Pacing Guide For ELA Curriculum

Grade 7

Topic	Marking Period	Number of Days
Language Domain	Marking period 1-4	16 weeks
Reading Domain	Marking period 1-4	16 weeks
Writing Domain	Marking period 1-4	16 weeks
Speaking and Listening Domain	Marking period 1-4	8 weeks

Alpha Public School
ELA Curriculum Map

Grade: 7th Grade

UNIT: Language Domain

Standard: L.SS.7.1	**Content Topic:** Demonstrate command of the system and structure of the English language when writing or speaking.

Standard	**Disciplinary Core Ideas / Essential Statement / Objective**
L.SS.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences
L.SS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
L.SS.7.1.C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
L.SS.7.1.D.	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
L.SS.7.1.E.	Recognize spelling conventions

Practices / Skills & Lesson / Learning Activities

- Define what phrases and clauses are (phrases are groups of words without a subject and verb; clauses are groups of words with a subject and verb). Discuss the function of phrases and clauses in sentences (e.g., how they provide additional information, act as subjects or objects, etc.). Provide examples and ask students to identify whether they are phrases or clauses and their function in the sentence.
- Introduce the different types of sentences: simple, compound, complex, and compound-complex. Explain how each type conveys different relationships among ideas (simple for clarity, compound for joining related ideas, complex for showing dependency, compound-complex for combining these features). Show examples of each type and discuss when each might be used effectively.
- Discuss modifiers: what they are (words or phrases that provide more detail) and the difference between misplaced and dangling modifiers. Provide examples of sentences with misplaced or dangling modifiers and ask students to correct them. Explain the rule for using commas to separate coordinate adjectives (two or more adjectives that independently modify a noun). Give examples and ask students to add or correct commas in sentences with coordinate adjectives.
- Review common spelling conventions and rules (e.g., i before e except after c, silent letters, etc.). Provide a spelling worksheet or activity where students can practice applying spelling rules.

Independent Practice-

- Hand out worksheets with sentences that include phrases, clauses, modifiers, coordinate adjectives, and spelling errors. Have students work individually or in pairs to identify and correct these elements.
- Have students write their own sentences using different sentence structures and incorporating phrases, clauses, and coordinate adjectives. They can then exchange papers to correct and improve each other's sentences.

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**

Writing checks Small group skill work / observations Anecdotal notes Readers / Writers notebook Reading response assessment Formative: ● Grammar check- dashes and parentheses ● Word of the Week ● Root Trees for Greek & Latin ● IXL Modules Summative: ● Writing samples ● Grammar Skills Quiz ● Greek & Latin roots quiz Alternative: ● Poetry portfolio	Beginning- middle- end of year writing samples	● Scholastic Action Magazine ● Vocabulary Book ● Greek & Latin Roots ● Whiteboard and markers ● Handouts with sentences for analysis and correction ● Examples of sentences with misplaced/dangling modifiers ● Examples of sentences with coordinate adjectives needing commas ● Spelling practice exercises

Alpha Public School
ELA Curriculum Map

UNIT: Language Domain

Standard: L.KL.7.2	**Content Topic:** Use knowledge of language and its conventions when writing, speaking, reading or listening

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression
L.KL.7.2.C	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness or redundancy

Practices / Skills & Lesson / Learning Activities

- Discuss common language conventions such as grammar, punctuation, spelling, and sentence structure. Provide examples of incorrect and correct usage, and discuss why each example is appropriate or inappropriate. Engage students with a short exercise where they correct sentences with errors in language conventions.
- Introduce vocabulary acquisition strategies such as context clues, word parts (prefixes, roots, suffixes), and dictionary use. Provide a list of grade-appropriate academic and domain-specific words related to a chosen topic (e.g., science, history, literature). Have students work in pairs to choose words from the list and create sentences that demonstrate understanding and correct usage.
- Discuss the importance of expressing ideas precisely and concisely in writing. Provide examples of wordy or redundant phrases and discuss how to revise them for clarity and brevity. Give students a passage to revise by eliminating wordiness and redundancy. Discuss their revisions as a class.

Small groups-

- Divide students into small groups and provide them with short excerpts from texts. Ask each group to identify language conventions used, acquire vocabulary from the text, and rewrite a paragraph with precise and concise expression. Each group presents their revised paragraphs to the class, explaining their choices.

