

Montague Township School
English Language Arts Curriculum Guide
Grade 7



Last Updated on 8/10/23

Course Description: The Montague Township School English and Language Arts committee has developed a common English Language Arts curriculum to be implemented at Montague Township School. This curriculum addresses all areas of Speaking & Listening, Writing, Reading Foundational Skills, Reading Literature, Reading Informational Texts, and Language. All areas are addressed in the content outline and units of study for each grade level. Each unit is composed of focus New Jersey Student Learning Standards in Reading and Writing to anchor the skills to be assessed within each unit.

Format/Mapping/Sequence: The format in which the curriculum is written follows the parameters of Understanding by Design. Each course curriculum document is written as a series of units containing established goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates mentor/anchor texts, required tasks, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands. As well, the order of the units is a suggestion and a teacher may introduce the units as he/she feels best meets the needs of the class, keeping in mind the scaffolding of skill development suggested.

Pacing: English Language Arts Grade 7 is a required course that meets every day over the course of a year for an 80 minute Literacy Block.. There are 7 student-centered units, each designating reading, writing, and speaking/listening skills with language skills embedded in reading and writing activities. Each of the units provides a suggested time frame that falls between 4-8 weeks, taking into consideration the time needed to differentiate for a variety of learners.

Resources: In each unit, [electronic, print, tactile, etc.] resources are provided. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. A valuable site that should be referenced in planning: <https://www.nj.gov/education/standards/>

Adopted Resources:

Houghton Mifflin Harcourt *Into Literature*, Grade 7

Houghton Mifflin Harcourt *Ed* Digital Platform

[LinkIt!](#)

Additional Resources:

[CommonLit](#)

[Newsela](#)

Sadlier *Vocabulary Workshop* Level B

[Quill](#)

Pacing Guide: Units over Weeks

	Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				Mar.				Apr.				May				Jun.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Unit 1																																								
Unit 2																																								
Unit 3																																								
Unit 4																																								
Unit 5																																								
Unit 6																																								
Unit 7																																								

New Jersey Student Learning Standards for English Language Arts (NJSLS)

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
 RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
 RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
 RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
 RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
 RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

	<p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>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>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p>
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	<p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>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>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>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>
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	<p>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>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>B. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>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>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>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
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	<p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>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>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>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>B. Spell correctly.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital,</p>
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	<p>to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>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>																																			
Interdisciplinary Connections, Career Readiness/ Life Literacies, and Key Skills Practices/ Computer Science and Design Thinking	<table><tr><td>✓</td><td>Science</td><td>✓</td><td>Social Science</td></tr><tr><td>✓</td><td>Earth and Space</td><td>✓</td><td>History, Culture, and Perspectives</td></tr><tr><td>✓</td><td>Life Sciences</td><td>✓</td><td>Geography, People, and the Environment</td></tr><tr><td></td><td>Physical Sciences</td><td>✓</td><td>Economics, Innovation, and Technology</td></tr><tr><td></td><td></td><td>✓</td><td>Civics, Government, and Human Rights</td></tr><tr><td>✓</td><td>Technology</td><td>✓</td><td>Career Readiness, Life Literacies, and Key Skills</td></tr><tr><td>✓</td><td>Computer Science (8.1)</td><td></td><td>9.1 Personal Financial Literacy</td></tr><tr><td>✓</td><td>Design Thinking (8.2)</td><td></td><td>9.2 Career Awareness, Exploration,</td></tr></table>				✓	Science	✓	Social Science	✓	Earth and Space	✓	History, Culture, and Perspectives	✓	Life Sciences	✓	Geography, People, and the Environment		Physical Sciences	✓	Economics, Innovation, and Technology			✓	Civics, Government, and Human Rights	✓	Technology	✓	Career Readiness, Life Literacies, and Key Skills	✓	Computer Science (8.1)		9.1 Personal Financial Literacy	✓	Design Thinking (8.2)		9.2 Career Awareness, Exploration,
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			Preparation, and Training
		✓	9.4 Life Literacies and Key Skills
<p>Career Readiness, Life Literacies, and Key Skills Practices</p> <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/global competence. <p>Computer Science and Design Thinking</p> <ul style="list-style-type: none"> ● 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. ● 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. ● 8.2.8.ITH.2: Compare how technologies have influenced society over time. ● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 			
Yearly Essential Question	How does trauma influence one's decisions?		

