

**Randolph Township Schools  
Randolph Middle School**

**Grade 7 English Language Arts  
Curriculum**

*It is the writer who might catch the imagination of young people  
and plant a seed that will flower and come to fruition.*

*--Isaac Asimov*

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**Date of Board Approval**  
**September 2017**

**Randolph Township Schools  
Department of Humanities  
Seventh Grade English Language Arts**

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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

## **Randolph Township Schools**

### **Affirmative Action Statement**

### **Equality and Equity in Curriculum**

The Randolph Township School District ensures that the district's curriculum and instruction are aligned to the New Jersey Learning Standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

**RANDOLPH TOWNSHIP BOARD OF EDUCATION**  
**EDUCATIONAL GOALS**  
**VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first.
- Mutual respect and trust are the cornerstones of a learning community.
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members.
- A successful learning community communicates honestly and openly in a non-threatening environment.
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways.
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences.
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth.

**Randolph Township Schools**  
**Department of Humanities**  
**Grade 7 English Language Arts Curriculum**

**Introduction**

The seventh grade English Language Arts program is designed to further develop students' writing and reading abilities. Throughout the course of study, students will expand their understanding and application of reading and writing skills while also learning the tools and strategies necessary to become more sophisticated independent readers while using self-selected and teacher-guided fiction and nonfiction selections. Through differentiated assignments, learning and application of knowledge will be reinforced. Students learn to respond thoughtfully and critically to visual messages, including print and electronic media. They grow intellectually, socially, and emotionally as they consider enduring understandings and essential questions. To achieve these goals, the course will be guided by the New Jersey Learning Standards and goals established by the Randolph Township Board of Education.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grade 7 English Language Arts**  
**Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>12 weeks</b>	<b>I</b>	<b>Relationships: Fiction and Narrative Writing</b>
<b>12 weeks</b>	<b>II</b>	<b>Out of This World: Argument Writing</b>
<b>12 weeks</b>	<b>III</b>	<b>Investigating Your World: Explanatory Writing and Speaking Skills</b>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Seventh Grade English Language Arts**  
**UNIT I: Relationships: Fiction and Narrative Writing**

<b>TRANSFER:</b> Students will use fictional elements in an original narrative writing product.		
<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.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</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>RL.7.9. Compare, contrast and reflect on (e.g.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Time, place, and events influence identity.	<ul style="list-style-type: none"> <li>How is a person’s identity influenced?</li> </ul>
	Examining the past provides insight for the present and future.	<ul style="list-style-type: none"> <li>Why do we examine the past?</li> </ul>
	A person’s character is revealed through thoughts, words, actions, and reactions.	<ul style="list-style-type: none"> <li>How is a person’s character revealed?</li> </ul>
	Life issues are revealed through fiction.	<ul style="list-style-type: none"> <li>Why might a reader relate to fiction?</li> </ul>
	Cultural, political, technological, and environmental changes affect a society.	<ul style="list-style-type: none"> <li>What causes society to change?</li> </ul>
	Fiction provides insight about contemporary society.	<ul style="list-style-type: none"> <li>What is the relationship between fiction and the contemporary society?</li> </ul>
	Effective use of language has the power to tell a story.	<ul style="list-style-type: none"> <li>How do writers tell a story effectively?</li> </ul>
	Audience, purpose, and desired outcome affect the structure of the narrative.	<ul style="list-style-type: none"> <li>How does an author decide how to structure a narrative?</li> </ul>