Independent Practice-

- Write a paragraph using at least three new vocabulary words, focusing on correct language conventions and precise expression.
- Have students write a short story using a specific set of vocabulary words.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Writing checks Small group skill work / observations Anecdotal notes Readers / Writers notebook Reading response assessment Formative: ● Grammar check- dashes and parentheses	Beginning- middle- end of year writing samples	● Scholastic Action Magazine ● Vocabulary Book ● Greek & Latin Roots ● Whiteboard and markers ● Handouts with excerpts for analysis ● Vocabulary lists ● Sample texts for editing practice

● Word of the Week ● Root Trees for Greek & Latin ● IXL Modules Summative: ● Writing samples ● Grammar Skills Quiz ● Greek & Latin roots quiz Alternative: ● Poetry portfolio		

UNIT: Language Domain

Standard: L.VL.7.3	**Content Topic:** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.VL.7.3.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
L.VL.7.3.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel)
L.VL.7.3.C	Analyze the impact of a specific word choice on meaning and tone
L.VL.7.3.D	Consult reference materials (e.g, dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.VL.7.3.E	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)

Practices / Skills & Lesson / Learning Activities
● Introduce different types of context clues: definition/explanation, synonym, antonym, example, and inference. Provide examples from a text where context clues help determine the meaning of unfamiliar words. Model how to use context clues effectively: ○ Highlight a sentence or paragraph. ● ○ Identify unfamiliar words and underline context clues. ○ Discuss how these clues lead to understanding the word's meaning. ● Explain the concept of Greek and Latin roots and affixes. Show examples such as "belligerent," "bellicose," and "rebel," and discuss how understanding the root "belli-" helps decode their meanings. Provide additional examples from texts or create word puzzles where students identify roots to determine meanings. ● Discuss how specific word choices can affect meaning and tone in writing. Show examples from literature or non-fiction where a single word changes the tone or conveys a specific message. Ask students to suggest alternative words and discuss how they alter the impact of the sentence or passage. ● Introduce different types of reference materials (dictionaries, glossaries, thesauruses). Show students how to use these references to verify word meanings, pronunciation, and part of speech. Practice looking up words in

dictionaries or using online resources to find definitions and check initial interpretations.

Small Groups-

- Divide students into pairs or small groups. Provide passages with challenging vocabulary. Ask groups to:
- Identify unfamiliar words.
- Use context clues, Greek/Latin roots, and reference materials to determine meanings.
- Discuss and share their findings with the class.

Independent Practice-

- Recap key strategies learned: context clues, Greek/Latin roots, impact of word choice, and using reference materials. Ask students to reflect on which strategy they found most helpful or challenging. Assign a short homework assignment to practice using one of these strategies with a text of their choice.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Writing checks Small group skill work / observations Anecdotal notes Readers / Writers notebook Reading response assessment Formative: ● Grammar check- dashes and parentheses ● Word of the Week ● Root Trees for Greek & Latin ● IXL Modules Summative: ● Writing samples ● Grammar Skills Quiz ● Greek & Latin roots quiz Alternative: ● Poetry portfolio	Beginning- middle- end of year writing samples	● Scholastic Action Magazine ● Vocabulary Book ● Greek & Latin Roots ● Whiteboard and markers ● Handouts with excerpts for analysis ● Vocabulary lists ● Sample texts for editing practice ● Copies of dictionaries (print or digital) ● Access to online resources like thesauruses and vocabulary websites

UNIT: Language Domain

Standard: L.VI.7.4	**Content Topic:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.VI.7.4.A	Interpret figures of speech (e.g literary, biblical, and mythological allusions) in context
L.VI.7.4.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words
L.VI.7.4.C	Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or