Unit 1: Reality Check Reading Literature/ Writing Narrative 6 weeks	NJSLS in Unit 1: RL.7.3, RL.7.6, RI.7.6, RI.7.1, RL.7.1, RL.7.5, RL.7.4, W.7.3, SL.7.1, SL.7.3, W.7.1.b, SL.7.4, SL.7.5, W.7.9.b, W.7.7, SL.7.6, L.7.4.b, L.7.4.c, L.7.1.b, L.7.2.a, W.7.3.a, W.7.3.b, W.7.3.d, W.7.9, SL.7.1.a–b, SL.7.2, RL.7.7, SL.7.3, SL.7.4, SL.7.6, RL.7.10, RI.7.10, W.7.2.a–f, W.7.3.a–f
Essential Questions:	Enduring Understandings:

<ul style="list-style-type: none"> • What can blur the lines between what's real and what's not? • How does personal response to literature contribute to understanding? • What makes a story unforgettable? 		<ul style="list-style-type: none"> • Narratives provide a way to share real or imagined experiences and/or events in writing. • Recognition of setting and plot interrelations is essential to understanding conflict and genre. • Close reading complex texts can deepen one's understanding of literature. 		
Academic Vocabulary: abnormal, feature, focus, perceive, task		Focus Standards: Reading: RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Writing: W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
Core Novel/ Mentor Text: <i>My Life as an Ice Cream Sandwich</i> (Ibi Zoboi) OR <i>Some Places More Than Others</i> (Rene Watson) OR <i>Monster</i> (Walter Dean Myers) OR <i>A Christmas Carol</i> , adapted (Charles Dickens)		Summative Assessment: Realistic Fiction Narrative		
Text (Literature or Informational)	Required Activity/ Goal	Optional Activity (Small Group)	Vocabulary/ Vocabulary Strategy	Grammar
SHORT STORY "Mirror Image" by Lena Coakley	Analyze Plot and Flashback (RL.7.3) Analyze Character Traits (RL.7.6)	Diary Entry (W.7.3) Turn a Mirror on Looks (SL.7.1) News Report (SL.7.3)	<ul style="list-style-type: none"> • disquiet • prickly • mesmerize • adaptable • grimace 	Punctuating Dialogue (L.7.1.b)

			Suffixes -able and -ible (L.7.4.b)	
Mentor Informational Text ARTICLE “Not Everything It Seems” by Arnetta Carter	Determine Author’s Purpose (RI.7.6) Cite Evidence (RI.7.1)	Good or Bad Influence? (W.7.1.b) Informal Debate (SL.7.4) Make Memes (SL.7.5)	• collaborate • relevant • skepticism Reference Resources (L.7.4.c)	Correlative Conjunctions (L.7.1.b)
FOLKTALE “Two Legs or One?” retold by Josepha Sherman	Analyze Folktales (RL.7.3) Analyze Humor (RL.7.1)	Critique the Twists (W.7.9.b) Trickster Tales (W.7.7) Retell the Tale (SL.7.6)	• scurry • procession • dignified • upright Glossary (L.7.4.c)	Commas (L.7.2.a)
Extension Tasks: Collaborate and Compare				
COMPARE MOODS				
POEM “The Song of Wandering Aengus” by W. B. Yeats POEM “Eldorado” by Edgar Allan Poe	Analyze Rhyme (RL.7.5) Analyze Rhyme Scheme and Mood (RL.7.4) Analyze Sound Devices and Mood (RL.7.5)	A Mystery Poem (W.7.3.a, W.7.3.b, W.7.3.d) Illustrate Sketchy Moments (SL.7.5) Perform a Choral Reading (SL.7.6)		
COMPARE VERSIONS				
SCREENPLAY	Analyze Narrator (RL.7.6)	Write a Character	• detention	Complex Sentences:

<p>from <i>Monster</i> by Walter Dean Myers</p> <p>GRAPHIC NOVEL from <i>Monster: A Graphic Novel</i> by Walter Dean Myers adapted by Guy A. Sims, illustrated by Dawud Anyabwile</p>	<p>Analyze Graphic Novels (RL.7.3)</p>	<p>Analysis (W.7.9)</p> <p>Create a Storyboard (SL.7.5)</p> <p>Panel Discussion (SL.7.1, SL.7.4)</p>	<ul style="list-style-type: none"> • voice-over • acknowledge • suppress <p>Word Origins (L.7.4.b)</p>	<p>Subordinating Conjunctions (L.7.1.b)</p>
<p>Collaborate & Compare: Compare Versions (SL.7.1.a–b, SL.7.2, RL.7.7, SL.7.3, SL.7.4, SL.7.6)</p>				
<p>Independent Reading: (RL.7.10, RI.7.10)</p>				
<p>Summative Assessments: Write a realistic fiction short story. (W.7.3a-e) Rubric Unit Test</p>				

