brainstorming and organization of ideas for an argumentative essay
 Homework to reinforce daily skills
 Note-taking grammar concepts and on sentence structure
 Guided/Independent Practice on argumentative skills and concepts
 Peer Editing/Revision of drafted argumentative pieces
 Classroom Debates using Pro/Con.org

Possible Instructional Adjustments (Modifications /Accommodations/Differentiation): How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?

| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Gifted Learners |
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| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Graphic organizers • Adjusted assignment timelines • Student restates information • Preferential seating • Review sessions • Concrete examples <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Read passages aloud • Shorten assignments (altering rigor/complexity of the assignment) <p><u>Differentiation</u></p> | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Visual cues • Demonstrations for key concepts • Pre-teach all vocabulary • Graphic organizers • Give oral prompts/cues • Additional time on assignments • Learning objectives written on the board daily • Word Walls • Sentence Frames <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shortening assignment (altering rigor/complexity of the | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Graphic organizers • Audio / video clips • Review sessions • Concrete examples • Review of directions • Use of mnemonics • Work-in-progress check • Kinesthetic activities • Debates <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Mini-lessons/Small group instruction (specific topics for specific student groups) | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Tiered assignments • Multiple texts (leveled reading) • Tiered homework assignments • Learning Menus/Choice Boards • Writer’s Notebook • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one conferences/use individual writing goal sheet • Learning Stations • Flexible grouping • Learning Contracts • Curriculum compacting |

Possible Instructional Adjustments (Modifications /Accommodations/Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

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| <ul style="list-style-type: none"> • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one conferences/use individual writing goal sheet • Learning Stations • Multiple texts (leveled reading) • Flexible grouping • Tiered assignments • Jigsaw | <p>assignment)</p> <ul style="list-style-type: none"> • Allow outlining • Reworded questions/problems in simplified language <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one conferences/use individual writing goal sheet • Learning Stations • Multiple texts (leveled reading)/use native language for Level 1 ELL students • Flexible grouping • Tiered assignments • Interactive Notebooks/Writer's Notebook • Jigsaw | <ul style="list-style-type: none"> • One-on-one conferences/use individual writing goal sheet • Learning Stations • Multiple texts (leveled reading) • Flexible grouping • Tiered assignments • Interactive Notebooks/Writer's Notebook • Jigsaw | <ul style="list-style-type: none"> • Jigsaw • Thematic instruction • Point of view comparison |
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Unit Vocabulary

Essential: position/argument, thesis, claims, supporting details, evidence, counterclaim, rebuttal, thesis statement, closing statement, clauses (dependent/independent)

Non-Essential: transitions, hook, ideas, organization, word choice, sentence fluency/structure, voice, conventions