	stanza or a poem or section of a story or drama
L.VI.7.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Practices / Skills & Lesson / Learning Activities
● Define figurative language (language that uses figures of speech to go beyond the literal meanings of words). Discuss the importance of understanding figurative language in literature and everyday communication. Provide examples of common figures of speech (simile, metaphor, personification, hyperbole, etc.). ● Introduce literary, and mythological allusions. Explain that these allusions are references to well-known stories, characters, or events from literature, or mythology. Show examples and discuss how understanding these references can deepen comprehension of texts. Distribute handouts with examples and have students identify and explain the allusions used. ● Explore how words are related through synonyms, antonyms, and analogies. Review definitions ○ Synonym: words with similar meanings. ○ Antonym: words with opposite meanings. ○ Analogy: a comparison between two things for the purpose of explanation or clarification. ● Provide examples and have students work individually or in pairs to complete exercises on a worksheet. ● Discuss the impact of rhyme and other sound repetitions (e.g., alliteration, consonance, assonance) on a poem or passage. Read aloud a short poem or passage that demonstrates these sound devices. Analyze how these devices contribute to the meaning, tone, and mood of the piece. Encourage students to identify examples of rhyme and sound repetitions in the text. ● Differentiate between denotation (literal definition) and connotation (emotional or cultural associations) of words. Provide examples of words with similar denotations but different connotations (e.g., "home" vs. "house"). Discuss how connotations affect the meaning and tone of a text. Have students identify and explain the connotations of specific words in given sentences. Small Groups / Independent Practice- ● Assign reading of a short story or poem that incorporates figurative language and allusions. Ask students to identify and analyze examples of figurative language, sound devices, and allusions in the text. Provide guiding questions to help them explore the nuances of word meanings and relationships.

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Writing checks Small group skill work / observations Anecdotal notes Readers / Writers notebook Reading response assessment Formative: ● Grammar check- dashes and parentheses ● Word of the Week ● Root Trees for Greek & Latin ● IXL Modules Summative: ● Writing samples ● Grammar Skills Quiz	Beginning- middle- end of year writing samples	● Scholastic Action Magazine ● Vocabulary Book ● Greek & Latin Roots ● Whiteboard and markers ● Handouts with excerpts for analysis ● Vocabulary lists ● Sample texts for editing practice ● Copies of poems or short passages from literature (one per student or group) ● Handout with examples of literary, biblical, and mythological allusions ● Worksheet with exercises on

● Greek & Latin roots quiz Alternative: ● Poetry portfolio		synonyms, antonyms, analogies, and connotations

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google docs, Sheets, and slides ● 8.2.8.ITH.1- Explain how the development and use of technology influences economic, political, social and cultural issues. ● 8.2.8.ITH.5- Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another	Issues that Children Face Throughout the World ● WHST.6.8.2- Write informative / explanatory texts, including the narration of historical events, scientific procedures, experiments or technical processes. ● WHST.6.8.8- 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.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Refer to IEPS for more specific accommodations and modifications for special education students ● Refer to 504 plans for more specific accommodations and modifications ● Preferential Seating ● Reduced number of assignments ● Simplified directions ● tutoring ● Audio version of texts ● Additional Copy of textbook ● Advanced notes ● Extended time ● Workshop Model ● Students read at Independent level ● Conferencing ● Small group instruction	● Graphic organizers ● Visual Aids ● Peer help / interactions ● Speaking slowly and distinctly ● Modified assessments ● Advanced notes ● Extended time ● Additional copy of textbook ● Extended time ● Guided notes	● Text at higher levels ● Student centered projects ● Independent study ● Accelerated curriculum ● Extension assignments ● Increased higher order questioning

UNIT: Reading Domain

Alpha Public School
ELA Curriculum Map

Standard	Disciplinary Core Ideas / Essential Statement / Objective
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text
RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text
RL.CI.7.2	Determine the theme of a literary text (e.g.,stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgements
RI.CI.7.2	Determine the central idea of an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories)
RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information
RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text
RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence
RL.MF.7.6	Compare and contrast texts (e.g, a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in film)
RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
RI.AA.7.7	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
RL.CT.7.8	Compare and contrast a fictional portrayal of an event, time, place, or character an a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and / or events.
RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical / cultural context, and background knowledge) how two or more authors writing informational

Practices / Skills & Lesson / Learning Activities
Whole Group- ● Create book maps ● Create anchor charts as a tool for becoming a member of the reader community ● Mini lessons-

