**Unit I:**

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| **Topic:** | **CCSS:** | **Goals: (The standards assessed for mastery at the end of the unit. For all standards to be taught during the unit, please see Unit 1 in the Model Curriculum Grade 7 Overview available at** [**http://www.state.nj.us/education/modelcurriculum/ela/7.pdf**](http://www.state.nj.us/education/modelcurriculum/ela/7.pdf)**.)** | **Projected # of days** |
| Fiction and Nonfiction  **(Unit 1 of Prentice Hall)** | RL.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **35** |
| 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 on a specific verse or stanza of a poem or section of a story or drama. |
| W.7.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   1. Engage and orient the reader the reader by establishing a context and **point of view** and introducing a narrator and/or characters. 2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 3. Use variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 4. Use precise words and phrases, relevant descriptive details, and sensory language to **capture the action and convey experiences and events.** 5. Provide a conclusion that follows from and **reflects on the narrated experiences or events.** |
| 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.   1. 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. 2. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (**e.g., belligerent, bellicose, rebel**) |
| **Essential Questions:** What is the best way to find the truth? | | | |
| **Assessments:**   |  |  |  | | --- | --- | --- | | Formative: weekly skills test, pretest, anecdotal records, annotations, discussion notes, double entry journals, exit tickets, notes, reader/writer notebook entries, reader response journals, sticky notes, interest inventories from PHLit. | Summative: Model Curriculum Unit 1 Assessment, District Writing Assessment #1, Big Essential Question PHLit p.193. | Authentic: portfolio entries (narrative),and one Prentice Hall Performance Task from PHlit p.192-193 | | | | |
| **Interdisciplinary Connections:**  Science: Parrot Sounds (PHLit p.29), Culture Connection: A Matter of Luck (PHLit p. 64), **Comparing Functional and Expository Texts: Atlas Entry and Public Document (PHLit pp. 73 – 74),** Science (p.89: Temperature Scales), Astronomy Connection (p. 106: The Hothouse Planet), **Comparing Functional Texts: Application and Contract (PHLit pp. 154 – 159).** | | | |
| **Technology Integration:** PHLitOnline.com, SOLO 6, Spelling City, SmartBoard and responders | | | |
| **Key Vocabulary:**  **Big Question:** awareness, believable, conclude, convince, debate, evaluate, evidence, explain, factual, fiction, insight, perceive, reality, reveal, and truth.  **Vocabulary Selection**: ***(more accessible: Papa’s Parrot)*** merely, shipments, resumed, clusters, ignored, perch or ***(more complex: MK)*** relation, quest, adequate, deceive, transformation, ignorant; ***(more accessible: An American Childhood)*** strategy, translucent, compelled, improvising, perfunctorily, righteous or ***(more complex: The Luckiest Time of All)*** plaited, wonders, twine, hind, spied, acquainted; ***(more accessible: All Summer in a Day)*** intermixed, slackening, vital, tumultuously, resilient, savored or ***(more complex: Suzy and Leah)*** refugee, penned, porridge, cupboard, falsely, permanent; ***(more accessible: My First Free Summer)*** vowed, repressive, extenuating, diplomats, summoned, contradiction or (more complex: Angela’s Ashes) miracle, saluting, desperate, patriotic, ban, guzzled. | | | |
| **Literary Terms:** cite, inferences, figurative, connotative, point of view (1st, 2nd,3rd, 3rd omniscient) , convey, textual evidence, quote, conclusion, alliteration, rhyme, simile, metaphor, conflict, and resolution | | | |
| **Word Study:**  Latin prefix –re (PHLit p.31), Latin prefix –trans (PHLit p.59), Latin prefix –vit or –viv (PHLit p. 111), Latin root – dict (PHLit p. 137).  Latin prefix –in (PHLit p.45), Latin prefix –ac (PHLit p.67), Latin root –manere (PHLit p. 125), Latin root –sper and –spes (PHLit p.149). | | | |