<p>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.7.8. 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>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W2. 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 style="text-align: center;"><b>KNOWLEDGE</b></p> <p><b>Students will know:</b> Readers utilize a variety of comprehension skills to monitor meaning such as predicting, inferring, questioning, and visualizing.</p> <p>Historical fiction has unique elements such as authentic settings, realistic characters who may be historical figures, mix of fiction and historical fact, and it is based on an historical event or period.</p> <p>Historical time periods shape people and society.</p> <p>Point of view affects the reader’s interpretation of the historical events and plot.</p> <p>Prior knowledge of historical events and time periods are necessary to comprehend historical fiction.</p> <p>Authors use a variety of literary devices such as figurative language to convey meaning.</p> <p>Analytical responses include restatement of the question, an answer to the question(s), textual support, and a closing statement.</p> <p>Prefixes, suffixes, and root words may be</p>	<p style="text-align: center;"><b>SKILLS</b></p> <p><b>Students will be able to:</b> Apply a variety of comprehension skills in order to monitor and to gain meaning.</p> <p>Analyze elements of historical fiction to distinguish fact and fiction.</p> <p>Analyze the effect of the time period on an individual and society to determine the central idea or theme of a text.</p> <p>Evaluate the authenticity of the character’s perspective.</p> <p>Read and comprehend informational text alongside historical fiction in order to compare and contrast time, place, character and/or an historical account of the same period.</p> <p>Analyze examples of literary devices such as figurative language for meaning and author’s purpose.</p> <p>Write an analytical response that includes all of the required elements in order to express their understanding of the text.</p> <p>Identify and use prefixes, suffixes, and</p>
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<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.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and</p>	<p>used to determine word meaning.</p> <p>Context clues may be used to determine word meaning, and they can determine appropriate definition from reference sources.</p> <p>Relationships exist between words.</p> <p>Words have connotations and denotations.</p> <p>Speaking and listening in a structured discussion requires preparation.</p> <p>Fiction and nonfiction have unique elements that define each genre.</p> <p>Film and text use various techniques such as flashback and foreshadowing to advance the plot and theme.</p> <p>Characters may be round or flat and static or dynamic.</p> <p>A story's plot consists of exposition, rising action, turning point, falling action, and resolution.</p> <p>Characters learn life lessons from their experiences, and readers internalize these messages.</p>	<p>root words to determine word meaning.</p> <p>Use context clues and/or reference materials to determine appropriate meanings.</p> <p>Identify and use synonyms and antonyms as forms of context clues to determine word meanings.</p> <p>Distinguish among the connotations of words with similar denotations.</p> <p>Prepare for structured classroom discussions using appropriate text and/or other pertinent materials.</p> <p>Identify and analyze the elements of genres.</p> <p>Compare and contrast film, text, and/or drama.</p> <p>Identify and analyze traits that render a character as one or three-dimensional via direct and indirect characterization.</p> <p>Identify and interpret parts of a story's plot.</p> <p>Analyze the characters' external and internal influences and evaluate text for theme.</p>
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<p>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>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Narrative writing communicates real or imagined experiences or events that may include genre such as historical, realistic, mystery, or science fiction.</p> <p>Narrative writing includes literary elements such as a problem, solution, plot, setting, characters, a narrator, and theme.</p> <p>A narrative is enhanced by using narrative techniques such as dialogue, figurative language, sensory details, and pacing of plot.</p> <p>A narrative is enhanced by character development.</p> <p>A narrative provides a relevant resolution to the story's problem.</p> <p>Word choice and transitions are necessary components for conveying a story.</p> <p>The writing process is not complete without significant revision and editing of their draft.</p> <p>Nonfiction is the sequential retelling of events.</p> <p>Bias is present in informational nonfiction due to the author's perspective.</p>	<p>Craft a narrative that communicates real or imagined experiences.</p> <p>Utilize literary elements for appropriate effect in a narrative piece.</p> <p>Utilize narrative techniques such as dialogue, figurative language, sensory details, setting, and pacing of plot to enhance the narrative.</p> <p>Use actions, thoughts, and dialogue to develop memorable characters.</p> <p>Conclude a fictional story by evaluating the plot in order to ensure a logical ending.</p> <p>Select appropriate vocabulary to produce a clear and coherent narrative.</p> <p>Analyze a draft, revise the content as needed, and recognize and correct grammar, usage, and conventional errors.</p> <p>Sequence the order of events from nonfiction text.</p> <p>Identify author's bias based on the perspective given in informational nonfiction</p>
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	<p><b>VOCABULARY:</b> <i>Words to Go</i> Vocabulary Units #1-10</p> <p><b>KEY TERMS:</b> Narrative elements (exposition, rising action, climax, falling action, resolution), denotation, connotation, figurative language, point of view, perspective, analyze, summarize, evaluate, bias</p>	text.
<p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <p><b><u>Tier 1 (Knowledge/Comprehension)</u></b></p> <ul style="list-style-type: none"><li>• Identify and discuss common themes and literary elements</li><li>• Character Mapping: Graphic Organizer Activity</li><li>• Plot Mapping: Graphic Organizer Activity</li><li>• Summarizing through turn and talk/think-pair-share etc.</li><li>• Pre-Reading Contextual/Inferential Activity</li><li>• Partnered and independent reading and annotating of literary selections</li><li>• Close reading strategies</li></ul> <p><b><u>Tier 2: (Application/Analysis)</u></b></p> <ul style="list-style-type: none"><li>• Book Clubs</li><li>• Reading Response Journal Entries:<ul style="list-style-type: none"><li>○ Story elements analysis</li><li>○ Rhyme and repetition analysis</li><li>○ Literary elements analysis</li><li>○ Text structure analysis</li><li>○ Characterization analysis</li></ul></li></ul>		

