

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

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

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 engage in a range of classroom discussions on topics and texts, expressing ideas clearly and building on the ideas of others. (5) Students use a variety of context clues to determine the meaning of a word. (6) Students interpret figurative language and other literary elements in different texts. (7) 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. (8) Students analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (9) Students cite several pieces of evidence from the text to support analysis of what the text says explicitly as well as inferences are drawn from the text. (10) 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). (11) Students will write a literary analysis on a given topic providing explanations, analysis, textual evidence, and elaboration. (12) Within literary analysis, students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. (13) Within the literary analysis, students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (14) Within literary analysis, students use precise language and subject-specific vocabulary to inform or explain the topic.

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Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that

will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

- Goal(s):**
1. To ensure students are college and career ready upon graduation
 2. To vertically and horizontally align curriculum K-12 to ensure the successful transition of students at each grade level
 3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
 4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course as well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.

3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted at the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students’ strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art, and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century*

Life and Careers; Language Arts Literacy; and, Mathematics

13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing

Course Title: Literature 7

Prerequisite(s): Grade 6 English Language Arts

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
<p>Unit 1</p> <p>Close Reading: Focusing on Literary Elements, Inferences, and Textual Evidence</p>	<p>September-November</p> <p>(12 weeks)</p>	<p>Power Standards NJSLS.A.RL.7.3.1 NJSLS.A.RL.7.1.1 NJSLSA.L.7.4</p> <p>Secondary(Supportive):</p> <p>NJSLS.RL.7.2.3 NJSLS.RL.7.4.1 NJSLS RL.7.6.1 NJSLS RI.7.10. NJSLSA.W4. NJSLSA.W5. NJSLSA.W6. NJSLS.L6. NJSLS.SL.7.1.</p> <p>Interdisciplinary:</p> <p>TEC.6-8 8.1.8.A.1 8.1.P.C.1</p> <p>Career Readiness: CRP2; CRP4; CRP6</p> <p>Career Awareness, Exploration, and Preparation 9.2.8.B.3</p>	<p>1. Students will be able to analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (5 weeks)</p> <p>2. Students will be able to cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences are drawn from the text. (4 weeks)</p> <p>3. Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade seven reading and content, choosing flexibly from a range of strategies. (3 weeks)</p>	<p>Learning Goal #1 The students will be able to do the following:</p> <ul style="list-style-type: none"> • define literary terms.(DOK 1) • identify literary terms in a text. (DOK 1) • analyze the use of literary terms. (DOK 4) • create literary terms. (DOK 4) • critique an author’s use of literary terms. (DOK 4) <p>Learning Goal #2 The students will be able to do the following:</p> <ul style="list-style-type: none"> • make inferences based on what they read in the text. (DOK 1) • support inferences by using textual evidence. (DOK 3) <p>Learning Goal #3 The students will be able to determine the meaning of words using the following:</p> <ul style="list-style-type: none"> • context clues (DOK 2) • reference materials (DOK 2)

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
<p>Unit 2</p> <p>Author’s Craft and Structure</p>	<p>December-March</p> <p>(10 weeks)</p> <p>LG#1- 5 weeks</p> <p>LG#2- 5 weeks</p>	<p>Power Standards: NJSLS 7.2 NJSLS RL.7.7</p> <p>Secondary (Supportive):</p> <p>NJSLS RL.7.1 NJSLS RL.7.3 NJSLS RL.7.4 NJSLS RL.7.6 NJSLS RI.7.10 NJSLSA.W4 NJSLSA.W5 NJSLSA.W6 SL.7.1 NJSLSA.L.7.4.1.</p> <p>Interdisciplinary:</p> <p>TEC.6-8 8.1.8.A.1 8.1.P.C.1</p> <p>Career Readiness: CRP2; CRP4; CRP6</p> <p>Career Awareness, Exploration, and Preparation 9.2.8.B.3</p>	<p>1. Students will be able to determine a theme or central idea of a text and analyze its development over the course of a text.</p> <p>2. Students will be able to compare and contrast a literary work to its audio, filmed, staged, or multimedia version</p>	<p>Learning Goal #1 The students will be able to do the following:</p> <ul style="list-style-type: none"> • determine the author’s purpose. • determine the theme. • provide textual evidence to support the theme. • analyze the development of a theme. <p>Learning Goal #2 The students will be able to do the following:</p> <ul style="list-style-type: none"> • compare a literary piece to its audio, filmed, staged, or multimedia version. • contrast a literary piece to its audio, filmed, staged, or multimedia version. • compare and contrast literary pieces to its audio, filmed, staged, or multimedia version.
<p>Unit 3</p>	<p>March-April</p>	<p>Power Standards:</p>	<p>1. Students will be able to analyze how a poem’s</p>	<p>Learning Goal #1 The students will be able to do the following:</p>

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Narrative Poetry	(4 weeks) LG#1- 4 weeks	NJSLS RL.7.5 NJSLS W.7.4 Secondary (Supportive): NJSLS RL.7.1 NJSLS RL.7.3 NJSLS RL.7.4 NJSLS RI.7.10 NJSLSA.W4 NJSLSA.W5 NJSLSA.W6 NJSLSA.L6. SL.7.1. NJSLSA.L.7.4 Interdisciplinary: Career Readiness: CRP2; CRP4; CRP6 Career Awareness, Exploration, and Preparation 9.2.8.B.3	form or structure contributes to its meaning.	<ul style="list-style-type: none"> • define literary elements of structure, such as but not limited to stanza, line, rhyme scheme, refrain • identify figurative language • identify literary elements of structure in a text • analyze the use of literary terms of structure • critique an author’s use of literary terms • create a narrative poem
Unit 4 The Novel	April-June (10 weeks) LG#1- 5 weeks	Power Standards: NJSLS RL.7.3. NJSLS RL.7.6. Secondary (Supportive):	1. Students will be able to identify and analyze how particular elements of a novel interact (internal conflict,	Learning Goal #1 The students will be able to do the following: <ul style="list-style-type: none"> • define literary terms. • identify literary terms in a text.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
	<p>LG#2- 5 weeks</p>	<p>NJSLS RL.7.1. NJSLS RL.7.3 NJSLS RL.7.4 NJSLS RL.7.6 NJSLS RI.7.10. NJSLSA.W4. NJSLSA.W5. NJSLSA.W6. NJSLSA.L6. SL.7.1. NJSLSA.L.7.4</p> <p>Interdisciplinary:</p> <p>TEC.6-8 8.1.8.A.1 8.1.P.C.1</p> <p>Career Readiness: CRP2; CRP4; CRP6</p> <p>Career Awareness, Exploration, and Preparation 9.2.8.B.3</p>	<p>external conflict, direct characterization, indirect characterization, allusion, exposition, rising action, climax, falling action, resolution, foreshadowing, symbol, and theme).</p> <p>2. Students will be able to understand how an author develops a character’s motive through a character’s backstory and actions as well as determine a theme of the novel.</p>	<ul style="list-style-type: none"> • analyze the use of literary terms. • create literary terms. • critique an author’s use of literary terms. <p>Learning Goal #2 The students will be able to do the following:</p> <ul style="list-style-type: none"> • compare and contrast the different opinions and feelings of different characters • determine a character’s motive • give the reasoning for the motive through supportive textual evidence • determine a theme of the text