<p>Unit 2: Take Control Reading Literature/ Writing Expository 5 weeks</p>	<p>NJSLS in Unit: RL.7.3, RL.7.2, RL.7.5, RL.7.4, RL.7.1, RI.7.6, RI.7.1, RI.7.3, RI.7.5, W.2.7, SL.7.6, W.7.2.b, W.7.4, SL.7.5, W.7.2, W.7.7, SL.7.2, W.7.3, W.7.3.d, W.7.3.a–e, SL.7.1.a–d, W.7.4, L.7.4.b, L.7.5.c, L.7.2, L.7.4.a, L.7.4.d, L.7.1.a, L.7.1.b, L.7.3.a, RI.7.9, W.7.8, RL.7.10, RI.7.10, W.7.2.a–f, SL.7.4, W.7.6</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do actions define us? • What helps people rise up to face difficulties? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Informational writing strategies (RACE) can provide a valuable framework for expository writing. • Characterization can be comprised of a variety of direct and indirect methods.
<p>Academic Vocabulary: aspect, cultural, evaluate, resource, text</p>	<p>Focus Standards: Reading:</p>

		<p>RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>Writing:</p> <p>W.7.2 a-f: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		
<p>Core Novel/ Mentor Text: <i>The Hunger Games</i> (Suzanne Collins) OR <i>The Westing Game</i> (Ellen Raskin)</p>		<p>Summative Assessment: Expository/ Informative Essay End of Module Assessment</p>		
Text (Literature or Informational)	Required Activity/ Goal	Optional Activity (Small Group)	Vocabulary/ Vocabulary Strategy	Grammar
<p>SHORT STORY “Heartbeat” by David Yoo</p>	<p>Analyze Character (RL.7.3)</p> <p>Analyze Conflict (RL.7.3)</p>	<p>Note of Apology (W.2.7)</p> <p>Father-Son Role-Play (SL.7.6)</p> <p>Self-Help Infographic (W.7.2.b, W.7.4, SL.7.5)</p>	<ul style="list-style-type: none"> • metabolism • moot • futile • delirious <p>Greek Prefixes (L.7.4.b)</p>	<p>Types of Clauses (L.7.1.a)</p>
<p>MYTH</p>	<p>Analyze Myth (RL.7.3)</p>	<p>Blog Post (W.7.2)</p>	<ul style="list-style-type: none"> • moderate 	<p>Commas and Coordinate</p>

“The Flight of Icarus” retold by Sally Benson	Determine Themes (RL.7.2)	Supporting a Grieving Person (W.7.7) Virtual-Reality Proposal (SL.7.2)	<ul style="list-style-type: none"> • prowess • frantic • anxiety Latin Suffixes (L.7.4.b)	Adjectives (L.7.2)
POEM “Icarus’s Flight” by Stephen Dobyns	Analyze Form in Poetry (RL.7.5) Analyze Word Choice (RL.7.4)	Poem (W.7.3, W.7.3.d) Critique the Poem (W.7.2, W.7.2.b) Wing Diagram (SL.7.5)		
SHORT STORY “Rogue Wave” by Theodore Taylor	Analyze Plot (RL.7.3) Make Inferences (RL.7.1)	Disaster Film Proposal (W.7.3.a–e) Coping with Disasters (SL.7.1.a–d) Rogue Waves (W.7.7)	<ul style="list-style-type: none"> • swell • deck • navigation • porthole Latin Roots (L.7.4.b)	Sentence Structure (L.7.1.b)
Informational Mentor Text HISTORY WRITING “Women in Aviation” by Patricia and Fredrick McKissack	Determine Author’s Purpose (RI.7.6) Cite Evidence and Evaluate Details (RI.7.1)	Tribute to Women Aviators (W.7.2.a–e) Bessie Coleman Presentation (W.7.4) Aviation Timeline (W.7.2)	<ul style="list-style-type: none"> • inundate • restrictive • exhibition • precaution Denotation and Connotation (L.7.5.c)	Precise Language (L.7.3.a)
Extension Tasks: Collaborate and Compare				
COMPARE CHARACTERS AND PEOPLE				
SHORT STORY	Analyze Character	Email Request (W.7.1)	• suede	Capitalization (L.7.2)