| **Useful Sites:** NJ Educator Resource Exchange (<http://njcore.org/>), In Common: Effective Writing for All students (<http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students>), <http://www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL-0.pdf>, [www.achievethecore.org](http://www.achievethecore.org), <http://www.criticalreading.com/fictionvnonfiction.htm>, <http://kellygallagher.org/resources/articles_archive.html> | | | |
| **Text Crosswalk:**  **Reading**: Preparing to Read Complex Text-PHLit p. 195, Prentice Hall Reader’s Notebook, 3-5 short texts (literature 2-3 and informational 1-2). **Writing**: routine writing- description(PHLit pp. 47, 69, 92-97) narration (PHLit pp. 127, 151, 176-183) 4-6 analysis (PHLit pp.80- 91 Comparing Fiction and Nonfiction and pp.162- 175 Comparing Characters) 1 narrative (PHLit pp. 176-183) 1 brief research project (PHLit p.69).  **Speaking and Listening**: (PHLit pp. 47, 127, 151, 186, and 187).  **Language**: Integrated Language Skills (PHLit pp. 46, 68, 126, 150). | | | |
| **Differentiated Instruction Resources:**  Prentice Hall Unit 1 Resources (Leveled Vocabulary, Leveled Selection, Leveled Selection Tests, Graphic Organizers), SOLO 6, (**additional resources can be found at** <http://udltechtoolkit.com/>, <http://udlwheel.mdonlinegrants.org/> | | | |

**Unit 2:**

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| **Topic:** | **CCSS:** | **Goals: (The standards assessed for mastery at the end of the unit. For all standards to be taught during the unit, please see Unit 2 in the Model Curriculum Grade 7 Overview available at** [**http://www.state.nj.us/education/modelcurriculum/ela/7.pdf**](http://www.state.nj.us/education/modelcurriculum/ela/7.pdf)**.)** | **Projected # of days** |
| Types of Nonfiction | RI.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **36** |
| 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.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| RI.7.6 | Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| 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.   1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (headings), graphics (charts and tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate transitions to create cohesion and clarify the relationship among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| W.7.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| W.7.9b | Draw evidence from literary or informational texts to support analysis, reflection, and research |
| **Essential Questions:** What should we learn? | | | |
| **Assessments:**   |  |  |  | | --- | --- | --- | | Formative: weekly skills tests, pretest, anecdotal records, annotations, discussion notes, double entry journals, exit tickets, notes, reader/writer notebook entries, reader response journals, sticky notes, interest inventories from PHLit | Summative: Model Curriculum Unit 2 Assessment, Big Essential Question PHLit p. 565. | Authentic: portfolio entries (informative / explanatory), response to literature, response to informational text, literary analysis) and one Prentice Hall Performance Task from PHLit. 564-565. | | | | |
| **Interdisciplinary Connections:**  Science: Weighted Down (PHLit p. 427), **Comparing Expository Texts: Textbook Article and Magazine Article (PHLit pp. 462-467)**, Language Connection: Scientific Words From Greek Origins (PHLit p. 523), **Comparing Functional Texts: Instruction Manual and Signs (PHLit pp. 530-535)**. | | | |
| **Technology Integration**: PHLitOnline.com, SOLO 6, Spelling City, SmartBoard, and responders | | | |
| **Key Vocabulary:**  **Big Question**:analyze, curiosity, discover, evaluate, examine, experiment, explore, facts, information, inquire, interview, investigate, knowledge, question, and understand.  **Selection Vocabulary**: ***(more accessible: Life Without Gravity)*** manned, spines, feeble, blander, globules, readapted or ***(more complex: Conversational Ballgames)*** unconsciously, elaboration, murmuring, parallel, suitable, indispensable; ***(more accessible: I Am a Native of North America)*** distinct, communal, justifies, promote, hoarding, integration or ***(more complex: Volar: To Fly)*** avid, obsession, interrupted, dismal, refuse; ***(more accessible: All Together Now)*** legislation, tolerant, culminated, fundamental, equality, optimist or ***(more complex: The Eternal Frontier)*** frontier, preliminary, antidote, atmospheric, destiny, impetus; ***(more accessible: The Real Story of a Cowboy’s Life)*** discipline, gauge, emphatic, ultimate, longhorns, diversions or ***(more complex: Rattlesnake Hunt)*** adequate, desolate, forage, translucent, arid, mortality. | | | |