Kingsway Regional School District

Grade 7—Literature

Unit #1: Close Reading: Focusing on Literary Elements, Inferences, and Textual Evidence	Recommended Duration: September-November (12 weeks)
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Unit Description
 In this unit, the students will be closely reading short stories. The students will focus on developing the following skills: vocabulary acquisition, citing textual evidence, making inferences, and the analysis of literary terms.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> 1. How does an author use literary terms to shape a story? 2. What is the author’s purpose for writing, and how does he convey his/her message? 3. How and why do I support inferences with textual evidence? 4. How do I determine the meaning of an unknown word in a text? 5. How do I draw conclusions based on what I read? 	<ol style="list-style-type: none"> 1. There is a deeper level of understanding intended by the author in literature. 2. Literature is an art, and authors use a variety of tools to reveal their story or information. 3. Every author has a purpose for writing. Readers need to determine that purpose. 4. It is essential to be able to determine the meaning of words as you read by using context clues. 5. When supporting the analysis of a text, it is necessary to use textual evidence.

Relevant Standards	Learning Goals	Learning Objectives
Content Standards: Primary or Power	1. Students will be able to analyze how particular elements of a story or drama interact (e.g.,	Learning Goal #1 The students will be able to do the following:

Relevant Standards	Learning Goals	Learning Objectives
<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 RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text.</p> <p>NJSLS L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>Secondary(Supportive):</p> <p>NJSLS RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</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 RL.7.6. Analyze how an author develops and contrasts the points of view of different</p>	<p>how setting shapes the characters or plot). NJSLS RL.7.3</p> <p>2. Students will be able to cite several pieces of textual evidence to support analysis of what the text says as well as inferences drawn from the text. NJSLS RL.7.1</p> <p>3. Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade seven reading and content. NJSLS RL.7.2.</p>	<ul style="list-style-type: none"> • define literary terms. • identify literary terms in a text. • analyze the use of literary terms. • create literary terms. • critique an author’s use of literary terms. <p>Learning Goal #2 The students will be able to do the following:</p> <ul style="list-style-type: none"> • make inferences based on what they read in the text. • support inferences by using textual evidence. <p>Learning Goal #3 The students will be able to determine the meaning of words using the following:</p> <ul style="list-style-type: none"> • context clues • reference materials

Relevant Standards	Learning Goals	Learning Objectives
<p>characters or narrators in a text.</p> <p>NJSLS RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>SL.7.1. Engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments (required)
<ul style="list-style-type: none"> • QVCIPC Worksheets • Short Constructed Response • Journals • News Reports • Summaries • Quick Writes • Excerpt Explanation • Discussion Boards • Dry-Erase Boards • Popsicle Stick/Questions • Academic Games • Graphic Organizers • Warm-Up Questions • Exit Slips • Index Cards • Pre-Assessment • Plot Diagrams • Quizlet 	<ul style="list-style-type: none"> • <i>Charles and No News</i> Test • <i>Beware of The Dog and After Twenty Years</i> Test • Short Essay Responses • Common Summative Assessment #1 using <i>The Scholarship Jacket</i> by Martha Salinas or <i>We Are All One</i> by Laurence Yep • Story Board/Map 	<ul style="list-style-type: none"> • Plot Diagramming • Academic Games (Quizlet and Kahoot) • Script/ narrative writing • Perform a scene from the text • Create a movie trailer • News Reports • Literary Term Booklet-creating your own literary examples • Story Board/Map Presentations • Student Dictionaries 	<p>These are the suggested activities and assignments:</p> <ul style="list-style-type: none"> • QVCIPC Worksheets • Reading Comprehension Questions • Plot Diagrams • Short Essay Response • Story Board/Map • Poster Board Demonstrations • Student Dictionaries • Summary Writing • Literary Term Hunts • Literary Term Prove It Worksheets • Identifying Literary Terms in • Vocabulary Practice

Possible Assessment Modifications/Accommodations/Differentiation			
<p>Special Education Students</p> <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Read directions to students • Provide study guides prior to tests • Clarify test questions 	<p>ELLs (English Language Learners)</p> <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Limit choices for test questions • Use native language (for directions) • Read directions aloud 	<p>At-Risk Students</p> <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Clarify test directions • Allow redos/retakes • Provide study guides prior to 	<p>Gifted Students</p> <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)

Possible Assessment Modifications/Accommodations/Differentiation

<ul style="list-style-type: none"> • Read test questions • Highlight key directions • Preview test procedures • Eliminate redundant test questions • Allow for re-dos/ retakes • Varied test formats <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Read test passages/ articles aloud • Accept short answers <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards 	<ul style="list-style-type: none"> • Highlight/ underline key words • Simplify language • Additional time • Allow for retakes • Eliminate redundant test questions • Truncated/ shortened assessments <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing • Accept short answers <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Enhanced directions • Multiple texts (leveled reading/ texts in the native language) • Choice with writing topics • Choice of test format (projects replace written tasks) • Shorten homework assignment 	<p>test</p> <ul style="list-style-type: none"> • Highlight key directions • Preview test procedures • Chunk long-term assessments <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing • Accept short answers <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards 	<p>reading)</p> <ul style="list-style-type: none"> • Tiered homework assignments • Learning menus/ Choice boards
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Instructional Strategies (refer to Robert Marzano's 41 Elements):