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| <p>Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):</p> | <p>Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i></p> | <p>21st Century Themes: <i>(Check and explain how the connection is made.)</i></p> | <p>21st Century Skills: <i>(Check and explain how the connection is made.)</i></p> |
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| <p>History NJSLS.SOC.6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>NJSLS.SOC.6.1.8.CS.2 The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p> <p>Technology NJSLS.TECH.8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>NJSLS.TECH.8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>NJSLS.TECH.8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>NJSLS.TECH.8.1.8.B.1 Synthesize and publish information about a local or global issue or event.</p> | <p>8.1 Educational Technology : All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>S and A -Google Docs will be used to generate a writing piece. In the revision process of writing, students are receiving and giving feedback through shared documents.</p> <p>M- Students will explore paired texts (Newsela) and identify informational writing strategies to answer an essential question.</p> <p>S/M/R- Students can use Piktochart, Google Docs, or We Video to demonstrate their understanding of various informative topics. Students will publish work and receive two peer evaluations.</p> | <p>Financial, Economic Business, & Entrepreneurial Literacy:</p> <ul style="list-style-type: none"> Knowing how to make appropriate economic choices (evaluation of logistics for desired vacation destination) <p>Health Literacy:</p> <ul style="list-style-type: none"> Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health. (generate vacation activities for a healthy lifestyle and create menu options for healthy vacation eating) | <p>Creativity and Innovation:</p> <ul style="list-style-type: none"> Use a wide range of idea creation techniques (such as brainstorming) Create new and worthwhile ideas Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> Use various types of reasoning as appropriate to the situation. Effectively analyze and evaluate evidence, arguments, claims and beliefs. Analyze and evaluate major alternative points of view Synthesize and make connections between information and arguments. <p>Communication and Collaboration:</p> <ul style="list-style-type: none"> Articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts. (Working through the writing process to compose a writing piece) Utilize multimedia and technologies, and know how to judge their effectiveness as a priority as well assess their impact. (Reviewing evidence to determine its strength when supporting an argument or claims) Demonstrate ability to work effectively and respectfully with diverse teams. <p>Information Literacy:</p> <ul style="list-style-type: none"> Evaluate information critically and competently |
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| <p>Career Ready Practices CRP1 Act a responsible and contributing citizen and employee. CRP2 Apply academic and technical skills. CRP4 Communicate and clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation. CRP7 Employ valid and reliable research strategies. CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communications, collaborations, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> | <p>A-Students will take an assessment using Google Forms.</p> | | <p>Media Literacy:</p> <ul style="list-style-type: none"> Understand and utilize the most appropriate media creation tools, characteristics and conventions. <p>ICT Literacy:</p> <ul style="list-style-type: none"> Use technology as tool to research, organize, evaluate, and communicate information. <p>Flexibility and Adaptability:</p> <ul style="list-style-type: none"> Incorporate feedback effectively Deal positively with praise, setbacks and criticism. <p>Initiative and Self-Direction:</p> <ul style="list-style-type: none"> Reflect critically on past experiences in order to inform future progress. (Student reflection on previous writing) |
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| <p>Resources</p> |
| <p>Texts/Materials: Texts/Materials: writing folder/portfolio <i>Writer’s Choice</i> Grammar and Composition 7, Read-Write-Think, <i>NewseLA</i>, 90 second biography influential individuals list, SCOPE magazine debate kits, College Athletes mentor text, Fracking mentor text, Pro Con.org, The Color of Words, The Wooden Deck mentor text, 5 word poem: Gary Provst.</p> <p>Major Assignments (required):</p> <ul style="list-style-type: none"> Oral presentation |

- Oral Presentation Outline
- The Color of Words / The Important Thing
- Argumentative Essay:
- Vocabulary Quiz
- Phrases and Clauses Quiz
- Scope: Schoology Debate Kits

Major Activities (required):

Argumentative Scavenger Hunt, Clauses/Phrases Escape Room, Mini Debates, Comma Interactive Notebook, Color of Words Celebration.

Kingsway Regional School District

Grade 7—English

Unit Four: Explanatory Writing

Recommended Duration: March-May (12 weeks)

Unit Description:

The students will begin their study of explanatory/informative writing. The students will explore the importance of writing--more specifically the importance of learning to effectively read and write in the explanatory form. The students will have the opportunity to read various explanatory/informative essays to clearly understand the qualities of an effective explanatory piece. The students will compare and contrast the different structures and techniques used by different writers and how these different structures and techniques contribute to the meaning and style of explanatory/informative writing. The students will write an original explanatory piece—capturing effective writing techniques.

Essential Questions

Enduring Understandings

1. Why is writing so important?
2. What does effective explanatory writing look like?
3. What is the purpose of writing and communicating through explanatory/informative writing?

1. People have to be able to communicate in various mediums, and writing is one of those vital mediums. Written communication is an important skill that is needed to be successful in the 21st century.
2. An effective explanatory essay will contain a title, hook, transitions, thesis, detailed body paragraphs, a conclusion, smiley face tricks, strong vocabulary, transition words

| Essential Questions | Enduring Understandings |
|---|---|
| <p>4. How do various explanatory structures and literary techniques contribute to the style of the essay?</p> <p>5. How does audience and purpose influence your writing?</p> <p>6. How can revision, editing, and reflection improve your writing?</p> | <p>and phrases, sentence variety, and proper conventions.</p> <p>3. Expository writing is about examining a topic and writing a piece that informs or explains to the reader ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Expository structures, such as a thesis statement, body paragraphs, topic sentences, and supporting details and examples help to create meaning and style. Literary techniques, such as the use of smiley face tricks make the essay vivid, detailed, and relatable to the reader.</p> <p>5. Understanding your audience and purpose for writing are key in the beginning processes of writing. Audience affects the way you approach a writing piece in the following key areas: ideas, organization, word choice, sentence structure, and voice. A writer must understand and decide on his/her purpose for writing a specific piece: to inform or to explain.</p> <p>6. Revision, editing, and reflection are vital to the success of a writing piece. A writer must utilize these steps in the writing process to produce an effective piece of writing. Revision makes the piece stronger. Editing ensures the writing piece is free of errors. Reflection is important to the improvement of writing skills from one genre to another.</p> |