| **Word Study:**  Old English suffix –ness (PHLit p. 429), Latin root –just (PHLit p. 449), Latin root –leg (PHLit p. 497), Latin root – vers (PHLit p. 515).  Latin suffix –able (PHLit p. 437), Latin root –rupt (PHLit p. 457), Latin root –peti (PHLit p. 503), Latin root –sol (PHLit p. 525). | | | |
| **Literary Terms:**  convey, topic, structure, evidence, analysis, point of view, quote, cite, textual evidence, main idea, detail, support, paraphrase, figurative, connotative, tone, attitude, voice, organization, and purpose. | | | |
| **Useful Sites:** NJ Educator Resource Exchange (<http://njcore.org/>), In Common: Effective Writing for All students (<http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students>),  <http://www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL-0.pdf>, [www.achievethecore.org](http://www.achievethecore.org), <http://www.criticalreading.com/fictionvnonfiction.htm>, <http://kellygallagher.org/resources/articles_archive.html>, | | | |
| **Text Crosswalk:**  **Reading**: Preparing to Read Complex Text- PHLit p. 567, Prentice Hall Notebook, 3-5 short texts (literature 2-3 and informational 1-2).  **Writing**: routine writing- explanatory: How-To-Essay (PHLit pp. 439, 459, 484-489) explanatory: Comparison-and-Contrast Essay (PHLit p. 505, 527, 548-555) 4-6 analysis (PHLit pp. 468 - 483 Comparing Biography and Autobiography and PHLit pp. 536-547 Comparing Humor) 1-2 narratives (teacher created), 1 brief research project (PHLit p. 527).  **Speaking and Listening**: (PHLit p. 439, 459, 505, 558-559).  **Language**: Integrated Language Skills (PHLit p. 439, 459, 505, 526). | | | |
| Differentiated Instruction Resources:  Prentice Hall Unit 3 Resources (Leveled Vocabulary, Leveled Selection, Leveled Selection Tests, Graphic Organizers), SOLO 6, (**additional resources can be found at** http://udltechtoolkit.com/, http://udlwheel.mdonlinegrants.org/ | | | |

**Unit 3:**

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| Topic: | CCSS: | Goals: (The standards assessed for mastery at the end of the unit. For all standards to be taught during the unit, please see Unit 2 in the Model Curriculum Grade 7 Overview available at <http://www.state.nj.us/education/modelcurriculum/ela/7.pdf>.) | Projected # of days |
| Poetry  **(Unit 4 in Prentice Hall)** | RL.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 34 |
| 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.7.4 | 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 (alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| RL.7.6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| W.7.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   1. Engage and orient the reader the reader by establishing a context and point of view and introducing a narrator and/or characters. 2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 3. Use variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 5. Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| W.7.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Essential Questions:** What is the best way to communicate? | | | |
| **Assessments:**   |  |  |  | | --- | --- | --- | | Formative: pretest, weekly skills assessments, anecdotal records, annotations, discussion notes, double entry journals, exit tickets, notes, reader/writer notebook entries, reader response journals, sticky notes, interest inventories from PHLit. | Summative: Model Curriculum Unit 3 Assessment, District Writing #2, Big Essential Question PHLit p. 715. | Authentic: portfolio piece- (narrative), and one Prentice Hall Performance task from PHLit pp. 714-715. | | | | |
| **Interdisciplinary Connections:**  **(PHLit pp. 622 - 627) Comparing Functional Texts: Technical Directions and Product Warranty and Magazine Article (PHLit pp. 686 - 691) Comparing Expository Texts: Educational Song.** | | | |
| **Technology Integration:** PHLitOnline.com, SOLO 6, Spelling City, SmartBoard, and responders | | | |