- **Scaffolding** and differentiating with multiple reading levels in order to develop the same skill
- **Chunking** literary elements into defining and then analyzing and also traditional vocabulary
- **Modeling** techniques to interpret and analyze a text and all of its elements and also modeling how to write a literary analysis
- **Cooperative learning for group work** in order to master concepts presented for close reading

Instructional Strategies (refer to *Robert Marzano's 41 Elements*):

- **Direct instruction** is used to present new topics and to clarify any questions and to address errors in reasoning
- **Graphic organizers** are used within the writing process (Venn Diagrams to compare and contrast/ T-charts for contrasting ideas/ Graphic Organizer for QVCIPC which is a close reading strategy/ Plot diagrams for identifying and analyzing events of the plot/ templates for making inferences, drawing conclusions, and citing textual evidence)
- **Comparing/contrasting** characters, characters' motives, pieces of literature by the same author or stories with similar themes, or fiction and nonfiction pieces
- **Note-taking close reading strategies** and **annotating text** and teacher-led notes both in pre-reading and post-reading
- **Monitoring** with exit tickets, warm-ups, journal entries, and formative assessments and within groups and individual seatwork to identify students' mastery of a concept
- **Academic Games** in order to practice and review content

Possible Instructional Modifications/Accommodations/Differentiation

Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
<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 • Provision of notes or outlines • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Work in progress check • No penalty for spelling errors or sloppy handwriting <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shorten assignments (altering rigor or complexity of the 	<p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Visual charts/ cues • Pre-teach all vocabulary • Graphic organizations • Give oral prompts/ cues • Additional time on assignments • Word Walls • Sentence frames • Use of mnemonics • Simplify language • Check for understanding • Use positive reinforcement • Have student repeat directions as needed • Adjust reading levels • Provide reading passages or texts in advance • Chunking of assignments 	<p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Graphic organizers • Adjusted assignment timelines • Review sessions • Concrete examples • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Work in progress check <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards 	<p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Tiered assignments • Leveled reading • Learning menus • Individual writing goals • Flexible grouping • Small group instruction

<p>assignment)</p> <ul style="list-style-type: none"> • No penalty for spelling errors if assessing writing conventions • Change level of difficulty or complexity • Exempting assignment if not providing an alternate activity • Projects instead of written products • Modified Grading • Flexible grouping • Tiered assignments • Jigsaw <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards • Small group instruction • Flexible grouping 	<p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shorten assignments (altering rigor or complexity of the assignment) • No penalty for spelling errors • Change level of difficulty or complexity • Exempting assignment if not providing an alternate activity • Projects instead of written products • Flexible grouping • Tiered assignments • Small group instructions • Response Journal- differentiated • Jigsaw <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards 	<ul style="list-style-type: none"> • Small group instruction • Flexible grouping • Jigsaw 	
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Unit Vocabulary

Essential: inference, textual evidence, analysis, plot, exposition, rising action, climax, falling action, resolution, conflict, characterization, irony, theme, setting, point of view, author’s purpose, flashback, suspense, symbol, protagonist, antagonist, plot twist

Non-Essential: undulating, giddy, precise, intellectual, intense, raucous, insolently, simultaneously, solemnly, reformation, cynically, primly, lapse, habitual, intricate, artful, correspond, dismally, absurdity, moderately

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>TEC.6-8 8.1.8.A.1 8.1.P.C.1</p> <p>Career Readiness: CRP2; CRP4; CRP6</p> <p>Career Awareness, Exploration, and Preparation 9.2.8.B.3</p>	<p>Technology:</p> <p>Google Docs-A-Teacher to student feedback</p> <p>Laptops-A-Teacher to student feedback</p> <p>Promethean Board-S-Notetaking</p> <p>iPads-A-Student games</p>	<p>Civic Literacy</p> <ul style="list-style-type: none"> • While reading <i>Beware of the Dog</i> by Roald Dahl, students examine patriotism in a time of war. • While reading <i>After Twenty Years</i> by O. Henry, students examine citizenship at the local level. • While reading <i>Charles</i> by Shirley Jackson, students examine acceptable character traits in society. <p>Global Awareness</p> <ul style="list-style-type: none"> • While reading <i>Scholarship Jacket</i> by Marta Salinas, students are exposed to the life of a poverty-stricken family of immigrants. • Students will read <i>We Are All One</i> by Lawrence Yep. This text is a traditional Chinese story. Students 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Use deductive reasoning appropriately to analyze literature • Effectively analyze literature and evaluate textual evidence to support analysis • Synthesize and make connections (text - self, text - text, text - world) • Interpret information and draw conclusions <p>Communication and Collaboration</p> <ul style="list-style-type: none"> • Use communications skills to analyze texts and present information • Demonstrate ability to work effectively and respectfully with diverse teams <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Utilize time and manage workload efficiently • Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise

		will follow a character who embodies a spirit of mutual respect for all beings.	
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Resources

Texts/Materials: *The Reader's Choice*, video clips, The Twilight Zone DVD

- *Charles* by Shirley Jackson
- *No News* by Connie Regan-Blake and Barbara Freeman
- *Beware of the Dog* by Roald Dahl
- *The Scholarship Jacket* by Martha Salinas
- *We Are All One* by Laurence Yep
- Winston Churchill's Speech *We Shall Fight Them on the Beaches*.
- *After Twenty Years* by O. Henry
- *The Twilight Zone: Eye of the Beholder* by Rod Serling and the textbook connection

Major Assignments (required):

These are suggested assignments:

- QVCIPC Worksheets
- Reading Comprehension Questions
- Constructed Responses
- Story Board/Map
- Poster Board Demonstrations

Major Activities (required):

These are suggested activities:

- Student Dictionaries
- Summary Writing
- Academic Review Games
- Reader's Theatre
- Literary Term Prove It Worksheets
- Literary Term Hunts
- Identifying Literary Terms in Poetry
- *Eye of the Beholder* Video Worksheet

Kingsway Regional School District

Grade 7—Literature

Unit Two: Author's Craft and Structure

Recommended Duration: January-March (10 weeks)

Unit Description:

In this unit, the students will closely read pairings of short stories, drama, poetry, and informational text. The students will focus on developing the important skills of understanding and determining the theme. In this unit, the students will compare and contrast a narrative or poem to film, audio, and other narratives

Essential Questions

1. What is the author's purpose for writing?
2. How do I determine the theme of a text?
3. What should be included in a summary?
4. How does an author's craft affect the author's telling of a story?