- Point of view analysis
- Use of language analysis
- Analytical Response: How cultural, political, technological, and environmental changes affect a society
- Analytical Response: Specific concepts in literature (i.e., Theme, Characterization, Symbolism)
- Narrative Response: How use of language, literary terms and plot structures advance a story

### **Tier 3: (Synthesis/Evaluation)**

- Open-ended responses (Focus: literary elements)
- Research-based/SOLE activities
- Analytical Responses: Compare and contrast author's use of literary elements, language, voice and characterization in multiple pieces of literature and to other mediums
- Argumentative Response: Which piece of literature best portrays the literary concept
- Analytical Response: Cause and effect of characters' choices and how they contribute to the author's theme
- Narrative Response: Incorporate literary terms and plot structure analysis in a form writing piece
- Reading Response: Journal comparisons/contrasts in author's use of literary elements, language, voice, and characterization

### **ASSESSMENT EVIDENCE: *Students will show their learning by following techniques, including but not limited to:***

- Pre-assessments
- Scholastic Reading Inventory
- Edmentum Benchmarks
- MAP Assessment
- Unit tests/quizzes
- Exit tickets
- Edmentum Study Island skill builders
- Grand discussions
- Analytical response rubrics
- Narrative writing rubric
- Book Club Assessments

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Unit II: Relationships: Fiction and Narrative Writing**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
12 weeks	Fiction and Narrative Writing	<p><b>Media Options:</b></p> <ul style="list-style-type: none"><li>• Simpson's Raven</li><li>• The Outsiders</li><li>• Rikki-Tikki-Tavi</li></ul> <p><b>Novel/Book Club Options:</b></p> <ul style="list-style-type: none"><li>• <i>The Outsiders</i></li><li>• <i>DragonWings</i></li><li>• <i>Code Talker</i></li><li>• <i>Witch of Blackbird Pond</i></li><li>• <i>Mississippi Trial</i></li><li>• <i>Chains</i></li><li>• <i>Fever 1793</i></li><li>• <i>Rules</i></li><li>• <i>White Fang</i></li><li>• <i>Call of the Wild</i></li><li>• <i>Legend of Sleepy Hollow</i></li><li>• <i>The Boy Who Dared</i></li><li>• <i>Lupica Books (Travel Team, Heat)</i></li><li>• <i>When Zachary Beaver Came to Town</i></li><li>• <i>The Last Dog on Earth</i></li><li>• <i>Dear America Series</i></li><li>• <i>Who am I? Biography Series</i></li></ul>

		<p><b>Short Story/Poetry Options:</b></p> <ul style="list-style-type: none"><li>• “Scholarship Jacket”</li><li>• “Rikki-Tikki-Tavi”</li><li>• “Papa’s Parrot”</li><li>• “7<sup>th</sup> Grade”</li><li>• “Medicine Bag”</li><li>• “The Most Dangerous Game”</li><li>• “The White Circle”</li><li>• “The HighwayMan”</li><li>• “The Raven”</li><li>• “The Cremation of Sam McGee”</li><li>• “Nothing Gold Can Stay”</li><li>• “The Tide Rises and the Tide Falls</li></ul>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Seventh Grade English Language Arts**  
**UNIT II: Out of This World: Nonfiction and Argument Writing**