    - Mentor texts of short stories: excerpts from: *An Hour with Abelo* by Judith Ortiz Cofer, *Rikki-tikki-tavi* by Rudyard Kipling
- Recognize the difference between a concise summary and a thorough response to literature
- Apply domain specific vocabulary
- Produce a quick write and share in large group
- Identify basic parts of speech, capitalization, and syllabication
- Introduce the process of becoming a lifelong reader through reading incentive program and the role of book choice
- Using real world informational text features and identify the structure of text
- Utilize note-taking strategies to record informational text. Differentiate between essential and non-essential information using a text sample
- Mini lessons-
    - Mentor texts of informational pieces: excerpts from "A Simple Act" by Tyler Jackson, News Blog
- Evaluate the relevance of information to an assigned task
- Political and editorial cartoons offer an opportunity to have students use information and inference in a unique way
- Use and apply an understanding of symbolism, exaggeration, analogy, labeling and irony to decipher the information and "author's" purpose
- Reading, analysis and discussion of articles relating to science fiction, such as *Trip to Mars Could Damage Astronauts' Brains,* Laura Sanders, Science Article, Future of Space Exploration, Nola Tyalor Redd, News Article
- Mini lessons using short stories such as
    - *Dark They Were, and Golden Eye* by Ray Bradbuy
- Participate in class discussions questioning the role of the individual vs. society, the ideas of sameness vs. differences and the importance of security vs. free choice

Independent Practice

- Analyze and construct a "Get to Know you" letter
- Journaling as a response tool for reading
- Identify a method of sharing that leads students to attain a level of comfort
- Construct a project summarizing / analyzing the novel read for summer reading
- Alternate ending of a story based on character's point of view
- Read and evaluate informational articles using Newsela.com and / or commonlit.org
- Conference with individual students to ensure comprehension
- Reading quizzes
- Journal entries
- Vocabulary activities

Small groups-

- Participate in literature circle discussion, fish bowls, book talks reading conferences focusing on realistic fiction
- Produce quick writes and share in small groups
- In groups, share student's personal thoughts, opinions and recommendations regarding the two novels read over the summer
- Analyze author's purpose

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
journaling Small group skill work / observations Anecdotal notes Readers / Writers notebook Reading response assessment	DRA / Running Records	● Scholastic Action Magazine ● Vocabulary Book ● Greek & Latin Roots ● Whiteboard and markers ● Handouts with excerpts for

Formative: ● Grammar check- dashes and parentheses ● Word of the Week ● Root Trees for Greek & Latin ● IXL Modules Summative: ● Writing samples ● Grammar Skills Quiz ● Greek & Latin roots quiz ● Reading Comprehension Alternative: ● Poetry portfolio		analysis ● Vocabulary lists ● "A Simple Act" by Tyler Jackson ● *Trip to Mars Could Damage Astronauts' Brains* ● *An Hour with Abelo* by Judith Ortiz Cofer, ● *Rikki-tikki-tavi* by Rudyard Kipling ● *Dark They Were, and Golden Eye* by Ray Bradbuy ● Drums, Girls, and Dangerous Pies by Jordan Sonnenblick ● Hoot by Carl Hiassen ● Fair Weather by Richard Peck ● "Two Kinds" excerpt from *The Joy Luck Club* by Amy Tan ● Excerpt from *Hope Was Here* by Joan Baurer ● Excerpt from *Hatchet* by Gary Paulsen ● Excerpt from *Riding Freedom* by Pam Munoz Ryan ● The Story of Victor d'Aveyron, the Wild Child ● "Tutors Teach Seniors New High-Tech Tricks" by Jennifer Ludden, NewsArticle ● "Silent Spring" by Rachel Carson, descriptive nonfiction

Technology	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
Google docs, Sheets, and slides ● 8.2.8.ITH.1- Explain how the development and use of technology influences economic, political, social and cultural issues. ● 8.2.8.ITH.5- Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another	Issues that Children Face Throughout the World ● WHST.6.8.2- Write informative / explanatory texts, including the narration of historical events, scientific procedures, experiments or technical processes. ● WHST.6.8.8- 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.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Refer to IEPS for more specific accommodations and modifications for special education students ● Refer to 504 plans for more specific accommodations and modifications ● Preferential Seating ● Reduced number of assignments ● Simplified directions ● tutoring ● Audio version of texts ● Additional Copy of textbook ● Advanced notes ● Extended time ● Workshop Model ● Students read at Independent level ● Conferencing ● Small group instruction	● Graphic organizers ● Visual Aids ● Peer help / interactions ● Speaking slowly and distinctly ● Modified assessments ● Advanced notes ● Extended time ● Additional copy of textbook ● Extended time ● Guided notes	● Text at higher levels ● Student centered projects ● Independent study ● Accelerated curriculum ● Extension assignments ● Increased higher order questioning