Enduring Understandings

1. All authors have a purpose and a theme or central idea to express to the readers. Authors write for various purposes: to entertain, to inform, or to argue a position.
2. The theme is the central idea of a literary work. To properly determine a theme, a reader should be able to provide a variety of textual evidence as proof and explanation.
3. A summary is a retelling of the key points of a literary work. It is necessary that the influential literary elements are acknowledged (setting, conflict, theme, etc.) and the importance of each explained.
4. The author's craft will decide how an author goes about constructing a narrative. Each medium calls upon a variety of different strategies to tell the same story.

Relevant Standards

Learning Goals

Learning Objectives

<p>Content Standards: Primary(Power):</p> <p>NJSLS RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLS RL.7.7 Compare and contrast a written story, drama, or poem, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>Secondary(Supportive):</p> <p>NJSLS RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences are drawn from the text.</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 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 RL.7.6. Analyze how an author</p>	<p>1. Students will be able to determine a theme or central idea of a text and analyze its development over the course of a text. NJSLS RL.7.2</p> <p>2. Students will be able to compare and contrast a literary work to its audio, filmed, staged, or multimedia version. NJSLS RL.7.7</p>	<p>Learning Goal #1 The students will be able to do the following:</p> <ul style="list-style-type: none"> • Determine the author’s purpose. • Determine the theme. • Provide textual evidence to support the theme. • Analyze the development of a theme. <p>Learning Goal #2 The students will be able to do the following:</p> <ul style="list-style-type: none"> • Compare a literary piece to its audio, filmed, staged, or multimedia version. • Contrast a literary piece to its audio, filmed, staged, or multimedia version. • Compare and contrast literary pieces to its audio, filmed, staged, or multimedia version.
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develops and contrasts the points of view of different characters or narrators in a text.

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

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

<p>NJLSA.L.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of rhymes and other repetition of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>		
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Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments (required)
<ul style="list-style-type: none"> • QVCIPC Worksheets • Short Essay Response • Journals • News Reports • Summaries • Quick Writes • Excerpt Explanation • Discussion Boards • Dry-Erase Boards • Popsicle Stick/Questions • Academic Games • Graphic Organizers • Warm Ups Questions • Exit Slips • Index Cards • Pre-Assessment • Plot Diagrams 	<ul style="list-style-type: none"> • <i>The Drummer Boy of Shiloh</i> Test • <i>The Ransom of Red Chief</i> Test • <i>The Landlady</i> Test • <i>The Monsters Are Due on Maple Street</i> Test • Story Board/Map 	<ul style="list-style-type: none"> • Projects • Spar Debate • Piktochart • Google Slides • Google Drawings • Live News Report • Plot Diagramming • Academic Games (Quizlet and Kahoot) • Script/ narrative writing • Perform a scene from the text • Create a movie trailer • Literary Term Booklet- creating your own literary examples 	<p>These are the suggested activities and assignments:</p> <ul style="list-style-type: none"> • QVCIPC Worksheets • Reading Comprehension Questions • Plot Diagrams • Short Essay Responses • Story Board/Map • Poster Board Demonstrations • Student Dictionaries • Summary Writing • Literary Term Hunts • Literary Term Prove It Worksheets

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments (required)
		<ul style="list-style-type: none"> • Story Board/Map Presentations • Theme License Plate • Message in a Bottle (theme) 	

Possible Assessment Modifications/Accommodations/Differentiation			
<p>Special Education Students</p> <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Read directions to students • Provide study guides prior to tests • Clarify test questions • Read test questions • Highlight key directions • Preview test procedures • Eliminate redundant test questions • Allow for re-dos/ retakes • Varied test formats <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Read test passages/ articles aloud • Accept short answers <p><u>Differentiation</u></p>	<p>ELLs (English Language Learners)</p> <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Limit choices for test questions • Use native language (for directions) • Read directions aloud • Highlight/ underline keywords • Simplify language • Additional time • Allow for retakes • Eliminate redundant test questions • Truncated/ shortened assessments <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing • Accept short answers <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Enhanced directions 	<p>At-Risk Students</p> <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Clarify test directions • Allow redos/ retakes • Provide study guides prior to the test • Highlight key directions • Preview test procedures • Chunk long-term assignments <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing • Accept short answers <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards 	<p>Gifted Students</p> <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Independent study/ Side Bar Studies • Tiered • Tiered assessments/ choice of test format • Multiple texts (leveled reading) • Tiered homework assignments • Learning menus/ Choice boards

<ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards 	<ul style="list-style-type: none"> • Multiple texts (leveled reading/ texts in the native language) • Choice with writing topics • Choice of test format (projects replace written tasks) • Shorten homework assignment 		
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Instructional Strategies/Suggested Learning Activities (refer to Robert Marzano’s 41 Elements)

- Scaffolding and differentiating with multiple reading levels in order to develop the same skill (author’s purpose and theme).
- Chunking literary elements into defining and then analyzing and also traditional vocabulary
- Modeling techniques to interpret and analyze a text and all of its elements and also modeling how to write a literary analysis in addition to how to analyze different media
- Cooperative learning for group work in order to master concepts presented for identifying the author’s purpose and how it can affect changes in the presentation of a text depending on media
- Direct instruction is used to present new topics and to clarify any questions and to address errors in reasoning
- Graphic organizers are used within the writing process (Venn Diagrams to compare and contrast/ T-charts for contrasting ideas/ Graphic Organizer for QVCIPC which is a close reading strategy/ Plot diagrams for identifying and analyzing events of the plot/ templates for making inferences, drawing conclusions, and citing textual evidence)
- Comparing/contrasting characters, characters’ motives, pieces of literature by the same author or stories with similar themes, or fiction and nonfiction pieces, or different media
- Note-taking close reading strategies and annotating text and teacher-led notes both in pre-reading and post-reading
- Monitoring with exit tickets, warm-ups, journal entries, and formative assessments and within groups and individual seatwork to identify students’ mastery of a concept
- Academic Games in order to practice and review content
- Guided/Independent Practice through interpretation and analysis of the text.
- Peer Editing/Revision for the literary analysis.
- Classroom Debate to critique the different versions of the same piece.