| Relevant Standards | Learning Goals | Learning Objectives |
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| <p>Content Standards: Primary or Power</p> <p>NJSLS.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p>1. Students will be able to analyze components of an explanatory essay and be able to distinguish between appropriate and effective writing techniques to clearly explain ideas, concepts, and information in an explanatory/informative text.</p> <p>2. Students will be able to construct a clear, concise explanatory essay that</p> | <p>1. Analyze a topic or theme and identify textual evidence to support a stance.</p> <p>2. Construct an explanatory essay using strong investigation of ideas, a thesis statement, topic sentences, word choice, strong evaluation of evidence, expounding on ideas coherently.</p> |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|--|---|
| <p>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.</p> <p>Secondary(Supportive):</p> <p>NJSLS.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>NJSLS.W.7.2a Introduce a topic clearly, organize ideas, concepts, and information, using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>NJSLS.W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJSLS.W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> | <p>explains/informs a concept/idea for the reader.</p> | <p>3. Analyze/critique the meaning of words and phrases in a written piece to evaluate how it affects the meaning and tone of a piece.</p> <p>4. Introduce a topic or theme clearly and concisely using a thesis statement, previewing what is to follow, having organized ideas through prewriting activities, expounding on ideas coherently using critical and sequential thinking as well as examples to delineate a stance.</p> <p>5. Develop the subject or theme using a topic sentence, relevant facts, definitions, concrete details, quotations, research, textual evidence, and a closing sentence.</p> <p>6. Use grade level appropriate words, phrases, and dependent clauses to create cohesion within the piece and to clarify the relationships among ideas and concepts.</p> <p>7. Use grade level appropriate vocabulary, specific nouns, just right adjectives and adverbs, and vivid verbs to inform and explain the topic.</p> <p>8. Construct an effective closing statement that effectively supports the information/theme presented.</p> <p>9. Critique and provide peer-editing to enhance a formal writing piece.</p> <p>10. Construct a writing piece using simple, compound, and complex sentences.</p> <p>11. Identify and label verbs and their objects within a sentence: linking verbs, action verbs, predicate nominatives, predicate adjectives, indirect objects, and direct objects.</p> |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|----------------|---|
| <p>NJSLS.W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>NJSLS.W.7.2e Establish and maintain a formal style/academic style, approach, and form.</p> <p>NJSLS.W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>NJSLS.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.)</p> <p>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.</p> <p>NJSLS.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</p> | | <p>12. Construct grammatically correct sentences using verbs and their objects.</p> |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|----------------|---------------------|
| <p>day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS.W.7.9b Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>NJSLS.SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>NJSLS.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>NJSLS.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.7.1a</p> | | |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|----------------|---------------------|
| <p>Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>NJSLS.L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>NJSLS.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.7.2a Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>NJSLS.L.7.2b Spell correctly.</p> <p>NJSLS.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>NJSLS.L.7.6 Acquire and use accurately grade-</p> | | |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|----------------|---------------------|
| appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/Assignments (required) |
|---|---|-------------------------------------|--|
| Expository Baseline (timed response) Exit Ticket Quizzes Questioning/Discussions Writing sample Status Check 1-4 (sticks, hands, thumbs up) Teacher/Student Conferencing Graphic Organizers Peer Conferencing Four Corners Think/Pair/Share | Explanatory Essay Explanatory Journaling | Speech Symbolist Project (Rooms) | Award Speech Rooms Project Word Choice Assessment 6 structures Journaling Verbs: Transitive/ Intransitive Compound/Complex Assessment |

| Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i> | | | |
|--|--|---|---|
| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Gifted Learners |
| <u>Accommodations</u> <ul style="list-style-type: none"> • Additional time • Vary test formats • Vary essay lengths • Highlight key directions • Pace long-term projects • Allow re-dos/retakes | <u>Accommodations</u> <ul style="list-style-type: none"> • Use native language (for directions) • Read directions aloud • Highlight/underline key words • Simplify language • Single step directions | <u>Accommodations</u> <ul style="list-style-type: none"> • Additional time • Clarify test directions • Allow re-dos/retakes • Vary test formats • Provide study guides prior to tests | <u>Accommodations/Differentiation</u> <ul style="list-style-type: none"> • Tiered assessments/choice of test format • Multiple texts (leveled reading) • Tiered homework assignments • Learning Menus/Choice Boards • Indirect and direct citations |