UNIT: Writing Domain

Standard: W.AW.7.1	**Content Topic:** Write arguments on discipline-specific content (e.g,. Social studies, science, math, technical subjects, English/ Language Arts) to support claims with clear reasons and relevant evidence

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically
W.AW.7.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources
W.AW.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence
W.AW.7.1.D	Establish and maintain a formal / academic style, approach, and form
W.AW.7.1.E	Provide a conclusion statement or section that follows from the argument presented.

Practices / Skills & Lesson / Learning Activities
● Divide students into small groups or pairs. Assign each group a discipline-specific topic (e.g., climate change for science, historical events for social studies, importance of algebra for math). Each group selects a claim related to their topic. ● In their groups, students research and gather evidence to support their claim. Encourage them to use credible sources such as textbooks, articles, or reliable websites. Emphasize the importance of using relevant, accurate data and evidence to strengthen their arguments.

- Students outline their arguments. They should:Introduce their claim clearly., Acknowledge alternate or opposing claims briefly, Organize reasons and evidence logically to support their claim

Independent Practice-

- Students begin drafting their arguments individually. Encourage them to use words, phrases, and clauses to create cohesion and clarify relationships among their claim, reasons, and evidence.

Small Groups-

- Students exchange their drafts within their groups.
- Each student provides constructive feedback focusing on clarity, logical organization, and use of evidence
- Based on peer feedback, students revise their arguments, focusing on strengthening their reasoning and ensuring clarity and cohesion in their writing.

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Assess student understanding based on their ability to: ● Introduce a claim clearly. ● Acknowledge opposing views. ● Organize arguments logically. ● Support claims with relevant evidence. ● Use cohesive language. ● Maintain a formal academic style. ● Provide a conclusion that follows logically from the argument presented. journaling Small group skill work / observations Anecdotal notes Readers / Writers notebook Reading response assessment Formative: ● Grammar check- dashes and parentheses ● Word of the Week ● Root Trees for Greek & Latin Summative: ● Writing samples ● Grammar Skills Quiz ● Greek & Latin roots quiz ● Reading Comprehension Alternative: ● Poetry portfolio	Writing benchmarks	● Scholastic Action Magazine ● Vocabulary Book ● Greek & Latin Roots ● Whiteboard and markers ● Handouts with excerpts for analysis ● Vocabulary lists ● “A Simple Act” by Tyler Jackson ● *Trip to Mars Could Damage Astronauts’ Brains* ● *An Hour with Abelo* by Judith Ortiz Cofer, ● *Rikki-tikki-tavi* by Rudyard Kipling ● *Dark They Were, and Golden Eye* by Ray Bradbuy ● Drums, Girls, and Dangerous Pies by Jordan Sonnenblick ● Hoot by Carl Hiassen ● Fair Weather by Richard Peck ● “Two Kinds” excerpt from *The Joy Luck Club* by Amy Tan ● Excerpt from *Hope Was Here* by Joan Baurer ● Excerpt from *Hatchet* by Gary Paulsen ● Excerpt from *Riding Freedom* by Pam Munoz Ryan ● The Story of Victor d’Aveyron, the Wild Child ● “Tutors Teach Seniors New High-Tech Tricks” by Jennifer Ludden, NewsArticle

		• "Silent Spring" by Rachel Carson, descriptive nonfiction

UNIT: WRITING DOMAIN

Standard: W.IW.7.2	**Content Topic:** Write informative / explanatory texts (including the narration of historical events, scientific procedures /experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structure (e.g., definition, classification, comparison/ contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension
W.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
W.IW.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts
W.IW.7.2.D	Use precise language and domain / grade-level-specific vocabulary to inform about or explain the topic
W.IW.7.2.E	Establish and maintain a formal style academic style, approach and form
W.IW.7.3.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented

Practices / Skills & Lesson / Learning Activities
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Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
journaling Small group skill work / observations Anecdotal notes Readers / Writers notebook Reading response assessment Formative: • Grammar check- dashes and parentheses • Word of the Week • Root Trees for Greek &	Writing Benchmark	• Scholastic Action Magazine • Vocabulary Book • Greek & Latin Roots • Whiteboard and markers • Handouts with excerpts for analysis • Vocabulary lists • "A Simple Act" by Tyler Jackson • *Trip to Mars Could Damage Astronauts' Brains*