**TRANSFER:** Students will construct a written argument and debate their position.

<b>GOALS:</b>  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.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  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.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Acknowledging opposing views strengthens one's own argument.	<ul style="list-style-type: none"> <li>How can a writer strengthen a claim?</li> </ul>
	Effective use of language has the power to support a claim	<ul style="list-style-type: none"> <li>How can a writer effectively support a claim?</li> </ul>
	Audience, purpose, and desired outcome affect the structure of the argument	<ul style="list-style-type: none"> <li>How could you structure an argument to be most effective?</li> </ul>
	The structure of informational nonfiction allows the reader to find facts efficiently.	<ul style="list-style-type: none"> <li>How are facts presented in informational nonfiction?</li> </ul>
	KNOWLEDGE	SKILLS
	<b>Students will know:</b> Informational nonfiction includes visual and text features such as photographs, maps, charts, graphs, diagrams, titles, and subheadings.  Reading informational text requires specific active reading strategies.  Bias is present in informational nonfiction due to the author's perspective.	<b>Students will be able to:</b> Identify and comprehend facts from various text features.  Apply active reading strategies such as monitoring comprehension, activating and connecting to background knowledge, asking questions, inferring and visualizing, determining importance, summarizing, and synthesizing.  Acknowledge how the point of view alters the reader's perception and, when warranted, modify their own views.

<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</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>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text</p>	<p>Text structure contributes to the development of a central idea.</p> <p>Tracking and analyzing the development of the central idea in a text helps readers to comprehend the text.</p> <p>Writing in response to reading includes direct textual evidence.</p> <p>Analytical responses include restatement of the question, an answer to the question(s), textual evidence, and a closing statement.</p> <p>A summary of a text does not include a reader's opinion or judgment.</p> <p>Prefixes, suffixes, and root words may be used to determine word meaning.</p> <p>Context clues may be used to determine word meaning, and they can determine appropriate definition from reference sources.</p> <p>Relationships exist between words.</p> <p>Words have connotations and denotations.</p>	<p>Analyze a text's structure to explain how the structure helps to develop the central idea.</p> <p>Track central ideas to provide an objective summary that includes direct textual support.</p> <p>Cite appropriate examples of text to support writing in response to reading.</p> <p>Write an analytical response that includes all of the required elements in order to express their understanding and analysis of the text.</p> <p>Write a summary of a reading selection that is objective and that does not include opinions or judgments.</p> <p>Identify and use prefixes, suffixes, and root words to determine word meaning of grade appropriate, general academic, and domain specific words and phrases.</p> <p>Use reference materials to determine appropriate meanings.</p> <p>Identify and use synonyms and antonyms as forms of context clues to determine word meanings.</p> <p>Distinguish among the connotations of words with similar denotations.</p>
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<p>says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>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>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>Speaking and listening in a structured discussion requires preparation.</p> <p>Argumentative writing is a process where writers and speakers select and present a claim using relevant evidence from accurate, credible sources.</p> <p>Nonfiction is the sequential retelling of events</p> <p>Bias is present in informational nonfiction due to the author's perspective.</p> <p>Argumentative writing includes acknowledging the alternate or opposing view.</p> <p>The foundation of an argument is the thesis statement that can be supported by evidence.</p> <p>The argument concludes with statements to reinforce the original position and/or call the audience to action.</p> <p>Word choice, transitions and argumentative</p>	<p>Prepare for structured classroom discussions using appropriate text and/or other pertinent materials.</p> <p>Gather evidence to support a position and determine whether reasons defend and support the claim.</p> <p>Sequence the order of events from nonfiction text.</p> <p>Identify author's bias based on the perspective given in informational nonfiction text.</p> <p>Write a formal piece or letter that presents and supports a claim and recognizes the opposing claims by others and modify own views when warranted.</p> <p>Choose a position and create an appropriate thesis statement.</p> <p>Develop a thesis statement about an idea that is present throughout the text and that can be supported using textual evidence.</p> <p>Write a piece that includes text evidence to support argument</p> <p>Create a concluding statement that reinforces the original position.</p> <p>Select appropriate vocabulary and transitions to produce a clear and</p>
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	<p>techniques are necessary components for supporting claims.</p> <p>The writing process is not complete without significant revision and editing of their draft.</p> <p><b>VOCABULARY:</b> <i>Words to Go</i> vocabulary units #10-20</p> <p><b>KEY TERMS:</b> Central idea, thesis, closing statement, subheading, distinguish, annotate, bias, acknowledge, conventional, analyze, evaluate, debate, counterargument, debate, methods of support, argument techniques, dystopia, utopia, futuristic, society, evidence, irony, mood, tone, author's purpose, point of view</p>	<p>coherent argument.</p> <p>Analyze a draft, revise the content as needed, and recognize and correct grammar, usage, and conventional errors.</p>
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## **KEY LEARNING EVENTS AND INSTRUCTION:**