| **Key Vocabulary:**  **Big Question:** communicate, contribute, enrich, entertain, express, inform, learn, listen, media, produce, react, speak, teach, technology, transmit.  Selection Vocabulary: ***(more accessible: The Rider, Seal and Haiku)*** translates, luminous, minnow, swerve, utter, weasel or ***(more complex: Winter, Forsythia and Haiku)*** burrow, forsythia, telegram, fragrant; ***(more accessible: Life, Loo-Wit and The Courage That My Mother Had)*** fascinated, prickly, crouches, unravel, dislodge, granite or ***(more complex: Mother to Son, The Village Blacksmith and Fog)*** crystal, sinewy, brawny, parson, wrought, haunches; ***(more accessible: Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out, One and Weather)*** withered, curdled, rancid, expectancy, stutter, slather or ***(more complex: Full Fathom Five, Train Tune and Onomatopoeia)*** fathom, groves, garlands, spigot, sputters, smattering; ***(more accessible: Annabel Lee, Martin Luther King and I’m Nobody)*** coveted, kinsman, envying, passion, profound, banish or ***(more complex: Father William, Stopping by Woods on a Snowy Evening and Jim)*** incessantly, uncommonly, sage, supple, harness, downy. | | | |
| **Literary Terms:**  alliteration, rhyme, simile, metaphor, perspective, dialogue, audience, purpose, point of view, cite, textual evidence, quote, inference, conclusion, theme, literary terms (setting, characters, plot, conflict, climax, resolution) | | | |
| **Word Study:**  Latin root –um (PHLit p. 591), Latin suffix –ly (PHLit p. 609), Latin suffix –ancy and –ency (PHLit p. 655), Latin prefix –im (PHLit p. 673).  Greek root –gram (PHLit p. 597), Greek suffix –y (PHLit p. 617), Old English suffix –less (PHLit p. 661), Old English prefix –un (PHLit p. 681). | | | |
| **Useful Sites:** NJ Educator Resource Exchange (<http://njcore.org/>), In Common: Effective Writing for All students (<http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students>), <http://www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL-0.pdf>, [www.achievethecore.org](http://www.achievethecore.org), <http://www.criticalreading.com/poetry.htm>, <http://kellygallagher.org/resources/articles_archive.html>, | | | |
| **Text Crosswalk:**  **Reading**: Preparing to Read Complex Texts- PHLit p. 771, Prentice Hall Notebook, 3-5 short texts (literature 2-3 and informational 1-2).  **Writing**: routine- argument: Problem-and-Solution Essay (PHLit pp. 599, 619, 640-645) exposition: Persuasive Essay (PHLit pp. 663, 683, 698-705), 4-6 analysis (PHLit pp. 628 - 639 Comparing Narrative Poems and p. 692 - 697 Comparing Imagery), 1-2 narratives- (teacher created), 1 brief research project (PHLit pp. 619 or 683).  **Speaking and Listening**: (PHLit pp. 599, 663, 708-709).  **Language**: Integrated Language Skills (PHLit pp. 598, 618, 662, 682) | | | |
| **Differentiated Instruction Resources**:  Prentice Hall Unit 4 Resources (Leveled Vocabulary, Leveled Selection, Leveled Selection Tests, Graphic Organizers), SOLO 6, (**additional resources can be found at** http://udltechtoolkit.com/, http://udlwheel.mdonlinegrants.org/ | | | |

**Unit 4**:

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| **Topic:** | **CCSS:** | **Goals: (The standards assessed for mastery at the end of the unit. For all standards to be taught during the unit, please see Unit 2 in the Model Curriculum Grade 7 Overview available at** [**http://www.state.nj.us/education/modelcurriculum/ela/7.pdf**](http://www.state.nj.us/education/modelcurriculum/ela/7.pdf)**.)** | **Projected # of days** |
| Drama  **(Unit 5 in Prentice Hall)** | 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. | **35** |
| RI.7.3 | Analyze the interactions between individuals, events, and ideas in a text (how ideas influence individuals or events, or how individuals influence ideas or events) |
| RI.7.4 | Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| RI.7.6 | Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| RI.7.9 | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| W.7.1 | Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 3. Use words, phrases, and clauses to create cohesion and clarify the relationship among claim(s), reasons, and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented |
| **Essential Questions:** Do others see us more clearly than we see ourselves? | | | |  |  |  |
| **Assessments:**   |  |  |  | | --- | --- | --- | | Formative: pretest, weekly skills tests, anecdotal records, annotations, discussion notes, double entry journals, exit tickets, notes, reader/writer notebook entries, reader response journals, sticky notes, interest inventories from PHLit. | Summative: Model Curriculum Unit 4 Assessment, Big Essential Question PHLit p. 895. | Authentic: portfolio piece- (argumentative essay) and one Prentice Hall Performance Task from PHLit pp. 894-895. | | | | |
| **Interdisciplinary Connections:**  Social Studies: Union Workhouses (PHLit p. 748), Media: The Many Faces of Scrooge (PHLit p. 800), **Comparing Argumentative and Expository Texts: Review and Radio Interview (PHLit pp. 812 – 817)**, Media: Onscreen Aliens (PHLit p. 855), **Comparing Argumentative Texts: Editorial (PHLit pp. 862 – 865)**. | | | |
| **Technology Integration:** PHLitOnline.com, SOLO 6, Spelling City, SmartBoard, and responders | | | |
| **Key Vocabulary:**  **Big Question:** appearance, appreciate, assumption, bias, characteristic, define, focus, identify, ignore, image, perception, perspective, reaction, reflect, reveal.  Selection Vocabulary: ***(more accessible: Scrooge – Acts I and II)*** implored, morose, destitute, void, conveyed, and gratitude, astonish, compulsion, severe, meager, audible, intercedes and ***(more accessible: The Monsters Are Due On Maple Street)*** transfixed, flustered, sluggishly, persistently, defiant, metamorphosis. | | | |
| **Literary Terms:**  thesis statement, claims, conclusion, main idea, detail, support, paraphrase, interaction, figurative, connotative, evidence, structure, organization, purpose, and point of view. | | | |
| **Word Study:**  Latin root –grat (PHLit p. 769), Latin prefix –inter (PHLit p. 807), Latin root –sist (PHLit p. 857). | | | |
| **Useful Sites:** NJ Educator Resource Exchange (<http://njcore.org/>), In Common: Effective Writing for All students (<http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students>), <http://www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL-0.pdf>, [www.achievethecore.org](http://www.achievethecore.org) , <http://www.criticalreading.com/drama.htm>, <http://kellygallagher.org/resources/articles_archive.html>, | | | |
| **Text Crosswalk:**  **Reading**: Preparing to Read Complex Texts- PHLit p. 897, Prentice Hall Notebook, 3-5 short texts (literature 2-3 and informational 1-2).  **Writing**: routine-informational: Multimedia Report (PHLit pp. 771, 809, 824-829) explanatory: Exposition; Cause-and-Effect Essay (PHLit pp. 859, 878-885) 4-6 analyses (PHLit pp. 820-823 Comparing Characters and PHLit pp. 868-877 Comparing Dramatic Speeches), 1-2 narratives (teacher created), 1 brief research project (PHLit pp. 771 or p. 859).  **Speaking and Listening**: (PHLit pp. 809, 88-889).  **Language**: Integrated Language Skills (PHLit pp. 770, 808, 858). | | | |
| **Differentiated Instruction Resources:**  Prentice Hall Unit 5 Resources (Leveled Vocabulary, Leveled Selection, Leveled Selection Tests, Graphic Organizers), SOLO 6, (**additional resources can be found at** [http://udltechtoolkit.com/, http://udlwheel.mdonlinegrants.org](http://udltechtoolkit.com/,%20http:/udlwheel.mdonlinegrants.org) ) | | | |

**Unit 5:**

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| **Topic:** | **CCSS:** | **Goals: (The standards assessed for mastery at the end of the unit. For all standards to be taught during the unit, please see Unit 2 in the Model Curriculum Grade 7 Overview available at** [**http://www.state.nj.us/education/modelcurriculum/ela/7.pdf**](http://www.state.nj.us/education/modelcurriculum/ela/7.pdf)**.)** | **Projected # of days** |
| Short Stories  **(Unit 2 in Prentice Hall)** | RI.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **36** |
| 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. 7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| RI.7.6 | Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| W.7.1 | Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 3. Use words, phrases, and clauses to create cohesion and clarify the relationship among claim(s), reasons, and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented. |