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

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| <ul style="list-style-type: none"> • Preview test procedures • Writer’s checklist • Graphic organizer <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing (assessing reading comprehension and writing skills) <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Enhanced directions • Multiple texts (leveled reading) • Tiered homework assignments • Choice with writing topics • Learning Menus/Choice Boards | <ul style="list-style-type: none"> • Writer’s checklist • Graphic organizer <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing (assessing reading comprehension) • Accept short answers • Varied test formats <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Enhanced directions • Multiple texts (leveled reading)/texts in native language • Choice with writing topics • Choice of test format (projects replace written tasks for Level 1 ELL students) • Shorten homework assignment | <ul style="list-style-type: none"> • Frequent rest breaks • Highlight key directions • Preview test procedures • Chunk long-term assignments • Pace long-term projects • Writer’s checklist • Graphic organizer <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Tiered homework assignments • Choice of writing topics • Learning Menus/Choice Boards | <ul style="list-style-type: none"> • Independent Pre-writing • Heightened integration of voice • Required narrative writing techniques / risks. |
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Instructional Strategies *(List and describe.)*

Modeling (Cause/Effect, Compare/Contrast, Speech)
 Scaffolding in small group setting and one-on-one conferencing for written explanatory topics
 Direct Instruction of Explanatory structure and key elements of an explanatory essay
 Graphic Organizers (Cause/Effect, Compare/Contrast, Speech)
 Homework to reinforce daily skills, Note-taking, Guided/Independent Practice on grammar skills and concepts
 Peer Revision/Editing for Explanatory pieces

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Gifted Learners |
|---|--|---|---|
| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Graphic organizers • Adjusted assignment timelines • Video clips • Student restates information • Preferential seating • Review sessions • Concrete examples • Kinesthetic activities <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Read passages aloud (working on reading comprehension) • Shorten assignments (altering rigor/complexity of the assignment) <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one conferences/use individual writing goal sheet • Learning Stations • Multiple texts (leveled reading) • Flexible grouping • Tiered assignments • Jigsaw | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Visual cues • Demonstrations for key concepts • Pre-teach all vocabulary • Graphic organizers • Give oral prompts/cues • Additional time on assignments • Learning objectives written on the board daily • Word Walls • Sentence Frames • Kinesthetic activities <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shortening assignment (altering rigor/complexity of the assignment) • Allow outlining • Reworded questions/problems in simplified language <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one conferences/use individual writing goal sheet • Multiple texts (leveled reading)/use native language for Level 1 ELL students • Flexible grouping • Tiered assignments • Writer’s Notebook | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Graphic organizers • Video/ audio clips • Review sessions • Concrete examples • Review of directions • Work-in-progress check • Kinesthetic activities <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one conferences/use individual writing goal sheet • Learning Stations • Multiple texts (leveled reading) • Flexible grouping • Tiered assignments • Writer’s Notebook • Jigsaw | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Tiered assignments • Multiple texts (leveled reading) • Tiered homework assignments • Learning Menus/Choice Boards • Writer’s Notebook • Mini-lessons/Small group instruction (specific topics for specific student groups) • Learning Stations • Flexible grouping • Curriculum compacting • Jigsaw • Kinesthetic activities |

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

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| | <ul style="list-style-type: none"> • Jigsaw | | |
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Unit Vocabulary

Essential: hook, thesis statement, topic sentence, closing sentence, figurative language, smiley face tricks, transition words, supporting details, examples, conclusion, so-what, concluding technique, logical sequence, sentence variety, direct object, indirect object, linking verb, action verb, predicate adjectives, predicate nominative