### **Tier 1 (Knowledge/Comprehension)**

- Identify and discuss elements of genre (Science fiction, Utopia/Dystopia)
- Character Mapping: Graphic Organizer Activity
- Setting and Plot Mapping: Graphic Organizer Activity
- Device Identification Graphic Organizer (irony, mood, tone)
- Main idea and Supporting Detail identification activity
- Summarizing through turn and talk/think-pair-share etc. (Author's purpose, words and phrases in context)
- Pre-Reading Contextual/Inferential Activity
- Partnered and independent reading and annotating of literary selections
- Close reading strategies

### **Tier 2: (Application/Analysis)**

- Reading Response Journal Entries:

- Story elements analysis
- Fact vs. Fiction analysis
- Literary elements analysis
- Text structure analysis
- Point of view analysis
- Use of language analysis
- Argument analysis
- Author's position
- Argument: Apply argument techniques in a formal writing piece
- Analytical response: How do authors writing about the same topic shape their presentations using evidence?
- Analytical Response: how specific word choice impacts meaning and tone
- Narrative Response: how setting influences mood and tone and impacts outcome of a plot
- Explanatory Response: how irony advances the plot
- Book Clubs

### **Tier 3: (Synthesis/Evaluation)**

- Open-ended responses (Focus: evaluate settings impact on plot, author's use of mood and tone, irony)
- Research-based activities/SOLE
- Analytical Responses: Compare and contrast author's use of literary elements, language, voice and characterization across multiple pieces of literature and to other mediums
- Argumentative Response: Evaluate argument and specific claims of text
- Debate
- Analytical Response: Posit the connections between multiple pieces of literature/media (fiction, non-fiction)

### **ASSESSMENT EVIDENCE: *Students will show their learning by following techniques, including but not limited to:***

- Pre-assessments
- Scholastic Reading Inventory
- Edmentum Benchmarks
- MAP Assessment
- Unit tests/quizzes
- Exit tickets
- Edmentum Study Island skill builders
- Grand discussions
- Analytical response rubrics

- Argument writing rubric
- Debate
- Conferencing
- Drafts during writing process
- Peer revision
- Annotations
- Book Club Assessments

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Seventh Grade English Language Arts**  
**UNIT II: : Out of This World: Nonfiction and Argument Writing**

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES (include, but not limited to)
12 weeks	Unit II -Nonfiction and Argument Writing	<p><b>Online/Text Sources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.readworks.org">www.readworks.org</a></li> <li>• <a href="http://www.newsela.com">www.newsela.com</a></li> <li>• <a href="http://www.commonlit.org">www.commonlit.org</a></li> <li>• Scope Magazine</li> <li>• McDougal Littell: The Language of Literature</li> <li>• Prentice Hall: Literature Bronze Level</li> <li>• Lucy Calkins <i>Units of Study</i></li> <li>• <i>Comprehension Toolkit</i></li> <li>• <i>Words to Go</i> Vocabulary</li> <li>• Document Based Question (DBQ) Writing Support</li> <li>• Nonfiction text supporting cross-curricular topics</li> </ul> <p><b>Media Options:</b></p> <ul style="list-style-type: none"> <li>• “The Monsters Are Due on Maple Street”</li> <li>• <i>Twilight Zone</i> – “Time Enough at Last “</li> <li>• <i>The Giver</i> film</li> </ul> <p><b>Novel/Book Club Options:</b></p> <ul style="list-style-type: none"> <li>• <i>The Giver</i></li> <li>• <i>Tunnels</i></li> <li>• <i>Fahrenheit 451</i></li> <li>• <i>Among the Hidden/Imposters</i></li> <li>• <i>Maximum Ride</i></li> <li>• <i>Enders Game</i></li> <li>• <i>Ear, Eye &amp; Arm</i></li> </ul>