Possible Instructional Modifications/Accommodations/Differentiation

Special Education Students	ELLs (English Language Learners	At-Risk Students	Gifted Students
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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 • Provision of notes or outlines • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Work in progress check • No penalty for spelling errors or sloppy handwriting <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shorten assignments (altering rigor or complexity of the assignment) • No penalty for spelling errors if assessing writing conventions • Change level of difficulty or complexity • Exempting assignment if not providing an alternate activity • Projects instead of written products • Modified Grading • Flexible grouping • Tiered assignments • Jigsaw 	<p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Visual charts/ cues • Pre-teach all vocabulary • Graphic organizations • Give oral prompts/ cues • Additional time on assignments • Word Walls • Sentence frames • Use of mnemonics • Simplify language • Check for understanding • Use positive reinforcement • Have student repeat directions as needed • Adjust reading levels • Provide reading passages or texts in advance • Chunking of assignments <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shorten assignments (altering rigor or complexity of the assignment) • No penalty for spelling errors • Change level of difficulty or complexity • Exempting assignment if not providing an alternate activity • Projects instead of written products 	<p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Graphic organizers • Adjusted assignment timelines • Review sessions • Concrete examples • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Work in progress check <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards • Small group instruction • Flexible grouping • Jigsaw 	<p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Tiered assignments • Leveled reading • Learning menus • Individual writing goals • Flexible grouping • Small group instruction
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<p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards • Small group instruction • Flexible grouping 	<ul style="list-style-type: none"> • Flexible grouping • Tiered assignments • Small group instructions • Response Journal- differentiated • Jigsaw <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards 		
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<p>Unit Vocabulary</p>
<p>Essential: inference, textual evidence, analysis, plot, exposition, rising action, climax, falling action, resolution, conflict, characterization, irony, theme, setting, point of view, author’s purpose, flashback, suspense, symbol</p> <p>Non-Essential: reflective, intimidated, instill, validity, defiant, antagonism, incriminate, legitimate, explicit, prejudice, scapegoat, idiosyncrasy, trilby, swanky, illuminate, pillars, briskness, pillars, illuminate, compel, façade, congenial, conjure, compulsion, tantalize, emanate, blemish, swanky, rapacious, hearth</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
<p>TEC.6-8 8.1.8.A.1 8.1.P.C.1</p> <p>Career Readiness: CRP2; CRP4; CRP6</p>	<p>Technology:</p> <p>Google Docs-A-Teacher to student feedback</p> <p>Google Slides-A-Teacher to</p>	<p>Civic Literacy</p> <ul style="list-style-type: none"> • Exercising the rights and obligations of citizenship at local, state, national and global levels (Evaluate and discuss 	<p>Creativity and Innovation</p> <ul style="list-style-type: none"> • Develop, implement, and communicate new ideas to others effectively • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

<p>Career Awareness, Exploration, and Preparation 9.2.8.B.3</p>	<p>student feedback, student to student feedback Promethean Board-S-Notetaking</p> <p>iPads-A-Student games</p>	<p>how the fear of the unknown creates panic within a community.)</p> <ul style="list-style-type: none"> Understanding the local and global implications of civic decisions (<i>The Monsters Are Due on Maple Street</i> by Rod Serling, <i>Drummerboy of Shiloh</i>, and <i>Ransom of Red Chief</i> exposes children to real-world conflicts.) 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Use deductive reasoning appropriately to analyze literature Effectively analyze literature and evaluate textual evidence to support analysis Synthesize and make connections (text to self, text to text, text to world) Interpret information and draw conclusions <p>Communication and Collaboration</p> <ul style="list-style-type: none"> Use communications skills to analyze texts and present information Demonstrate ability to work effectively and respectfully with diverse teams <p>Life and Career Skills</p> <ul style="list-style-type: none"> Utilize time and manage workload efficiently Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise
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<p>Resources</p>
<p>Texts/Materials:</p> <ul style="list-style-type: none"> <i>Prometheus</i> “Discovery of Fire” Scope Magazine article <i>The Drummerboy of Shiloh</i> by Ray Bradbury <i>The Ransom of Red Chief</i> by O. Henry <i>The Landlady</i> Roald Dahl <i>The Monsters Are Due on Maple Street</i> by Rod Stirling Informational text from Scope Magazine and News ELA

Resources

Major Assignments/Assessments (required):

These are suggested assignments:

- QVCIPC Worksheets
- Reading Comprehension Questions
- RACER/Constructed Responses
- Story Board/Map
- Poster Board Demonstrations

Major Activities (required):

These are suggested activities:

- Student Dictionaries
- Summary Writing
- Academic Review Games
- Reader's Theatre
- Literary Term Prove It Worksheets
- Literary Term Hunts
- Venn Diagrams

Kingsway Regional School District

Grade 7—Literature

Unit Three: Narrative Poetry

Recommended Duration: February-March (4 weeks)

Unit Description:

Throughout this unit, the students will read, analyze, and create narrative poetry. The students will begin by examining the structure of a narrative poem and the author’s use of literary elements. After understanding structure and literary elements, the students will move to compare and contrasting a fictional portrayal of a time, place, or character to a historical account. The unit will conclude with the students writing a narrative poem.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> 1. What are the unique characteristics of a narrative poem? 2. How does poetic structure affect a poem and its meaning? 3. How does a poet’s use of literary elements affect a narrative poem? 4. Does an accurate portrayal of a setting or historical figure impact a narrative poem? 	<ol style="list-style-type: none"> 1. Narrative poetry conveys stories in a manner that is artful, entertaining, and creative. 2. A poem’s structure can impact its meaning and effect on its readers. 3. The crafty placement of literary elements in a poem and its auditory rhythm will impact its overall meaning or its effect on its readers. 4. Fictional pieces can be inspired by a historical account of what is occurring in a particular time, area, society, or culture.