“Thank You, M’am” by Langston Hughes	(RL.7.3) Analyze Setting and Conflict (RL.7.3)	Making of a Mentor (W.7.1 a–e) 20th-Century Harlem (SL.7.1.a)	<ul style="list-style-type: none"> • mistrust • embarrass • latch • barren Possessive Nouns (L.7.2)	
ARTICLE “A Police Stop Changed This Teenager’s Life” by Amy B Wang	Analyze Structure (RI.7.3, RI.7.5)	Objective Summary (W.7.2.a–e) Sketchnote the Article (SL.7.2) Crowdfunding (W.7)	<ul style="list-style-type: none"> • burden • interaction • reliable • donate • token Context Clues (L.7.4.a, L.7.4.d)	More Than Enough Words (L.7.3.a)
Collaborate & Compare: Compare Characters and People RL.7.3, RI.7.9, SL.7.6, SL.7.1.a–d, W.7.8				
Independent Reading: (RL.7.10, RI.7.10)				
Summative Assessments: Write an Informative/ Expository Essay (W.7.2.a–f) Rubric Unit Test				

Unit 3: The Terror and Wonder of Space Reading Informational/ Writing Argument 5 weeks	NJSLS in Unit: RL.7.3, RI.7.2, RI.7.6, RI.7.8, L.7.3, RL.7.5, RL.7.2, W.7.1.a–e, SL.7.1, SL.7.5, W.7.3, SL.7.4, SL.7.1.a–d, W.7.3.a, W.7.3.b, W.7.3.d, SL.7.2, L.7.4.b, L.7.5.c, L.7.1.c, L.7.2, RI.7.4, RI.7.9, W.7.8, RL.7.10, RI.7.10, W.7.1, W.7.6, W.7.10, SL.7.6
Essential Questions: <ul style="list-style-type: none"> • Is space exploration a daring adventure or a dangerous risk? • How does word choice affect meaning and credibility? • What are the main components of a valid argument? 	Enduring Understandings: <ul style="list-style-type: none"> • There are different forms of writing for different purposes and audiences. • A writer’s voice must be passionate and powerful so his/her

		<p>message is clearly conveyed and the tone used must be appropriate to the given topic.</p> <ul style="list-style-type: none"> The facts, statistics, quotes, research, and anecdotes presented in an argument must be well-organized and extremely detailed resulting in an evenly-developed, clearly articulated thesis. 		
<p>Academic Vocabulary: complex, potential, rely, stress, valid</p>		<p>Focus Standards: Reading: RI.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI.7.9: Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Writing: W.7.1 a-e: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>		
<p>Core Novel/ Mentor Text: <i>Ender's Game</i> (Orson Scott Card)</p>		<p>Summative Assessment: Write an argument</p>		
Text (Literature or Informational)	Required Activity/ Goal	Optional Activity (Small Group)	Vocabulary/ Vocabulary Strategy	Grammar

<p>SCIENCE FICTION “Dark They Were, and Golden-Eyed” by Ray Bradbury</p>	<p>Analyze Science Fiction (RL.7.3)</p> <p>Analyze Mood (RL.7.3)</p>	<p>Literary Analysis (W.7.1.a–e)</p> <p>Group Discussion (SL.7.1)</p> <p>Podcast (SL.7.5)</p>	<ul style="list-style-type: none"> • convivial • idle • forlorn • recede • pendulum • muse <p>Latin Roots (L.7.4.b)</p>	<p>Dangling Modifiers (L.7.1.c)</p>
<p>SCIENCE WRITING “Martian Metropolis” by Meg Thatcher</p>	<p>Analyze Central Ideas (RI.7.2)</p> <p>Analyze Structure (RI.7.5)</p>	<p>Fake Texts (W.7.3)</p> <p>Research Becoming an Astronaut (SL.7.1.a)</p> <p>Timeline (SL.7.4, SL.7.5)</p>	<ul style="list-style-type: none"> • radiation • colonize • geothermal <p>Greek Roots (L.7.4.b)</p>	<p>Capitalization (L.7.2)</p>
<p>ARGUMENT “Challenges for Space Exploration” by Ann Leckie</p>	<p>Analyze Author’s Purpose (RI.7.6, RI.7.8)</p> <p>Analyze Repetition (L.7.3)</p>	<p>Write a Poem (W.7.3)</p> <p>Chart the Risks (SL.7.4, SL.7.5)</p> <p>Examine Exploration (SL.7.1,SL.7.1.a–d)</p>	<ul style="list-style-type: none"> • infinitely • entail • crucial • habitat <p>Word Origins (L.7.4.b)</p>	<p>Commas After Introductory Phrases (L.7.2)</p>
<p>POEM “What If We Were Alone?” by William Stafford</p>	<p>Analyze Form (RL.7.5)</p> <p>Analyze Theme (RL.7.2)</p>	<p>Write a Poem (W.7.3)</p> <p>Space-Related Memes (SL.7.5)</p> <p>Astronomy (SL.7.1.a)</p>		
<p>VIDEO <i>Seven Minutes of Terror</i> by the National Aeronautics and Space Administration</p>	<p>Analyze Video (RI.7.5)</p>	<p>Close Encounters (W.7.3.a, W.7.3.b, W.7.3.d)</p> <p>Make Your Own Video</p>		