Non-Essential: ideas, organization, word choice, voice, sentence fluency, conventions

| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i> | 21st Century Themes: <i>(Check and explain how the connection is made.)</i> | 21st Century Skills: <i>(Check and explain how the connection is made.)</i> |
|--|--|---|--|
| <p>Visual Art and Performing Arts</p> <p>VPA.1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>Technology NJSLS.TECH.8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> | <p>8.1 Educational Technology : All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> | <p>Global Awareness:</p> <ul style="list-style-type: none"> • Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in spirit of mutual respect and open dialogue in personal, work and community contexts. (Head and Heart Explanations, Blind Side Explanations) <p>Civic Literacy:</p> <ul style="list-style-type: none"> • Understanding the local | <p>Creativity and Innovation:</p> <ul style="list-style-type: none"> • Use a wide range of idea creation techniques (such as brainstorming) • Create new and worthwhile ideas • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas. <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> • Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. (Elaboration on evidence) • Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems • Identify and ask significant questions that |

| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i> | 21st Century Themes: <i>(Check and explain how the connection is made.)</i> | 21st Century Skills: <i>(Check and explain how the connection is made.)</i> |
|---|---|---|--|
| <p>NJSLS.TECH.8.1.8.A.3 use and or develop a simulation that provides an environment to solve a real world problem or theory.</p> <p>Career Ready Practices CRP1 Act a responsible and contributing citizen and employee. CRP2 Apply academic and technical skills. CRP4 Communicate and clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation. CRP7 Employ valid and reliable research strategies. CRP8 Utilize critical thinking to make sense of problems and persevere in solving them. CRP9 Model integrity, ethical leadership and effective management CRP11 Use technology to enhance productivity</p> <p>Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communications, collaborations, and leadership skills that can be developed through school, home, work, and extracurricular</p> | <p>S and A -Google Docs will be used to generate a writing piece. In the revision process of writing, students are receiving and giving feedback through shared documents.</p> <p>M-Students will share their own student-created graphic organizers on Mindmeister or Mindmup2 with their peers and display the rationale for the expression of their ideas. Peers will provide a comment and pose a question for clarity to be used in the writing piece.</p> | <p>and global implications of civic decisions.</p> <p>Health Literacy:</p> <ul style="list-style-type: none"> Understanding national and international public health and safety issues. (Role of advocates such as parents, community members, and school members in the life of a child) | <p>clarify various points of view and lead to better solutions. (Socratic Seminar)</p> <p>Communication and Collaboration:</p> <ul style="list-style-type: none"> Articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts. (Working through the writing process to compose a writing piece) Demonstrate ability to work effectively and respectfully with diverse teams. <p>ICT Literacy:</p> <ul style="list-style-type: none"> Use technology as tool to research, organize, evaluate, and communicate information. <p>Flexibility and Adaptability:</p> <ul style="list-style-type: none"> Incorporate feedback effectively <p>Initiative and Self-Direction:</p> <ul style="list-style-type: none"> Reflect critically on past experiences in order to inform future progress. <p>Social and Cross-Cultural Skills:</p> <ul style="list-style-type: none"> Respond open-mindedly to different ideas and values. |

| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i> | 21st Century Themes: <i>(Check and explain how the connection is made.)</i> | 21st Century Skills: <i>(Check and explain how the connection is made.)</i> |
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| activities for use in a career. | | | |

| Resources |
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| <p>Texts/Materials: <i>Writer's Choice</i> Grammar and Composition 7, Read-Write-Think, writing folders, construction paper, pens/colored pencils, writing goal sheet, binder, notebooks, graphic organizers, promethean board, writing folder/portfolio</p> <p><i>Writer's Choice</i> Grammar and Composition 7, writing folders, pens/colored pencils, writing goal sheet, binder, notebooks, laptops, graphic organizers, promethean board, SCOPE magazine, Head and Heart Sample Journal, Oral Presentation mentor text (Oprah Winfrey), Video Mentor Text: Dalton Sherman, Viola Davis, Selena Gomez, Taylor Swift, Michael Jordan, Amy Cuddy (TED talk) and Kenny Chesney. Jokes and tongue twisters</p> <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Head and Heart Journal Project • And the Award Goes To.... speech <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Around the World (intro to 7 types of explanatory writing) • Informal journaling in Classroom/ Schoology virtual Journals • Limericks • Formal journal writing as part of the Rooms Project • Video / mentor text to public speaking • Practicing public speaking skills: jokes, tongue twisters, body language. |

Kingsway Regional School District

Grade 7—English

Unit Five: Explanatory/Informative Writing

Recommended Duration: June (3 weeks)

Unit Description:

In this unit, the students will continue a study of explanatory/informative writing. The students will continue to explore the importance of writing--more specifically the importance of learning to effectively read and write in the explanatory form. Students will be exposed to different structures and techniques used by writers and how these different structures and techniques contribute to the meaning and style of the three writing genres we have analyzed this year. The students will write multiple, original pieces capturing effective writing techniques.