Relevant Standards	Learning Goals	Learning Objectives

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary(Power):</p> <p>NJSLS.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>Secondary(Supportive): NJSLS Literacy.SL.7.4</p> <p>NJSLS RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences are drawn from the text.</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 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 RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<p>1. Students will be able to analyze how a poem's form or structure contributes to its meaning. NJSLS.RL.7.5</p>	<p>Learning Goal #1 The students will be able to do the following:</p> <ul style="list-style-type: none"> • Define literary elements of structure, such as but not limited to stanza, line, rhyme scheme, refrain. • Identify figurative language. • Identify literary elements of structure in a text. • Analyze the use of literary terms of structure. • Critique an author's use of literary terms.

Relevant Standards	Learning Goals	Learning Objectives
<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>NJSLSA.L.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of</p>		

Relevant Standards	Learning Goals	Learning Objectives
rhymes and other repetition of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • Journals • News Reports • Summaries • Quick Writes • Excerpt Explanation • Discussion Boards • Dry-Erase Boards • Popsicle Stick/Questions • Academic Games • Graphic Organizers • Warm Ups Questions • Exit Slips • Index Cards • Plot Diagrams 	<ul style="list-style-type: none"> • Narrative Poetry Test • Narrative Poetry Writing Assignment • Common Summative Assessment 	<ul style="list-style-type: none"> • Newscast/ News Report • Plot Diagramming • Academic Games (Quizlet and Kahoot) • Script/ narrative writing • Perform a scene from the text • Create a movie trailer • Literary Term Booklet-creating your own literary examples • Story Board/Map Presentations • Theme License Plate • Message in a Bottle (theme) 	<p>These are the suggested activities and assignments:</p> <ul style="list-style-type: none"> • Constructed Responses • Literary Term Hunts • Literary Term Prove It Worksheets • Compare and Contrast Assignments/Activities • Summary Writing • Narrative Poetry Writing • Graphic Organizers • Newscasts/News Reports

Possible Assessment Modifications/Accommodations/Differentiation

Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
<p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Read directions to students • Provide study guides prior to tests • Clarify test questions • Read test questions • Highlight key directions • Preview test procedures • Eliminate redundant test questions • Allow for re-dos/ retakes • Varied test formats <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Read test passages/ articles aloud • Accept short answers <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards 	<p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Limit choices for test questions • Use native language (for directions) • Read directions aloud • Highlight/ underline key words • Simplify language • Additional time • Allow for retakes • Eliminate redundant test questions • Truncated/ shortened assessments <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing • Accept short answers <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Enhanced directions • Multiple texts (leveled reading/ texts in the native language) • Choice with writing topics • Choice of test format (projects replace written tasks) • Shorten homework assignment 	<p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Clarify test directions • Allow redos/ retakes • Provide study guides prior to the test • Highlight key directions • Preview test procedures • Chunk long-term assignments <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing • Accept short answers <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards 	<p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Independent study/ Side Bar Studies • Tiered • Tiered assessments/ choice of test format • Multiple texts (leveled reading) • Tiered homework assignments • Learning menus/ Choice boards

Possible Assessment Modifications/Accommodations/Differentiation

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- Scaffolding and differentiating with multiple reading levels to interpret and analyze poetic structures
- Chunking literary elements as applicable to poetry and then analyzing and also traditional vocabulary
- Modeling techniques to interpret and analyze how a poem's structures affect its meaning
- Cooperative learning for group work in order to master concepts presented for literary analysis and the analysis of poetic structures
- Direct instruction is used to present new topics and to clarify any questions and to address errors in reasoning
- Graphic organizers are used within the writing process (Venn Diagrams to compare and contrast/ T-charts for contrasting ideas/ Graphic Organizer for QVCIPC which is a close reading strategy/ Plot diagrams for identifying and analyzing events of the plot/ templates for making inferences, drawing conclusions, and citing textual evidence)
- Comparing/contrasting the poet's speaker, characters that may be in a poem, characters' motives, and how poets use different techniques such as sound devices and figurative language to express meaning
- Note-taking close reading strategies and annotating text and teacher-led notes both in pre-reading and post-reading
- Monitoring with exit tickets, warm-ups, journal entries, and formative assessments and within groups and individual seatwork to identify students' mastery of a concept
- Academic Games in order to practice and review content
- Guided/Independent Practice through interpretation and analysis of the text.
- Peer Editing/Revision for the literary analysis.
- Classroom Debate to analyze the poetic structure

Possible Instructional Modifications/Accommodations/Differentiation

Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
<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 • Provision of notes or outlines • Verbal and visual cues regarding directions and staying on task 	<p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Visual charts/ cues • Pre-teach all vocabulary • Graphic organizations • Give oral prompts/ cues • Additional time on assignments • Word Walls • Sentence frames • Use of mnemonics • Simplify language 	<p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Graphic organizers • Adjusted assignment timelines • Review sessions • Concrete examples • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Work in progress check 	<p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Tiered assignments • Leveled reading • Learning menus • Individual writing goals • Flexible grouping • Small group instruction

<ul style="list-style-type: none"> • Agenda book and checklists • Work in progress check • No penalty for spelling errors or sloppy handwriting <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shorten assignments (altering rigor or complexity of the assignment) • No penalty for spelling errors if assessing writing conventions • Change level of difficulty or complexity • Exempting assignment if not providing an alternate activity • Projects instead of written products • Modified Grading • Flexible grouping • Tiered assignments • Jigsaw <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards • Small group instruction • Flexible grouping 	<ul style="list-style-type: none"> • Check for understanding • Use positive reinforcement • Have student repeat directions as needed • Adjust reading levels • Provide reading passages or texts in advance • Chunking of assignments <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shorten assignments (altering rigor or complexity of the assignment) • No penalty for spelling errors • Change level of difficulty or complexity • Exempting assignment if not providing an alternate activity • Projects instead of written products • Flexible grouping • Tiered assignments • Small group instructions • Response Journal- differentiated • Jigsaw <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing 	<p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards • Small group instruction • Flexible grouping • Jigsaw 	
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	topics <ul style="list-style-type: none"> • Learning Menus/ Choice Boards 		
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Unit Vocabulary
Essential: narrative poetry, speaker, stanza, line, rhyme, internal rhyme, end rhyme, rhyme scheme, refrain, alliteration, onomatopoeia, personification, imagery, mood, simile, metaphor Non-Essential: moil, marge, mushing, cremation, heed, loath, derelict, ere, galleon, moor, rapier, hostler, harry, tawny, writhe, brandish