Latin Summative: ● Writing samples ● Grammar Skills Quiz ● Greek & Latin roots quiz ● Reading Comprehension Alternative: ● Poetry portfolio		● *An Hour with Abelo* by Judith Ortiz Cofer, ● *Rikki-tikki-tavi* by Rudyard Kipling ● *Dark They Were, and Golden Eye* by Ray Bradbuy ● Drums, Girls, and Dangerous Pies by Jordan Sonnenblick ● Hoot by Carl Hiassen ● Fair Weather by Richard Peck ● "Two Kinds" excerpt from *The Joy Luck Club* by Amy Tan ● Excerpt from *Hope Was Here* by Joan Baurer ● Excerpt from *Hatchet* by Gary Paulsen ● Excerpt from *Riding Freedom* by Pam Munoz Ryan ● The Story of Victor d'Aveyron, the Wild Child ● "Tutors Teach Seniors New High-Tech Tricks" by Jennifer Ludden, NewsArticle ● "Silent Spring" by Rachel Carson, descriptive nonfiction

UNIT: WRITING DOMAIN

Standard: W.NW.7.3	**Content Topic:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.NW.7.3.A	Engage and orient the reader by establishing a context and point of view and introducing the narrator and / or characters; organize an event sequence that unfolds naturally and logically
W.NW.7.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and / or characters
W.NW.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
W.NW.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
W.NW.7.3.E	Provide a conclusion that follows from the narrated experiences or events

Practices / Skills & Lesson / Learning Activities
● Explain the importance of setting up a context and point of view in a narrative. Discuss how this helps readers understand where and when the story takes place and who the characters are. Show examples from literature or short stories where the narrator or characters are introduced effectively. ● Teach students how to organize events in a sequence that unfolds naturally and logically. Discuss the concept of plot structure (exposition, rising action, climax, falling action, resolution). Model this with a simple story outline on the board, highlighting how each part of the plot contributes to the narrative's flow. ● Introduce narrative techniques such as dialogue, pacing, and description. Discuss how these techniques help to develop characters, events, and experiences. Provide examples of effective dialogue, varied pacing (fast and slow moments), and vivid descriptions from well-known stories or texts. ● Explain the importance of using transition words, phrases, and clauses to convey sequence and signal shifts in time or setting within a narrative. Create a list of transition words and phrases on the board and discuss when and how to use them effectively in writing. ● Teach students how to use precise words, relevant descriptive details, and sensory language to convey experiences and events vividly. Provide examples of sensory language (sight, sound, touch, taste, smell) and descriptive details that create a rich image for the reader. ● Discuss the importance of providing a conclusion that follows from the narrated experiences or events. Emphasize closure and reflection on the events that have transpired. Model how to effectively conclude a narrative, tying up loose ends or leaving readers with a satisfying ending. Independent Reading- ● Have students begin writing their own narratives. Encourage them to incorporate the techniques and strategies discussed in class. Small Groups- ● Allow a few students to share their narratives with the class (time permitting). Encourage peer feedback focusing on what was effective in engaging the reader and areas for improvement. Wrap up with a brief reflection on what students have learned about writing effective narratives

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Evaluate students' narratives based on their ability to: ● Establish context and point of view effectively ● Organize event sequences logically ● Use narrative techniques (dialogue, pacing, description) appropriately ● Use transition words and phrases to convey sequence ● Incorporate precise words, sensory language, and relevant details ● Provide a conclusion that follows from the narrated experiences or events	DRA / Running Records Writing Benchmark	● Scholastic Action Magazine ● Vocabulary Book ● Greek & Latin Roots ● Whiteboard and markers ● Handouts with excerpts for analysis ● Vocabulary lists ● "A Simple Act" by Tyler Jackson ● *Trip to Mars Could Damage Astronauts' Brains* ● *An Hour with Abelo* by Judith Ortiz Cofer, ● *Rikki-tikki-tavi* by Rudyard Kipling ● *Dark They Were, and Golden Eye* by Ray Bradbuy ● Drums, Girls, and Dangerous Pies by Jordan