| W.7.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Essential Questions:** Does every conflict have a winner? | | | |
| **Assessments:**   |  |  |  | | --- | --- | --- | | Formative: weekly skills tests, pretest, anecdotal records, annotations, discussion notes, double entry journals, exit tickets, notes, reader/writer notebook entries, reader response journals, sticky notes, interest inventories from PHLit | Summative: Model Curriculum Unit 5 Assessment, District Writing #3, Big Essential Question PHLit p. 401. | Authentic: portfolio pieces (argumentative essay)one Prentice Hall Performance Task from PHLit pp. 400-401. | | | | |
| **Interdisciplinary Connections:**  Social Studies: The Pueblo (PHLit p. 223), Science: Cobra Fact and Fiction (PHLit p. 234), **Comparing Expository Texts: Magazine article and Encyclopedia Entry (PHLit pp. 282 – 287)**, Vocabulary: New Engish words (PHLit p. 294), Mythology: A Star is Born (PHLit p. 316), Language: Spanish Terms (PHLit p. 326), fine Arts: Dancing en Pointe (PHLit p. 355), **Comparing Expository Texts: Government Publication and web Site (PHLit pp. 364 – 369)**. | | | |
| **Technology Integration:** PHLitOnline.com, SOLO 6, Spelling City, SmartBoard, and responders | | | |
| **Key Vocabulary:**  **Big Question:** attitude, challenge, communication, competition, compromise, conflict, danger, desire, disagreement, misunderstanding, obstacle, opposition, outcome, resolution, struggle, and understanding.  Selection Vocabulary: ***(more accessible: The Bear Boy)*** timid, initiation, canyon, approvingly, neglected, guidance or ***(more complex: Rikki-Tikki-Tavi)*** revived, immensely, veranda, mourning, consolation, cunningly; ***(more accessible: Letters From Rifka)*** distract, emerged, deserts, peasants, huddled, precaution or ***(more complex: Two Kinds)*** reproach, conspired, devastated, nonchalantly, expectations, sentimental; ***(more accessible: The Third Wish)*** verge, dabbling, presumptuous, rash, remote, malicious or ***(more complex: Amigo Brothers)*** devastating, perpetual, dignitaries, improvised, dispelled, evading; ***(more accessible: Zoo)*** interplanetary, wonderment, awe, expense, babbled, garments or ***(more complex: Ribbons)*** sensitive, meek, coax, laborious, exertion, furrowed. | | | |
| **Literary Terms:**  cite, textual evidence, inference, main idea, detail, support, figurative, connotative, tone, attitude, voice, structure, organization, purpose, point of view, argument, claim, audience, purpose. | | | |
| **Word Study:**  Latin suffix –ance (PHLit p. 225), Latin root – tract (PHLit p. 257), Latin prefix –mal (PHLit p. 319), Latin suffix –ment (PHLit p. 343).  Latin suffix –tion (PHLit p. 245), Latin root –spir (PHLit p. 277), Latin prefix –per (PHLit p. 333), Latin suffix –ious (PHLit p. 359). | | | |
| **Useful Sites:** NJ Educator Resource Exchange (<http://njcore.org/>), In Common: Effective Writing for All students (<http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students>), <http://www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL-0.pdf>, [www.achievethecore.org](http://www.achievethecore.org), <http://www.criticalreading.com/novels.htm>, <http://kellygallagher.org/resources/articles_archive.html>, | | | |
| **Text Crosswalk:**  **Reading**: Preparing to Read Complex Texts- PHLit p. 403, Prentice Hall Notebook, 3-5 short texts (literature 2-3 and informational 1-2).  **Writing**: routine- response to literature (PHLit pp. 247, 279, 302-307) narrative (PHLit pp. 335, 361, 384-391), 4-6 analysis (PHLit pp. 290-301 Comparing Idioms and PHLit pp. 372-383 Comparing Irony), 1-2 narratives (PHLit pp. 384-391) 1 brief research project (PHLit p. 279 or p. 361). **Speaking and Listening**: (PHLit pp. 247, 335, 394-395)  **Language**: Integrated Language Skills (PHLit pp. 246, 278, 334, 360) | | | |
| **Differentiated Instruction Resources**:  Prentice Hall Unit 2 Resources (Leveled Vocabulary, Leveled Selection, Leveled Selection Tests, Graphic Organizers), SOLO 6, (**additional resources can be found at** <http://udltechtoolkit.com>, <http://udlwheel.mdonlinegrants.org>. | | | |