Essential Questions

Enduring Understandings

1. Why is writing so important?
2. What does effective explanatory writing look like?
3. What is the purpose of writing and communicating through explanatory/informative writing?
4. How do various explanatory structures and literary techniques contribute to the style of the essay?
5. How does audience and purpose influence your writing?
6. How can revision, editing, and reflection improve your writing?

1. People have to be able to communicate in various mediums, and writing is one of those vital mediums. Written communication is an important skill that is needed to be successful in the 21st century.
2. An effective writing piece will contain a title, hook, transitions, thesis, detailed body paragraphs, a conclusion, writing risks, strong vocabulary, transition words and phrases, sentence variety, and proper conventions.
3. Expository writing is about examining a topic and writing a piece that informs or explains to the reader ideas, concepts, and information through the selection, organization, and analysis of relevant content.
4. Expository structures, such as a thesis statement, body paragraphs, topic sentences, and supporting details and examples help to create meaning and style. Literary techniques, such as the use of smiley face tricks make the essay vivid, detailed, and relatable to the reader.
5. Understanding your audience and purpose for writing are key in the beginning

| Essential Questions | Enduring Understandings |
|---------------------|---|
| | <p>processes of writing. Audience affects the way you approach a writing piece in the following key areas: ideas, organization, word choice, sentence structure, and voice. A writer must understand and decide on his/her purpose for writing a specific piece: to inform or to explain.</p> <p>6. Revision, editing, and reflection are vital to the success of a writing piece. A writer must utilize these steps in the writing process to produce an effective piece of writing. Revision makes the piece stronger. Editing ensures the writing piece is free of errors. Reflection is important to the improvement of writing skills from one genre to another.</p> |

| Relevant Standards | Learning Goals | Learning Objectives |
|--|---|---|
| <p>Content Standards: Primary or Power</p> <p>NJSLS.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>Secondary(Supportive):</p> <p>NJSLS.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical</p> | <p>1. Students will be able to analyze components of an explanatory essay and be able to distinguish between appropriate and effective writing techniques to clearly explain ideas, concepts, and information in an explanatory/informative text.</p> | <p>1. Analyze a topic or theme and identify textual evidence to support a stance.</p> <p>3. Analyze/critique the meaning of words and phrases in a written piece to evaluate how it affects the meaning and tone of a piece.</p> <p>4. Introduce a topic or theme clearly and concisely using a thesis statement, previewing what is to follow, having organized ideas through prewriting activities, expounding on ideas coherently using critical and sequential thinking as well as examples to delineate a stance.</p> <p>5. Develop the subject or theme using a topic sentence, relevant facts, definitions, concrete details, quotations, research, textual evidence, and a closing sentence.</p> <p>6. Use grade level appropriate words, phrases, and dependent clauses to create cohesion within the piece and to clarify the relationships among ideas and concepts.</p> |

| Relevant Standards | Learning Goals | Learning Objectives |
|--|----------------|---|
| <p>meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>NJSLS.W.7.2a Introduce a topic clearly, organize ideas, concepts, and information, using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>NJSLS.W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJSLS.W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>NJSLS.W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>NJSLS.W.7.2e Establish and maintain a formal style/academic style, approach, and form.</p> <p>NJSLS.W.7.2f Provide a concluding statement or section that follows from and supports the</p> | | <p>7. Use grade level appropriate vocabulary, specific nouns, just right adjectives and adverbs, and vivid verbs to inform and explain the topic.</p> <p>8. Construct an effective closing statement that effectively supports the information/theme presented.</p> <p>9. Critique and provide peer-editing to enhance a formal writing piece.</p> <p>10. Construct a compound/complex sentence that effectively utilized dependent and independent clauses as well as coordinating conjunctions.</p> <p>11. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>12. Identify modifiers and distinguish them as being dangling or misplaced.</p> <p>13. Re-write/edit sentences to fix the dangling or misplaced modifier.</p> |