		<ul style="list-style-type: none"><li>• <i>City of Ember</i></li><li>• <i>Tripods</i></li><li>• <i>The Missing Book # 1: Found</i></li></ul> <p><b>Short Story/Poetry Options:</b></p> <ul style="list-style-type: none"><li>• “Monsters Due on Maple Street” (play)</li><li>• “Primer Lesson” (poem)</li><li>• “On Turning Ten” (poem)</li><li>• “Lose Now Pay Later”</li><li>• “All Summer in a Day”</li><li>• “Harrison Bergeron”</li><li>• “The Flying Machine”</li><li>• “The Fun They Had”</li><li>• “Tales From the Illustrated Man”</li><li>• “Night Fall”</li><li>• “Lose Now, Pay Later”</li></ul>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Seventh Grade English Language Arts**  
**UNIT III: Investigating Our World: Explanatory Writing and Speaking Skills**

**TRANSFER:** Students will create, develop, and present a final product orally using multi-media components and/or visual displays in presentations.

<b>GOALS:</b>  NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  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.  NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  NJSLSA.L3. Apply knowledge of language to understand	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Research is a means of collecting facts and data in order to inform an audience.	<ul style="list-style-type: none"> <li>How can you best provide informative communication?</li> </ul>
	Plagiarism is unethical and not acceptable.	<ul style="list-style-type: none"> <li>How do writers avoid plagiarism?</li> </ul>
	Cultural, political, technological, and environmental changes affect a society	<ul style="list-style-type: none"> <li>How do you conduct research?</li> </ul>
	Fiction and non-fiction pieces provides insight about contemporary society.	<ul style="list-style-type: none"> <li>How do speakers emphasize main points?</li> </ul>
	Audience, purpose, and desired outcome affect the structure of the product.	<ul style="list-style-type: none"> <li>How do presenters clarify their findings for an audience?</li> </ul>
	Explanatory writing or speeches use facts to convey ideas.	<ul style="list-style-type: none"> <li>What is the difference between formal and informal English?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>

<p>how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</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>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</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.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or</p>	<p><b>Students will know:</b></p> <p>Readers utilize a variety of comprehension skills to monitor meaning such as predicting, inferring, questioning, and visualizing.</p> <p>Authors use a variety of literary devices and structures to convey meaning.</p> <p>Analytical responses include restatement of the question, an answer to the question(s), textual support, and a closing statement.</p> <p>Prefixes, suffixes, and root words may be used to determine word meaning.</p> <p>Context clues may be used to determine word meaning, and they can determine appropriate definition from reference sources.</p> <p>Relationships exist between words.</p> <p>Speaking and listening in a structured discussion requires preparation.</p> <p>Film and text use various techniques such as flashback and foreshadowing to advance the plot and theme.</p> <p>Word choice and transitions are necessary</p>	<p><b>Students will be able to:</b></p> <p>Apply a variety of comprehension skills in order to monitor and to gain meaning.</p> <p>Analyze examples of literary devices such as figurative language for meaning and author's purpose.</p> <p>Write an analytical response that includes all of the required elements in order to express their understanding of the text.</p> <p>Identify and use prefixes, suffixes, and root words to determine word meaning.</p> <p>Use context clues and/or reference materials to determine appropriate meanings.</p> <p>Identify and use synonyms and antonyms as forms of context clues to determine word meanings.</p> <p>Prepare for structured classroom discussions using appropriate text and/or other pertinent materials.</p> <p>Utilize film, text, and/or drama to discuss, compare, contrast different mediums.</p> <p>Select appropriate word transition words</p>
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<p>informational texts to support analysis, reflection, and research.</p>	<p>components for sequential reasoning.</p> <p>The writing process is not complete without significant revision and editing of their draft.</p> <p>Paraphrasing of information from sources is necessary to avoid plagiarism.</p> <p>Writers use significant observations to develop a thesis statement that communicates their message about the topic.</p> <p>Writers incorporate evidence such as quotations and specific examples from the text to support and develop their position.</p> <p>Nonfiction is the sequential retelling of events.</p> <p>Bias is present in nonfiction due to the author's perspective.</p> <p>Conducting research is a process that includes selecting a topic, evaluating and selecting sources, reading of source material, collecting and recording of information, organizing subtopics, writing a first draft, citing sources, revising and editing draft, and publishing a final draft.</p>	<p>to assist in the logical flow of the writing piece.</p> <p>Analyze a draft, revise the content as needed and recognize and correct grammar, usage, and conventional errors.</p> <p>Paraphrase information from research sources to avoid plagiarism.</p> <p>Write a piece that includes quotations and specific examples from the text to support the literary analysis</p> <p>Evaluate text for relevant information.</p> <p>Evaluate the evidence that is pertinent to the development of the writing piece or formal presentation.</p> <p>Outline specific events from a nonfiction selection.</p> <p>Identify bias in non-fiction text.</p> <p>Use reference materials to gather evidence.</p>
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	<p>A variety of comprehensive and comprehensible resources such as the internet, non-fiction articles, informational texts, multivolume texts, and personal interviews are used to conduct an inquiry</p> <p>Differentiating between fact and opinion is an essential skill when evaluating text.</p> <p>In-text citations using MLA format and works cited are necessary to properly credit sources and avoid plagiarism.</p> <p>Writers use significant observations to develop a thesis statement that communicates their position about the topic.</p> <p>Word choice and transitions are necessary components for developing and supporting a position in a written or oral response.</p> <p><b>VOCABULARY:</b> <i>Words to Go</i> vocabulary units #20-30</p> <p><b>KEY TERMS:</b> Literary analysis elements: thesis, concluding statement, argument, claim, evidence, distinguish, annotate, analyze, evaluate, plagiarism, formal vs. informal writing, cohesive, real-world writing, purpose, audience</p>	<p>Select a variety of materials that provide adequate and relevant information for their topic based on the parameters of the informational piece.</p> <p>Comprehend research information and discriminate between fact and opinion.</p> <p>Paraphrase information from research sources to avoid plagiarism.</p> <p>Compile and format in-text citations using MLA and works cited to avoid plagiarism.</p> <p>Develop a thesis statement about an idea that is present throughout the text and that can be supported using textual evidence.</p> <p>Select appropriate vocabulary and transitions to produce a clear and coherent written response.</p>
<p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <p><b><u>Tier 1 (Knowledge/Comprehension)</u></b></p> <ul style="list-style-type: none"> <li>Identify and discuss literary devices and structures</li> <li>Identifying bias in text: Graphic Organizer Activity</li> </ul>		