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
TEC.6-8 8.1.8.A.1 8.1.P.C.1 Career Readiness: CRP2; CRP4; CRP6 Career Awareness, Exploration, and Preparation 9.2.8.B.3 NJSLS RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. NJSLS RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos,	Technology: Google Docs-A-Teacher to student feedback Google Slides-A-Teacher to student feedback, student to student feedback Promethean Board-S-Notetaking iPads-A-Student games	Civic Literacy <ul style="list-style-type: none"> • Exercising the rights and obligations of citizenship at local, state, national and global levels • Understanding the local and global implications of civic decisions 	Critical Thinking <ul style="list-style-type: none"> • Use deductive reasoning appropriately to analyze literature • Effectively analyze literature and evaluate textual evidence to support analysis • Synthesize and make connections (text to self, text to text, text to world) • Interpret information and draw conclusions Communication and Collaboration <ul style="list-style-type: none"> • Use communications skills to analyze texts and present information • Demonstrate ability to work effectively and respectfully with diverse teams Life and Career Skills <ul style="list-style-type: none"> • Utilize time and manage workload

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>or maps) with other information in print and digital texts.</p> <p>NJSLS RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>			<p>efficiently</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 <p>Creativity and Innovation</p> <ul style="list-style-type: none"> Develop, implement, and communicate new ideas to others effectively Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> <i>EMC Literature and the Language Arts: Cedar Level - Lochinvar</i> by Sir Walter Scott <i>Glencoe Literature The Reader’s Choice</i> <i>The Wreck of Hesperus</i> by Henry Wadsworth Longfellow <i>The Highwayman</i> by Alfred Noyes <i>The Cremation of Sam McGee</i> by Robert Service <p>Major Assignments/Assessments (required): These are suggested assignments:</p> <ul style="list-style-type: none"> Constructed Responses Compare and Contrast Essays or Speeches Summary Writing Narrative Poetry Writing Common Summative Assessment

Resources:**Major Activities (required):**

These are suggested activities:

- Literary Term Hunts
- Literary Term Prove It Worksheets
- Graphic Organizers
- Venn Diagrams
- Newscasts/News Reports

Kingsway Regional School District

Grade 7—Literature

Unit Four: Novel

Recommended Duration: April-June (10 weeks)

Unit Description:

In this unit, the students will utilize close reading techniques while reading one of two novels. The students will focus on developing the following skills: analyzing the use of literary terms, analyzing the author’s use of point of view, and analyzing the motives and actions of different characters.

Essential Questions

Enduring Understandings

- 1.How and why does an author use literary terms to shape a story?
- 2.How does an author make a character’s actions believable?
- 3.How do showing different characters’ points of view affect the story?

- 1.In the same way that a musician has a variety of instruments to make music, an author has many literary terms at his disposal when telling a story. The literary terms can be used in diverse ways and can achieve many different outcomes.
- 2.Authors create an entire world within the stories they write. The history that exists for the characters drives their personalities and desires in the story.
- 3.In life, perspective can cause an event to be described in many different ways. This is the same for literature. Characters have a different lens through which they see the world and it affects how they behave in the story.

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.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Secondary(Supportive):</p> <p>NJSLS RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences are drawn from the text.</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 R.L.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Learning Goal 1 The students will be able to analyze how the particular literary elements interact in the story and cite textual evidence to support analysis and reasoning.</p> <p>NJSLS.RL.7.3 NJSLS.RL.7.1</p> <p>Learning Goal 2 The students will be able to analyze how the author develops and contrasts points of view of different characters or narrators in a text.</p> <p>NJSLS.RL.7.6</p>	<p>Learning Goal #1 The students will be able to do the following:</p> <ul style="list-style-type: none"> • define literary terms. • identify literary terms in a text. • analyze the use of literary terms. • critique an author’s use of literary terms. <p>Learning Goal #2 The students will be able to do the following:</p> <ul style="list-style-type: none"> • compare and contrast the different opinions and feelings of different characters • determine a character’s motive • give the reasoning for the motive through supportive textual evidence • determine a theme of the text

Relevant Standards	Learning Goals	Learning Objectives
<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 RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>NJSLS RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.L6. Acquire and use accurately a</p>		

Relevant Standards	Learning Goals	Learning Objectives
<p>range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>NJSLS SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>NJSLSA.L.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of rhymes and other repetition of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments (required)
<ul style="list-style-type: none"> • QVCIPC Worksheets • Constructed Responses • Journals • News Reports • Summaries • Quick Writes • Excerpt Explanation • Discussion Boards • Dry-Erase Boards • Popsicle Stick/Questions • Academic Games • Graphic Organizers • Warm Ups Questions • Exit Slips • Index Cards • Pre-Assessment • Plot Diagrams 	<ul style="list-style-type: none"> • Novel Choice Menu • Common Summative Assessments 	<ul style="list-style-type: none"> • Plot Diagramming • Academic Games (Quizlet and Kahoot) • Script/ narrative writing • Perform a scene from the text • Create a movie trailer • Literary Term Booklet-creating your own literary examples • Story Board/Map Presentations • Theme License Plate • Message in a Bottle (theme) 	<p>These are the suggested activities and assignments:</p> <ul style="list-style-type: none"> • QVCIPC Worksheets • Reading Comprehension Questions • Plot Diagrams • Constructed Responses • Story Board/Map • Poster Board Demonstrations • Student Dictionaries • Summary Writing • Literary Term Hunts • Literary Term Prove It Worksheets • Choice Menu
Possible Assessment Modifications/Accommodations			
<p>Special Education Students</p> <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Read directions to students • Provide study guides prior to tests • Clarify test questions • Read test questions • Highlight key directions • Preview test procedures • Eliminate redundant test questions • Allow for re-dos/ retakes 	<p>ELLs (English Language Learners)</p> <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Limit choices for test questions • Use native language (for directions) • Read directions aloud • Highlight/ underline key words • Simplify language • Additional time • Allow for retakes • Eliminate redundant test 	<p>At-Risk Students</p> <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Clarify test directions • Allow redos/ retakes • Provide study guides prior to the test • Highlight key directions • Preview test procedures • Chunk long-term assignments <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing 	<p>Gifted Students</p> <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Independent study/ Side Bar Studies • Tiered • Tiered assessments/ choice of test format • Multiple texts (leveled reading) • Tiered homework assignments • Learning menus/ Choice boards