		(SL.7.4, SL.7.5) Group Discussion (SL.7.1, SL.7.2)		
Extension Tasks: Collaborate and Compare				
COMPARE ARGUMENTS				
Mentor Informational Text ARGUMENT “Humans Need to Explore Outer Space” by Claudia Alarcón	Analyze Argument (RI.7.8) Analyze Rhetorical Devices (RI.7.8)	Write a Letter (W.7.2) Explore the International Space Station (SL.7.4,W.7.7) Discuss Loaded Language (SL.7.1)	<ul style="list-style-type: none"> • administration • prominent • beneficial Connotations and Denotations (L.7.5.c)	Subordinating Conjunctions in Complex Sentences (L.7.4.b)
Mentor Informational Text ARGUMENT “Let Robots Take to the Stars” by Eiren Caffall		Write a Short Story (W.7.3) Explore Health Demands (SL.7.1) Demonstration (SL.7.4, SL.7.5)	<ul style="list-style-type: none"> • plague • dubious • erupt Use a Dictionary (L.7.5.c)	Subject-Verb Agreement (L.7.4.b)
Collaborate & Compare: Compare Arguments RI.7.4, RI.7.8, RI.7.9,W.7.8, SL.7.1.a–d				
Independent Reading: (RL.7.10, RI.7.10)				
Summative Assessments: Write an Argument (W.7.1,W.7.1a–c, W.7.6,W.7.10) Rubric Unit Test				

<p>Unit 4: Inspired by Nature Reading Literature/ Writing Argument 6 weeks</p>	<p>NJSLS in Unit: RL.7.2, RL.7.4, RI.7.8, RI.7.4, RI.7.6, RI.7.3, RL.7.5, RI.7.1, SL.7.2, RI.7.5, W.7.3, SL.7.1, SL.7.4, SL.7.5, L.7.5, W.7.2, W.7.7, W.7.9, SL.7.2, L.7.5.b, L.7.5.a, L.7.1.b, L.7.1.a, L.7.3.a, RL.7.1, RL.7.3, RL.7.6, RI.7.7, W.7.1, SL.7.1.a–d, RL.7.10, RI.7.10, W.7.1.a–e, W.7.6, W.7.10</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to be in harmony with nature? • What makes a community? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Good readers read critically across all genres and interpret an author’s purpose and bias. • An argument’s effectiveness depends upon the validity and appropriateness of the supporting evidence and how the argument is conveyed.
<p>Academic Vocabulary: affect, element, ensure, participate, specify</p>	<p>Focus Standards: Reading: RL.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). Writing: W.7.1 a-e: Write arguments to support claims with clear reasons and relevant evidence.</p>
<p>Core Novel/ Mentor Text: <i>I Am Still Alive</i> (Kate Alice Marshall) OR <i>Seedfolks</i> (Paul Fleischman)</p>	<p>Summative Assessment: Literary Analysis Argument Essay</p>

Text (Literature or Informational)	Required Activity/ Goal	Optional Activity (Small Group)	Vocabulary/ Vocabulary Strategy	Grammar
SHORT STORY “Allied with Green” by Naomi Shihab Nye	Analyze Theme (RL.7.2) Analyze Style and Figurative Language (RL.7.4)	DM Lucy (W.7.3) Spill Lucy’s Tea (SL.7.1) Green Projects Brochure (SL.7.4, SL.7.5)	<ul style="list-style-type: none"> • addiction • remorseful • median • arboretum Analogies (L.7.5.b)	Sentence Variety (L.7.1.b)
MENTOR TEXT ARGUMENT “Never Retreat” from <i>Eyes Wide Open</i> by Paul Fleischman	Analyze Argument (RI.7.8) Analyze Point of View and Purpose (RI.7.4, RI.7.6)	Give Your Opinion (W.7.1.b) What’s Your Re-Purpose? (SL.7.4) Energy Efficiency Infographic (SL.7.5)	<ul style="list-style-type: none"> • combustion • scarcity • aquifer Synonyms and Antonyms (L.7.5.b)	Sentence Structure (L.7.1.a)
MEMOIR from <i>Mississippi Solo</i> by Eddy Harris	Analyze Memoir (RI.7.3) Analyze Figurative Language (RI.7.4)	Literary Analysis (L.7.5, W.7.2) Be Your Own BFF (SL.7.1.c–d) Mississippi River Drawings (SL.7.5)	<ul style="list-style-type: none"> • avalanche • insulate • splinter • ethereal Figures of Speech (L.7.5.a)	Precise Language (L.7.3.a)
POEM “The Drought” by Amy Helfrich	Analyze Sonnet (RL.7.5) Analyze Rhyme Scheme (RL.7.5)	Sonnet Experiment (W.7.3) Disaster Recovery (SL.7.1, W.7.7) Investigate Droughts (W.7.7)		