- Fact or Opinion Activity
- Sequential Order Activity (transitions and word choice for sequential reasoning)
- Reliable sources and searches: Research Activity
- Partnered and independent presentation preparation workshop
- Peer revision workshops

### **Tier 2: (Application/Analysis)**

- Creating visuals (multi-media/displays) to support oral presentations
- Reading Response Journal Entries:
  - Bias analysis
  - Reliable source analysis
  - Effective use of language analysis
  - Language that engages an audience analysis
  - Vocabulary that supports the message
  - Use of transitions
  - Effectiveness of devices and structures
- Book Clubs

### **Tier 3: (Synthesis/Evaluation)**

- Open-ended response (Focus: real world connections)
- Analytical Response: compare multiple texts for effective use of language
- Analytical Response: compare multiple texts for author's use of language to determine bias
- Reading Response: Evaluating strength of evidence among multiple texts
- Create an oral presentation incorporating connected multi-media components

### **ASSESSMENT EVIDENCE: *Students will show their learning by (including but not limited to):***

- Pre-assessments
- Scholastic Reading Inventory
- Edmentum Benchmarks
- MAP Assessment
- Unit tests/quizzes
- Exit tickets
- Edmentum Study Island skill builders
- Grand discussions
- Analytical response rubrics
- Literary analysis writing rubric
- Oral Presentation Rubric
- Book Club Assessments

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		<p><b>Novel/Book Club Options:</b></p> <ul style="list-style-type: none"><li>• <i>Petey</i></li><li>• <i>Rules</i></li><li>• <i>Hoot</i></li><li>• <i>Flush</i></li><li>• <i>The Man Who Was Poe</i></li><li>• <i>Down the Dark Hall</i></li><li>• <i>The Hound of the Baskervilles</i></li><li>• <i>S.O.S Titanic</i></li><li>• <i>The Miracle Worker</i></li><li>• <i>Chains</i></li><li>• <i>Mockingbird</i></li><li>• <i>The Mango Shaped Space</i></li><li>• <i>When You Reach Me</i></li></ul> <p><b>Short Story/Poetry Options:</b></p> <ul style="list-style-type: none"><li>• “Philomel Cottage”</li><li>• “The Speckled Band”</li><li>• “The Man Who Had No Eyes”</li><li>• Robert Frost Poems</li><li>• Langston Hughes Poems</li></ul>
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