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments (required)
<ul style="list-style-type: none"> • Varied test formats <p>Modifications</p> <ul style="list-style-type: none"> • Read test passages/ articles aloud • Accept short answers <p>Differentiation</p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards 	<p>questions</p> <ul style="list-style-type: none"> • Truncated/ shortened assessments <p>Modifications</p> <ul style="list-style-type: none"> • Oral testing • Accept short answers <p>Differentiation</p> <ul style="list-style-type: none"> • Enhanced directions • Multiple texts (leveled reading/ texts in the native language) • Choice with writing topics • Choice of test format (projects replace written tasks) • Shorten homework assignment 	<ul style="list-style-type: none"> • Accept short answers <p>Differentiation</p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards 	

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- Scaffolding and differentiating with multiple reading levels in order to develop the same skill (author's purpose and theme).
- Modeling techniques to interpret and analyze a text and all of its elements and also modeling how to write a literary analysis
- Cooperative learning for group work to analyze a novel
- Direct instruction is used to present new topics and to clarify any questions and to address errors in reasoning
- Graphic organizers are used within the writing process (Venn Diagrams to compare and contrast/ T-charts for contrasting ideas/ Graphic Organizer for QVCIPC which is a close reading strategy/ Plot diagrams for identifying and analyzing events of the plot/ templates for making inferences, drawing conclusions, and citing textual evidence)
- Comparing/contrasting character development, characters' motives, and themes

Instructional Strategies (refer to Robert Marzano's 41 Elements)

- Note-taking close reading strategies and annotating text and teacher-led notes both in pre-reading and post-reading
- Monitoring with exit tickets, warm-ups, journal entries, and formative assessments and within groups and individual seatwork to identify students' mastery of a concept
- Academic Games in order to practice and review content
- Guided/Independent Practice through interpretation and analysis of a lengthier text.
- Peer Editing/Revision for the literary analysis.
- Classroom Debate critique author's craft.

Possible Instructional Modifications/Accommodations/Differentiation

Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
<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 • Provision of notes or outlines • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Work in progress check • No penalty for spelling errors or sloppy handwriting <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shorten assignments (altering rigor or complexity of the assignment) • No penalty for spelling errors if assessing writing conventions • Change level of difficulty or complexity 	<p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Visual charts/ cues • Pre-teach all vocabulary • Graphic organizations • Give oral prompts/ cues • Additional time on assignments • Word Walls • Sentence frames • Use of mnemonics • Simplify language • Check for understanding • Use positive reinforcement • Have student repeat directions as needed • Adjust reading levels • Provide reading passages or texts in advance • Chunking of assignments <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shorten assignments (altering rigor or complexity of the 	<p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Graphic organizers • Adjusted assignment timelines • Review sessions • Concrete examples • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Work in progress check <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards • Small group instruction • Flexible grouping • Jigsaw 	<p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Tiered assignments • Leveled reading • Learning menus • Individual writing goals • Flexible grouping • Small group instruction

<ul style="list-style-type: none"> • Exempting assignment if not providing an alternate activity • Projects instead of written products • Modified Grading • Flexible grouping • Tiered assignments • Jigsaw <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards • Small group instruction • Flexible grouping 	<p>assignment)</p> <ul style="list-style-type: none"> • No penalty for spelling errors • Change level of difficulty or complexity • Exempting assignment if not providing an alternate activity • Projects instead of written products • Flexible grouping • Tiered assignments • Small group instructions • Response Journal- differentiated • Jigsaw <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts- leveled reading • Choice with writing topics • Learning Menus/ Choice Boards 		
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Unit Vocabulary

Essential: internal conflict, external conflict, direct characterization, indirect characterization, allusion, exposition, rising action, climax, falling action, resolution, foreshadowing, symbol, and theme

Non-Essential: queasy, vague, balmy, impulsive, scrutinize, gawk, allege, evasive, productive, rankle, bolt, admonition, wary, perished, exasperated, obscene, cadence, isolated, lashed, mill, crochet, sarcastically, brigade, dissect, aptitude, cowered, egocentric, acknowledged, gibbering, equivalent, feminists, knack, measly, conflicted, delusional

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>TEC.6-8 8.1.8.A.1 8.1.P.C.1</p> <p>Career Readiness: CRP2; CRP4; CRP6</p> <p>Career Awareness, Exploration, and Preparation 9.2.8.B.3</p>	<p>Technology:</p> <p>Google Docs-A-Teacher to student feedback</p> <p>Google Slides-A-Teacher to student feedback, student to student feedback</p> <p>Promethean Board-S-Notetaking</p> <p>iPads-A-Student games Piktochart-S-Students make infographs (teacher to student, student to student)</p>	<p>Civic Literacy</p> <ul style="list-style-type: none"> • Exercising the rights and obligations of citizenship at local, state, national and global levels • Understanding the local and global implications of civic decisions 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Use deductive reasoning appropriately to analyze literature • Effectively analyze literature and evaluate textual evidence to support analysis • Synthesize and make connections (text to self, text to text, text to world) • Interpret information and draw conclusions <p>Communication and Collaboration</p> <ul style="list-style-type: none"> • Use communications skills to analyze texts and present information • Demonstrate ability to work effectively and respectfully with diverse teams <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Utilize time and manage workload efficiently • Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise <p>Creativity and Innovation</p> <ul style="list-style-type: none"> • Develop, implement, and communicate new ideas to others effectively • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

Resources:**Texts/Materials:**

- *Glencoe Literature The Reader's Choice*
- *Wolf Rider* by Avi- Grade 6-8
- *Don't You Dare Read This Mrs. Dunphrey* by Margaret Peterson Haddix Grade 9-12

Major Assignments/Assessments (required):

These are suggested assignments:

- QVCIPC Worksheets
- Reading Comprehension Questions
- Short Essay Responses
- Story Board/Map
- Poster Board Demonstrations
- Common Summative Assessment

Major Activities (required):

These are suggested activities:

- Student Dictionaries
- Summary Writing
- Academic Review Games
- Literary Term Prove It Worksheets
- Literary Term Hunts