Extension Tasks: Collaborate and Compare				
COMPARE FORMS AND ELEMENTS				
<p>POEM “Ode to enchanted light / Oda a la luz encantada” by Pablo Neruda translated by Ken Krabbenhoft</p> <p>POEM “Sleeping in the Forest” by Mary Oliver</p>	<p>Analyze Ode (RL.7.5)</p> <p>Analyze Lyric Poetry (RL.7.5)</p>	<p>Experience in Nature (W.7.3, W.7.9)</p> <p>Earth Day Plan (SL.7.4)</p> <p>Hold a Poetry Reading (SL.7.1)</p> <p>Lyric Poem (W.7.3)</p> <p>Nature’s Healing Impact (SL.7.4)</p> <p>Nature Web (W.7.9)</p>		
COMPARE PERSUASIVE MEDIA				
<p>VIDEO from <i>Trash Talk</i> by the National Oceanic and Atmospheric Administration</p> <p>POSTER <i>You’re Part of the Solution</i></p>	<p>Analyze Persuasive Media (RI.7.1)</p> <p>Analyze Video (SL.7.2) Analyze a Poster (RI.7.5, SL.7.2)</p>	<p>Email NOAA (W.7.1)</p> <p>Poster Critique (SL.7.2, SL.7.4) Problem-Solution Chart (SL.7.4)</p>		
<p>Collaborate & Compare: Compare Form and Elements RL.7.1, RL.7.2,RL.7.3,RL.7.5,RL.7.6, SL.7.4, SL.7.5 Compare Persuasive Media RL.7.4, RL.7.10, RI.7.7, RI.7.8, W.7.1, SL.7.1.a–d, SL.7.4, SL.7.5</p>				
<p>Independent Reading: (RL.7.10, RI.7.10) Adventure Fiction Book Club/ Literature Circle</p>				

Summative Assessments:
Literary Analysis Essay W.7.1, W.7.1.a–e, W.7.6, W.7.10 [Rubric](#)
Unit Test

<p>Unit 5: Game On! Reading Literature/ Writing Narrative 6 weeks</p>	<p>NJSLS in Unit: RL.7.3, RI.7.5, RI.7.6, RI.7.2, RL.7.5, RL.7.1, W.7.3, RL.7.2, SL.7.1, W.7.1, W.7.7, SL.7.5, W.7.6, SL.7.4, W.7.2, L.7.4.b, L.7.4.a, L.7.4.c, L.7.2.b, L.7.1.c, L.7.1.a, RL.7.6, SL.7.6, RL.7.10, RI.7.10, W.7.4, W.7.10</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do games impact our lives? • How do sports bring together friends, families and communities? • How can a person’s decisions and actions change his/her life? • How do writers create a satisfying conclusion/ ending to a narrative? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • A person is not defined merely by their past actions and decisions. • Narratives provide a way to share real or imagined experiences and/or events in writing. • Good readers compare, infer, synthesize and make various connections to make text personally relevant and useful.
<p>Academic Vocabulary: attitude, consume, goal, purchase, style</p>	<p>Focus Standards: Reading: RL.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. Writing: W.7.3 a-e: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

Core Novel/ Mentor Text: <i>Ghost</i> (Jason Reynolds) OR <i>The Crossover</i> (Kwame Alexander) OR <i>Heat</i> (Mike Lupica)			Summative Assessment: Write a Narrative	
Text (Literature or Informational)	Required Activity/ Goal	Optional Activity (Small Group)	Vocabulary/ Vocabulary Strategy	Grammar
MENTOR TEXT SHORT STORY “Ball Hawk” by Joseph Bruchac	Analyze Point of View (RL.7.3) Analyze Conflict (RL.7.3)	Epilogue (W.7.3) Baseball Card (RL.7.2) Player’s Struggles (RL.7.1)	• consecutive • mascot • federal Greek Roots (L.7.4.b)	Commonly Confused Words (L.7.2.b)
INFORMATIONAL TEXT “Get in the Zone: The Psychology of VideoGame Design” by Aaron Miller	Predict (RI.7.5) Analyze Purpose and Perspective (RI.7.6)	Video-Game Storyline (W.7.3) Sketchnote (RI.7.2) Group Discussion (SL.7.1)	• absorb • wholly • immerse • irrelevant • disoriented Verify Meaning (L.7.4.a)	Misplaced Modifiers (L.7.1.c)
INFORMATIONAL TEXT “It’s Not Just a Game!” by Lori Calabrese	Determine Central Ideas (RI.7.2) Analyze Organizational Structure (RI.7.5)	Text Your Opinion (W.7.1) Sports Songs Playlist (W.7.7) Present an Infographic (SL.7.5)	• accomplishment • negotiate • mutual • utilization Thesaurus (L.7.4.c)	Verbals (L.7.1.a)
Extension Tasks: Collaborate and Compare				
COMPARE THEMES				
NOVEL IN VERSE from <i>The Crossover</i>	Analyze Novel in Verse (RL.7.5)	Poem with Type Effects (W.7.3)		

by Kwame Alexander	Analyze Figurative Language (RL.7.4)	Podcast (W.7.6, SL.7.5) Basketball Guide (SL.7.5)		
POEM “Double Doubles” by J. Patrick Lewis	Analyze Two-Voice Poetry (RL.7.5) Make Inferences (RL.7.1)	Two-Voice Poem (W.7.3) Biopic Pitch (SL.7.4) Tennis Timeline (W.7.2)		
Collaborate & Compare: COMPARE THEMES RL.7.6, RL.7.5, RL.7.3, RL.7.2, RL.7.1, SL.7.4, SL.7.6				
Independent Reading: (RL.7.10, RI.7.10)				
Summative Assessments: Write a Short Story W.7.3, W.7.4, W.7.10 Rubric Unit Test				

Unit 6: Test Prep 4 weeks	NJSLS in Unit: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10, W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6
Essential Questions: <ul style="list-style-type: none"> What are some strategies that I can use to do my best on a test? How can materials be best utilized in order to increase test scores? 	Enduring Understandings: <ul style="list-style-type: none"> Testing strategies can help to alleviate stressful test taking and improve test scores. Close reading, through a variety of techniques, yields deep understanding of difficult or challenging texts.
Academic Vocabulary: outlier, distractor, analyze, synthesize	Focus Standards: Reading: RI.7.10, RL.7.10

			Writing: W.7.2, W.7.2.a-f, W.7.7, W.7.9	
Core Novel/ Mentor Text: All Short Samples/ Texts			Summative Assessment: Research Simulation Task Item Set and Written Response	
Text (Literature or Informational)	Required Activity/ Goal	Optional Activity (Small Group)	Vocabulary/ Vocabulary Strategy	Grammar
NJSLA Released Items: LINK NJSLA Digital Item Library: LINK	Test simulation and evaluation (RL.7.10, RI.7.10, W.7.10)	Table Team Test Prep Competition (RL.7.10, RI.7.10, W.7.10)	Context Clues	Daily Oral Language: edit Mentor Sentences
Independent Reading: (RL.7.10, RI.7.10)				
Summative Assessments: NJSLA Research Simulation (RI.7.1, RI.7.2, RI.7.3, RI.7.6, W.7.2, W.7.2.a-f, W.7.7, W.7.9). Rubric				

Unit 7: Change Agents Reading Informational/ Writing Informational/ Expository Research 8 weeks		NJSLS in Unit: RL.7.1, RL.7.3, RI.7.2, RI.7.4, RL.7.2, RL.7.5, W.7.2, W.7.2.a, W.7.2.b, W.7.2.f, W.7.7, SL.7.5, SL.7.1, SL.7.4, SL.7.2, W.7.3, W.7.4, W.7.9, L.7.6, L.7.4.b, L.7.5.b, L.7.2.a, L.7.1.c, L.7.1.a, RL.7.6, RI.7.1, RI.7.9, SL.7.1.a-d, W.7.8, RL.7.10, RI.7.10, W.7.10, W.7.6
Essential Questions: <ul style="list-style-type: none"> How can changing the world change you? How does telling my story help me find my true voice? How does author's voice impact a reader? 		Enduring Understandings: <ul style="list-style-type: none"> Unique perspectives have value. Memoir differs from autobiography and elicits a different response in the reader. There are multiple sources of information and those selected depend on the purpose and audience for writing. Clear and focused questions help researchers find the desired information.
Academic Vocabulary: contrast, despite, error, inadequate, interact		Focus Standards: Reading:

	<p>RI.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.9: Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>Writing:</p> <p>W.7.2 a-f: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.4: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>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>W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and</p>
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		<p>accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
<p>Core Novel/ Mentor Text: <i>Kira-kira</i> by Cynthia Kadohata OR <i>I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)</i> by Malala Yousafzai OR <i>Proud (Young Readers Edition): Living My American Dream</i> by Ibtihaj Muhammad Memoir Book Clubs/ Literature Circles</p>		<p>Summative Assessment: Write an Expository/ Informative Research Report on a Changeagent</p>		
Text (Literature or Informational)	Required Activity/ Goal	Optional Activity (Small Group)	Vocabulary/ Vocabulary Strategy	Grammar
SHORT STORY “Sometimes a Dream Needs a Push” by Walter Dean Myers	Analyze Realistic Fiction (RL.7.1) Analyze Character (RL.7.3)	Basketball Article (W.7.2, W.7.2.a, W.7.2.b, W.7.2.f) Dealing with Guilt (W.7.7) Video Critique (SL.7.5)	<ul style="list-style-type: none"> • concession • collision • turnover • congestion • fundamental Domain-Specific Words (L.7.6)	Colons, Ellipses, and Hyphens (L.7.2.a)
PERSONAL ESSAY “Craig Kielburger Reflects on Working Toward Peace” by Craig Kielburger	Question (RI.7.2) Analyze Point of View and Irony (RI.7.4)	Mission Statement (W.7.2) Taking on the World (SL.7.1) Report on Activists (W.7.7, SL.7.4)	<ul style="list-style-type: none"> • possession • capacity • exploitation Context (L.7.4.b)	Commas (L.7.1.c)
DOCUMENTARY from <i>It Takes a Child</i> by Judy Jackson	Analyze a Documentary (RI.7.2)	Personal Essay (W.7.2) Talk Comparisons (SL.7.1)		

		Produce a Podcast (SL.7.2, SL.7.4, SL.7.5)		
POEM “A Poem for My Librarian, Mrs. Long” by Nikki Giovanni	Analyze Themes (RL.7.2) Analyze Free-Verse Poetry (RL.7.5)	Free-Verse Poem (W.7.3) Ordinary Heroes (W.7.7, SL.7.1) Fake Social-Media Page (SL.7.5)		
Extension Tasks: Collaborate and Compare				
COMPARE AUTHOR’S PERSPECTIVES				
Mentor Text HISTORY WRITING “Frances Perkins and the Triangle Factory Fire” by David Brooks	Paraphrase History Writing (RL.7.2) Determine Central Ideas (RL.7.2)	Summary (W.7.2) Primary Sources (SL.7.1, SL.7.1.a, SL.7.1.c) Advocate for Workers (W.7.7, SL.7.1)	<ul style="list-style-type: none"> • lobby • fatal • distinguish • indifferent Latin Roots (L.7.4.b)	Combining Sentences with Phrases (L.7.1.a)
NOVEL from <i>Ashes of Roses</i> by Mary Jane Auch	Historical Fiction (RL.7.3) Setting and Motivation (RL.7.3)	Historical Fiction (W.7.3) Calm Under Pressure (SL.7.1) Mock Interview (W.7.4, W.7.9)	<ul style="list-style-type: none"> • trample • sprawl • surge • eerie Analogies (L.7.5.b)	Subject-Verb Agreement and Prepositional Phrases (L.7.1.a)
Collaborate & Compare: COMPARE AUTHORS’ PERSPECTIVES RL.7.6, RI.7.1, RI.7.9, RL.7.1, SL.7.1.a-d, W.7.8				

Independent Reading: (RL.7.10, RI.7.10) Memoir Book Club/ Lit Circle (for research)
Summative Assessments: Research a Change Agent (Informational Research) Rubric Unit Test

Appendix

Standards in Action

Montague Township School District believes in offering an interdisciplinary approach to teaching and learning because students are able to make connections and relationships by bringing together separate content disciplines, skills and knowledge around common themes, issues, or problems. The NJ Department of Education mandates the following be identified as areas of study beneficial to integration into all grade levels and content areas.

Please click the hyperlink for further information on each area:

[Career Readiness, Life Literacies, and Key Skills](#)

[Climate Change Education](#)

[Contributions of Disabled and LGBT Individuals](#)

[Holocaust Education](#)

[Amistad Commission](#)

[Social and Emotional Learning](#)

[Diversity, Equity and Inclusion](#)

[Asian American Pacific Islander](#)

Types of Assessments

Students will be assessed across the units and year in a variety of ways. The link below indicates resources for developing assessments and general examples of assessments that teachers may utilize across all of the content areas.

[Formative, Summative, Alternative, and Benchmark Assessments](#)

Accommodations & Modifications for Special Education, ELL, G&T, 504 Plans and At Risk:

[Modifications and Accommodations](#)