journaling Small group skill work / observations Anecdotal notes Readers / Writers notebook Reading response assessment Formative: ● Grammar check- dashes and parentheses ● Word of the Week ● Root Trees for Greek & Latin Summative: ● Writing samples ● Grammar Skills Quiz ● Greek & Latin roots quiz ● Reading Comprehension Alternative: ● Poetry portfolio		Sonnenblick ● Hoot by Carl Hiassen ● Fair Weather by Richard Peck ● "Two Kinds" excerpt from *The Joy Luck Club* by Amy Tan ● Excerpt from *Hope Was Here* by Joan Baurer ● Excerpt from *Hatchet* by Gary Paulsen ● Excerpt from *Riding Freedom* by Pam Munoz Ryan ● The Story of Victor d'Aveyron, the Wild Child ● "Tutors Teach Seniors New High-Tech Tricks" by Jennifer Ludden, NewsArticle ● "Silent Spring" by Rachel Carson, descriptive nonfiction

UNIT: WRITING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed
W.WR.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation
W.SE.7.6	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
W.RW.7.7	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.

Practices / Skills & Lesson / Learning Activities
● In pairs or small groups, have students generate research questions based on a given topic or prompt related to their curriculum or interests (e.g., climate change, historical events, favorite authors). Encourage them to generate additional related questions for further investigation. ● Assign students to refine their research questions and come prepared with at least one reliable online and one

offline source for the next class.
- In the computer lab or with devices, guide students through effective search strategies using search engines and digital databases. Remind them to assess the credibility and relevance of sources.
- Provide a checklist or criteria for assessing the credibility of sources (e.g., author expertise, publication date, bias). Have students evaluate their chosen sources individually or in pairs.
- Demonstrate how to take effective notes, distinguishing between direct quotes, paraphrases, and personal analysis. Guide students in organizing their notes based on their research questions.
- Have students begin writing their research-based essays or reports, using their notes and outline. Encourage them to focus on how well they are addressing the purpose and intended audience.
- Pair students to exchange drafts and provide feedback based on the objectives (purpose, audience, clarity).
- Provide a checklist or guiding questions for peer review (e.g., Does the introduction clearly state the purpose? Is the information well-organized for the audience?).
- Allow students to revise their drafts based on peer feedback and their own reflections.
- Emphasize the importance of revising for clarity, coherence, and accuracy of information
- Have students present their research findings orally or through multimedia presentations.
- Explore different formats for presenting research (e.g., infographic, podcast)

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
journaling Small group skill work / observations Anecdotal notes Readers / Writers notebook Reading response assessment Formative: ● Grammar check- dashes and parentheses ● Word of the Week ● Root Trees for Greek & Latin ● IXL Modules Summative: ● Writing samples ● Grammar Skills Quiz ● Greek & Latin roots quiz ● Reading Comprehension Alternative: ● Poetry portfolio	DRA / Running Records Writing Benchmark	● Scholastic Action Magazine ● Vocabulary Book ● Greek & Latin Roots ● Whiteboard and markers ● Handouts with excerpts for analysis ● Vocabulary lists ● "A Simple Act" by Tyler Jackson ● *Trip to Mars Could Damage Astronauts' Brains* ● *An Hour with Abelo* by Judith Ortiz Cofer, ● *Rikki-tikki-tavi* by Rudyard Kipling ● *Dark They Were, and Golden Eye* by Ray Bradbuy ● Drums, Girls, and Dangerous Pies by Jordan Sonnenblick ● Hoot by Carl Hiassen ● Fair Weather by Richard Peck ● "Two Kinds" excerpt from *The Joy Luck Club* by Amy Tan ● Excerpt from *Hope Was Here* by Joan Baurer ● Excerpt from *Hatchet* by Gary Paulsen ● Excerpt from *Riding Freedom* by Pam Munoz

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Technology	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
Google docs, Sheets, and slides ● 8.2.8.ITH.1- Explain how the development and use of technology influences economic, political, social and cultural issues. ● 8.2.8.ITH.5- Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another	Issues that Children Face Throughout the World ● WHST.6.8.2- Write informative / explanatory texts, including the narration of historical events, scientific procedures, experiments or technical processes. ● WHST.6.8.8- 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.