| Relevant Standards | Learning Goals | Learning Objectives |
|--|----------------|---------------------|
| <p>information or explanation presented.</p> <p>NJSLS.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.)</p> <p>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.</p> <p>NJSLS.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.</p> <p>NJSLS.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS.W.7.9b Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text,</p> | | |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|----------------|---------------------|
| <p>assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>NJSLS.SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>NJSLS.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>NJSLS.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>NJSLS.L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> | | |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|----------------|---------------------|
| <p>NJSLS.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.7.2a Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>NJSLS.L.7.2b Spell correctly.</p> <p>NJSLS.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>NJSLS.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.</p> | | |

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
|---|---|--|---|
| Exit Ticket Quizzes Questioning/Discussions Writing sample Status Check 1-4 (sticks, hands, thumbs up) Teacher/Student Conferencing Graphic Organizers Peer Conferencing Four Corners Think/Pair/Share | Language Standards: Final Project (Narration/Explanatory) | Award Speech Explanatory Writing with Visual Presentation | Children's Book Grammar Final Year End Reflection (Between Pre & Post) Misplaced & Dangling Modifiers Assessment Word Choice Assessment |

| Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught? | | | |
|---|--|---|--|
| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Gifted Learners |
| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Vary test formats • Vary essay lengths • Highlight key directions • Pace long-term projects • Allow re-dos/retakes • Preview test procedures • Writer's checklist • Graphic organizer <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing (assessing reading comprehension and writing skills) <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Enhanced directions • Multiple texts (leveled reading) | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Use native language (for directions) • Read directions aloud • Highlight/underline key words • Simplify language • Single step directions • Writer's checklist • Graphic organizer <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing (assessing reading comprehension) • Accept short answers • Varied test formats <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Enhanced directions | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Clarify test directions • Allow re-dos/retakes • Vary test formats • Provide study guides prior to tests • Frequent rest breaks • Highlight key directions • Preview test procedures • Chunk long-term assignments • Pace long-term projects • Writer's checklist • Graphic organizer <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Tiered homework assignments | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Tiered assessments/choice of test format • Multiple texts (leveled reading) • Tiered homework assignments • Learning Menus/Choice Boards • Indirect and direct citations • Independent Pre-writing • Heightened integration of voice • Required narrative writing techniques / risks. |

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?

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| <ul style="list-style-type: none"> • Tiered homework assignments • Choice with writing topics • Learning Menus/Choice Boards | <ul style="list-style-type: none"> • Multiple texts (leveled reading)/texts in native language • Choice with writing topics • Choice of test format (projects replace written tasks for Level 1 ELL students) • Shorten homework assignment | <ul style="list-style-type: none"> • Choice of writing topics • Learning Menus/Choice Boards | |
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Instructional Strategies: (List and describe.)

Direct Instruction on new (modifiers) and previously learned grammar concepts
 Brainstorming activities to develop ideas for narrative piece
 Homework, Note-taking, Guided/Independent Practice for grammar concepts
 Academic Games in preparation for culminating grammar final
 Peer Editing/Revision for Narrative Final

Possible Instructional Adjustments (Modifications /Accommodations/Differentiation): How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?

| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Gifted Learners |
|---|--|--|---|
| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Graphic organizers • Adjusted assignment timelines • Video clips • Student restates information • Preferential seating • Review sessions • Concrete examples • Kinesthetic activities <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Read passages aloud (working on reading comprehension) • Shorten assignments (altering | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Visual cues • Demonstrations for key concepts • Pre-teach all vocabulary • Graphic organizers • Give oral prompts/cues • Additional time on assignments • Learning objectives written on the board daily • Word Walls • Sentence Frames • Kinesthetic activities <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shortening assignment (altering | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Graphic organizers • Video/ audio clips • Review sessions • Concrete examples • Review of directions • Work-in-progress check • Kinesthetic activities <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one conferences/use individual writing goal sheet | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Tiered assignments • Multiple texts (leveled reading) • Tiered homework assignments • Learning Menus/Choice Boards • Writer’s Notebook • Mini-lessons/Small group instruction (specific topics for specific student groups) • Learning Stations • Flexible grouping • Curriculum compacting • Jigsaw • Kinesthetic activities |

Possible Instructional Adjustments (Modifications /Accommodations/Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

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| <p>rigor/complexity of the assignment)</p> <p>Differentiation</p> <ul style="list-style-type: none"> • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one conferences/use individual writing goal sheet • Learning Stations • Multiple texts (leveled reading) • Flexible grouping • Tiered assignments • Jigsaw | <p>rigor/complexity of the assignment)</p> <ul style="list-style-type: none"> • Allow outlining • Reworded questions/problems in simplified language <p>Differentiation</p> <ul style="list-style-type: none"> • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one conferences/use individual writing goal sheet • Multiple texts (leveled reading)/use native language for Level 1 ELL students • Flexible grouping • Tiered assignments • Writer’s Notebook • Jigsaw | <ul style="list-style-type: none"> • Learning Stations • Multiple texts (leveled reading) • Flexible grouping • Tiered assignments • Writer’s Notebook • Jigsaw | |
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Unit Vocabulary

Essential: modifier, dangling, misplaced, Process-Analysis-

Non-Essential: independent clause, dependent clause, theme/So What?, thesis, hook, closing statement, topic sentence, transitions, voice, supporting details, ideas, organization, word choice, voice, sentence fluency, conventions

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|---|--|--|--|
| <p>Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):</p> | <p>Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i></p> | <p>21st Century Themes: <i>(Check and explain how the connection is made.)</i></p> | <p>21st Century Skills: <i>(Check and explain how the connection is made.)</i></p> |
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| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i> | 21st Century Themes: <i>(Check and explain how the connection is made.)</i> | 21st Century Skills: <i>(Check and explain how the connection is made.)</i> |
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| <p>Technology NJSLS.TECH.8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>NJSLS.TECH.8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communications, collaborations, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> | <p>8.1 Educational Technology : All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>S and A -Google Docs will be used to generate a writing piece. In the revision process of writing, students are receiving and giving feedback through shared documents.</p> <p>M-Students will share their own student created graphic organizers on Mindmeister or Mindmup2 with their peers and display the rationale for the expression of their ideas. Peers will provide a comment and pose a question for clarity to be used in the writing piece.</p> | <p>Global Awareness</p> <ul style="list-style-type: none"> Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in spirit of mutual respect and open dialogue in personal, work and community contexts. | <p>Creativity and Innovation:</p> <ul style="list-style-type: none"> In creating together, determine a process for compromise, consensus building and decision making. Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas. <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. (Progressing through the writing process) <p>Communication and Collaboration:</p> <ul style="list-style-type: none"> Articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts. (Working through the writing process to compose a writing piece) Demonstrate ability to work effectively and respectfully with diverse teams. <p>Media Literacy:</p> <ul style="list-style-type: none"> Understand and utilize the most appropriate media creation tools, characteristics and conventions. <p>Initiative and Self-Direction:</p> <ul style="list-style-type: none"> Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise. (Building on prior knowledge of narrative, explanatory, and grammar concepts taught |

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| | | | <p>throughout the year.)</p> <p>Productivity and Accountability:</p> <ul style="list-style-type: none"> • Prioritize, plan and manage work to achieve the intended result. <p>Leadership and Responsibility:</p> <ul style="list-style-type: none"> • Leverage strengths of others to accomplish a common goal. (Roles of group work: leader, report, etc.) |

| Resources |
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| <p>Texts/Materials: <i>Writer’s Choice</i> Grammar and Composition 7, Read-Write-Think, Flocabulary, Grammaropolis, writing folders, construction paper, pens/colored pencils, writing goal sheet, binder, notebooks, laptops, graphic organizers, promethean board</p> <p>Texts/Materials: writing folder/portfolio <i>Writer’s Choice</i> Grammar and Composition 7, <i>NewseLA</i>, writing folders, Common Lit, pens/colored pencils, writing goal sheet, binder, notebooks, laptops, graphic organizers, promethean board, SCOPE magazine, children’s books, <i>Oliver Finds His Song</i>, <i>Ferdinand</i>, <i>Where the Wild Things Are</i>.</p> <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • End of Year Storybook Project • End of Year Reflection, Writing, Oral Presentation <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Mini timed writing unit: Dr. King and Malala, <i>Georges and the Jewels</i> • How to unpack a writing prompt for timed writing • Children’s Book Day: Scavenger hunt • Narrative Contest • A Letter to my Self. |