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Refer to IEPS for more specific accommodations and modifications for special education students ● Refer to 504 plans for more specific accommodations and modifications ● Preferential Seating ● Reduced number of assignments ● Simplified directions ● tutoring ● Audio version of texts ● Additional Copy of textbook ● Advanced notes ● Extended time ● Workshop Model ● Students read at Independent level ● Conferencing ● Small group instruction	● Graphic organizers ● Visual Aids ● Peer help / interactions ● Speaking slowly and distinctly ● Modified assessments ● Advanced notes ● Extended time ● Additional copy of textbook ● Extended time ● Guided notes	● Text at higher levels ● Student centered projects ● Independent study ● Accelerated curriculum ● Extension assignments ● Increased higher order questioning

UNIT: SPEAKING AND LISTENING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
SL.PE.7.1.A.	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. 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
SL.PE.7.1.B	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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.PE.7.1.C	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. 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
SL.PE.7.1.D	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. Acknowledge new information expressed by others and, when warranted, modify their own views
SL.II.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
SL.ES.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
SL.PI.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
SL.UM.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Practices / Skills & Lesson / Learning Activities
● Assign students a reading or research task prior to the lesson (e.g., an article or passage related to a current topic of study). ● Instruct students to read or research the material and annotate key points and evidence. ● Form small groups of 4-5 students each. ● Each group selects a facilitator (to keep discussion on track), a recorder (to jot down main points), and a presenter (to share group findings). ● Facilitate discussions where students build on each other's ideas, express their own thoughts clearly, and refer to evidence from the reading or research. ● Encourage students to pose questions that promote deeper understanding and to respond to others' questions and comments constructively. ● Monitor groups to ensure discussions are collegial and productive.

- Ask students to reflect on how their views may have been modified based on new information or perspectives shared during the discussion.
- Discuss the importance of being open to new ideas and modifying one's views when warranted.
- Briefly introduce the criteria for effective presentations (clear expression, evidence-based claims, etc.).
- Instruct students to prepare a short presentation summarizing the main ideas discussed within their group.
- Encourage the use of multimedia components (if available) to clarify and emphasize key points.
- Each group presents their findings to the class, focusing on salient points and supporting details.
- Students should demonstrate appropriate volume, eye contact, and clear pronunciation.
- Allow time for brief questions or comments from classmates after each presentation.

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
• Assess student participation in collaborative discussions based on their ability to build on others' ideas, express themselves clearly, and refer to evidence. • Evaluate presentations based on clarity, coherence, use of evidence, and effective use of multimedia (if applicable). • Journaling • Small group skill work / observations • Anecdotal notes • Readers / Writers notebook • Reading response assessment Formative: • Grammar check- dashes and parentheses • Word of the Week • Root Trees for Greek & Latin Summative: • Writing samples • Grammar Skills Quiz • Greek & Latin roots quiz • Reading Comprehension Alternative: • Poetry portfolio	DRA / Running Records Writing Benchmark	• Scholastic Action Magazine • Vocabulary Book • Greek & Latin Roots • Whiteboard and markers • Handouts with excerpts for analysis • Vocabulary lists • "A Simple Act" by Tyler Jackson • *Trip to Mars Could Damage Astronauts' Brains* • *An Hour with Abelo* by Judith Ortiz Cofer, • *Rikki-tikki-tavi* by Rudyard Kipling • *Dark They Were, and Golden Eye* by Ray Bradbuy • Drums, Girls, and Dangerous Pies by Jordan Sonnenblick • Hoot by Carl Hiassen • Fair Weather by Richard Peck • "Two Kinds" excerpt from *The Joy Luck Club* by Amy Tan • Excerpt from *Hope Was Here* by Joan Baurer • Excerpt from *Hatchet* by Gary Paulsen • Excerpt from *Riding Freedom* by Pam Munoz Ryan • The Story of Victor d'Aveyron, the Wild Child • "Tutors Teach Seniors New High-Tech Tricks" by Jennifer Ludden, NewsArticle • "Silent Spring" by Rachel

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For all ELA units:

21st Century Education (NJSLS Standard 9)	Career Education
<u>THEMES:</u> Global Awareness Civic Literacy Environmental Literacy Communication Collaboration Media Literacy	-Arts, A/V Technology & Communication -Government and Public Administration -Education and Training

SKILLS: CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence	