

Englewood on the Palisades Charter School
NJ State Standards-Aligned Curriculum
Grade Seven
English Language Arts

Grade Seven ELA Curriculum

The Grade Seven ELA curriculum aligns with NJSLs and aims to create a strong foundation for learners in the areas of literacy, language development, and communication skills. This curriculum provides a structured approach to help third grade students continue to grow into confident readers and writers. To create a strong foundation, it is vital to nurture literacy skills, enhance communication abilities, and foster a love for reading and writing. This curriculum involves a comprehensive approach to developing children's reading, writing, listening, and speaking skills.

Throughout the school year, formative and summative assessments should be incorporated to monitor student progress. The curriculum should also be flexible to adapt to individual student needs and provide additional support for struggling learners.

NJSLS ELA Strands

Reading Foundational Skills:

- **Phonological Awareness:** Develop phonemic awareness, recognizing and manipulating sounds in spoken words.
- **Print Concepts:** Understand the conventions of print, including letter-sound relationships, directionality, and spacing between words.

Reading Literature and Informational Texts:

- **Reading Comprehension:** Engage with texts through listening, discussion, and understanding main ideas.
- **Literary Analysis:** Explore story elements such as characters, settings, and events in narratives.
- **Informational Texts:** Develop an understanding of informational texts and their features.

Writing:

- **Text Types and Purposes:** Encourage students to write for different purposes (narrative, informative, opinion).
- **Production and Distribution:** Begin to compose sentences using letters, sounds, and sight words.
- **Research and Inquiry:** Introduce basic research skills through observing, asking questions, and gathering information.

Speaking and Listening:

- **Collaborative Discussions:** Engage in conversations and discussions, expressing thoughts and ideas.
- **Presentation of Knowledge and Ideas:** Communicate effectively using speech to convey information and narrate experiences.

Language:

- **Vocabulary Acquisition and Use:** Develop vocabulary by exploring words and their meanings in context.
- **Conventions of Standard English:** Understand grammar, punctuation, and usage in simple sentences.
- **Language Knowledge:** Develop an understanding of language as a system, including recognizing and producing rhymes, understanding word families, and using basic sentence structure.

Teaching Strategies and Approaches

- **Interactive Read-Alouds:** Use diverse texts to promote listening skills, vocabulary development, and comprehension.
- **Phonics and Word Study:** Employ multisensory activities to teach letter-sound correspondence, sight words, and basic decoding skills.
- **Shared Reading and Writing:** Model reading/writing processes, encouraging students to read/participate in crafting sentences and short texts.
- **Guided Reading and Writing:** Students participate in reading/crafting sentences and short texts with guidance from the teacher.
- **Collaborative Learning:** Engage students in discussions, peer interactions, and group activities to enhance speaking and listening skills.
- **Integration of Technology:** Utilize age-appropriate digital tools and resources to reinforce ELA concepts and skills.

Assessment and Evaluation

- **Formative Assessment:** Use ongoing observations, checklists, and anecdotal records to monitor students' progress in reading, writing, speaking, and listening.
- **Informal Reading Inventories:** Assess students' reading levels and comprehension through informal assessments.
- **Writing Portfolios:** Collect and analyze students' writing samples to track growth in writing skills over time.
- **Teacher-Guided Conferences:** Conduct one-on-one conversations to assess students' understanding and provide targeted feedback.

Differentiation and Support

- **Small Group Instruction:** Provide targeted support to address individual learning needs in reading, writing, or language skills.
- **Flexible Grouping:** Adjust groupings based on students' abilities and learning styles to provide tailored instruction.
- **Multi-modal Instruction:** Incorporate various teaching methods to accommodate diverse learning preferences.
- **Collaboration with Support Staff:** Work with specialists to address the needs of students requiring additional support.

This framework aims to establish a strong ELA foundation by aligning instructional practices with the NJSLs while considering the developmental needs and diverse learning styles of students.

Important Considerations When Choosing Mentor Texts

- **Genre Variety:** Select texts from diverse genres to expose students to different writing styles and purposes.
- **Complexity Level:** Choose texts that are appropriate for the reading level of your students, with challenges that are attainable.
- **Text Connections:** Encourage students to reflect on how the text relates to their own experiences to deepen understanding.
- **Discussion & Analysis:** Use guided discussions and close reading strategies to analyze key elements of the text and support evidence-based interpretations.

Amistad Law: *N.J.S.A. 18A 52:16A-88*

[Amistad's Commission for Literacy Components in the Primary Grades](#)
[10 African and African American Folktales for Children](#)
[Learning Materials for Black History](#)

Holocaust Law: *N.J.S.A. 18A:35-28*

[Books About the Holocaust](#)
[Holocaust Books for Middle Grade Readers](#)
[Books for Teaching About the Holocaust](#)

LGBT+ and Disabilities Law: *N.J.S.A. 18A:35-4.35*

[Books with LGBTQ+ Characters](#)
[Books with Characters on the Autism Spectrum](#)
[Books with Characters who Have Learning and Attention Challenges](#)
[Books with Characters Who Have Physical Disabilities or Chronic Illnesses](#)

Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*

[Books that Promote Diversity and Inclusion](#)
[Multicultural Literature List](#)

Asian American and Pacific Islander : *N.J.S.A. 18A:35-4.44*

[Books with Asian, Asian American, and Pacific Islander Characters](#)
[Book List with Asian and Pacific Island Characters](#)

Standards in Action: *Climate Change*

New Jersey became the first state in the nation to include climate change across content areas with the adoption of the 2020 New Jersey Student Learning Standards (NJSLS). The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

Climate Change Suggestions for Seventh Grade:

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.

Climate Change Example: Students may evaluate claims and evidence of factors that have caused climate change over the past century.

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.

Climate Change Example: Students may determine the credibility of multiple digital and print data sources that can be used as supporting evidence in constructing a model for describing the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

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.

Climate Change Example: Students may present data on the impacts that climate change has on New Jersey to inform the development of related technologies.

Grade Seven ELA Unit	Length
Unit 1: Understanding Texts: Evidence, Perspective, and Effective Communication	9 weeks
Unit 2: From Evidence to Inference: Analyzing and Interpreting Texts with Confidence	9 weeks
Unit 3: Interpreting and Crafting: Analysis, Writing, and Presentation Skills	9 weeks
Unit 4: Crafting Understanding: Exploring and Communicating Ideas in Texts	9 weeks
Total	36 weeks

Unit 1: Understanding Texts: Evidence, Perspective, and Effective Communication

Unit Goal:

This unit aims to develop students' abilities to analyze and interpret both literary and informational texts through a variety of strategies. Students will learn to cite textual evidence, determine themes or central ideas, and understand how an author's structure and perspective influence the text's

meaning. Additionally, the unit emphasizes effective writing techniques, including the use of text structures and vocabulary, to convey ideas clearly and engage readers. Collaborative discussions and presentations will be integral to the unit, providing opportunities for students to enhance their communication skills and adapt their language to various contexts and audiences. Through these activities, students will gain a deeper understanding of how to critically engage with texts and express their ideas effectively.

Duration: 9 weeks

Essential Questions:

- How can citing textual evidence help us support our analysis of a text?
- What strategies can we use to determine the theme or central idea of a literary or informational text?
- In what ways does an author's choice of structure contribute to the overall meaning of a text?
- How do different points of view in a text influence our understanding of the narrative or argument?
- What role does perspective play in shaping the content and purpose of a text?
- How can we effectively organize and present information in writing to convey ideas clearly and engagingly?
- How can we use vocabulary knowledge to enhance our understanding of texts and improve our writing?
- How do collaborative discussions enhance our comprehension and interpretation of texts?
- What strategies can we employ to adapt our speech and writing for different contexts and audiences?

Enduring Understandings:

- Citing textual evidence is crucial for supporting both explicit and implicit interpretations of texts. By connecting evidence to our analysis, we deepen our understanding and ensure our interpretations are grounded in the text.
- Identifying and explaining the theme or central idea in a text helps us understand the author's message and the text's purpose. This involves analyzing details and summarizing content without personal bias.
- The structure of a text, including genre-specific elements, shapes its meaning and effectiveness. Understanding how authors use structure helps us analyze and appreciate the nuances of different genres.
- Authors convey perspectives and purposes through various narrative techniques and viewpoints. Recognizing these techniques enhances our ability to critically evaluate texts and understand differing viewpoints.
- Effective writing involves organizing information clearly and coherently, using appropriate text structures and features. This helps in conveying complex ideas and engaging the audience.
- Mastery of vocabulary and language conventions enriches comprehension and expression. Using precise language and understanding word meanings are essential for effective communication.
- Engaging in collaborative discussions allows us to build on others' ideas and refine our own understanding. It fosters critical thinking and enhances comprehension through diverse perspectives.
- Adapting speech and writing to different contexts and audiences is key to effective communication. This includes using formal and informal language appropriately and considering audience needs.

NJSLS:

Reading

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 in a literary text (e.g. stories, plays or poetry) explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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.

Writing

W.IW.7.2. 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.

W.IW.7.2.A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) 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.

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.

Speaking and Listening

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

SL.PE.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by

referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.PE.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.PE.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.PE.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.7.1.A. Explain the function of phrases and clauses in general and their function in specific sentences.

L.SS.7.1.E. Recognize spelling conventions.

L.KL.7.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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 and redundancy.

L.VL.7.3. 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.

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.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).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Companion Standards

9.2 Career Awareness

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.4 Life Literacies and Key Skills

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4 Digital Citizenship

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4 Information/Media Literacy

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4 Technology Literacy

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Social Studies/Science/Other

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Reading Skills	Activities/Resources
Text Type: (fiction and nonfiction) 1 - 2 Extended Texts	

4-8 shorter texts depending upon length and complexity

- Paraphrase evidence from text
- Correctly cite evidence
- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- Use evidence from the text to make and check predictions as you read
- Make personal connections, connections to other texts, and/or global connections, when relevant
- Gather evidence from the text to support inferences or explicit meaning
- Read and analyze a variety of literary genres and informational texts
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences
- Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence
- Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text

Theme Detective

Materials:

1. Copies of selected short stories or novel excerpts
2. Highlighters
3. Theme graphic organizers
4. Paper and pens

Directions:

1. Read and Highlight: Read the assigned text and highlight key details that seem to relate to the theme.
2. Identify Theme: Use the theme graphic organizer to identify and write down the theme of the text based on the highlighted details.
3. Support with Evidence: Find and list three pieces of evidence from the text that support your identified theme.
4. Discuss and Compare: In small groups, compare the themes identified by different group members and discuss how each piece of evidence supports their theme.

Evidence Parade

Materials:

1. Short informational text passages
2. Evidence citation handouts
3. Paper and pens

Directions:

1. Read Closely: Read the provided informational texts carefully, looking for key details and evidence.
2. Cite Evidence: Use the evidence citation handouts to paraphrase and correctly cite pieces of evidence from the text that support a given claim.
3. Create an Evidence Parade: Present your cited evidence to the class, explaining how each piece supports the claim and discussing any patterns you noticed in the text.
4. Peer Review: Review a peer's evidence citations and provide constructive feedback.

- Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text
- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
- Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
- Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text
- Summarize the text objectively, capturing the main ideas
- Distinguish between essential and nonessential details of a text to create an objective summary of the text
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- Analyze the impact of specific word choice on meaning and/or tone
- Explain poetic devices used in text
- Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
- Analyze why the author used a specific word choice or

Word Choice Workshop

Materials:

1. Excerpts of poetry and prose
2. Word choice analysis worksheets
3. Paper and pens

Directions:

1. Analyze Excerpts: Read the excerpts and use the word choice analysis worksheets to identify and note specific words or phrases that impact the meaning or tone.
2. Discuss Impact: Discuss how these word choices affect the reader's understanding and the overall tone of the text.
3. Poetic Devices: Identify and explain any poetic devices used (e.g., rhyme scheme, alliteration).
4. Share Findings: Share your findings with the class, explaining the impact of word choice and poetic devices.

Text Structure Exploration

Materials:

1. Samples of different text structures (e.g., cause-effect, compare-contrast)
2. Text structure graphic organizers
3. Paper and pens

Directions:

1. Examine Structures: Review the samples of different text structures and note how they are organized.
2. Complete Graphic Organizers: Use the graphic organizers to outline the structure of a given text and explain how it contributes to the overall meaning.
3. Discuss Structure Impact: In groups, discuss how changing the structure of the text would alter its meaning.
4. Present Findings: Present your analysis of how the structure impacts the text's meaning and effectiveness.

Perspective Power

Materials:

sound device

- Analyze the impact of a word choice or sound device on the reader
- Evaluate the effectiveness of the author's word choice or sound device
- Describe the form and structure of a drama or poem
- Describe the structure used to organize a nonfiction text ~~texts~~
- Explain how text structure impacts overall meaning of text
- Identify how the differing form or structure of a text contributes to its meaning
- Analyze how parts of a text contribute to meaning
- Explain why the author chose a specific form or structure
- Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)
- Evaluate the effectiveness of the chosen form or structure
- Identify the viewpoints of characters in a text
- Compare and contrast the characters' points-of-view
- Trace how the author created and conveyed the similar and/or dissimilar characters
- Analyze the impact of the author's point of view choices on the reader
- Evaluate the effectiveness of the author's point of view choices

1. Excerpts from texts with different points of view
2. Perspective analysis handouts
3. Paper and pens

Directions:

1. Identify Perspectives: Read the excerpts and identify the different viewpoints of characters or narrators.
2. Analyze Techniques: Use the perspective analysis handouts to analyze how the author conveys each perspective and the impact on the reader.
3. Compare Viewpoints: Compare and contrast the viewpoints of characters or narrators, discussing how these perspectives influence the reader's understanding of the text.
4. Class Discussion: Engage in a class discussion about the effectiveness of the author's point of view choices and how they impact the reader.

• Identify the author's point of view • Explain the techniques the author uses to distinguish his/her point of view from others • Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others	
Writing Skills	Activities
Writing Genre: Informational/Explanatory Literary Analysis Research Routine Writing	
• Focus writing on thoroughly describing or explaining a topic • Identify the defining elements of this specific writing genre • Explore topics from their content area classes. • Introduce a topic clearly, previewing what is to follow • Organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect • Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension • Include relevant supporting facts, information, and details • Transition between ideas using appropriate words and phrases	Exploring Genres Materials: 1. Samples of various writing genres (e.g., narrative, expository, persuasive, descriptive) 2. Genre analysis worksheets 3. Paper and pens Directions: 1. Read and Analyze: Review the provided samples of different writing genres. 2. Complete Worksheet: Use the genre analysis worksheets to identify the defining elements of each genre, including structure, style, and tone. 3. Classify and Discuss: Classify each sample into its respective genre and discuss as a class how the characteristics of each genre are reflected in the text. 4. Write in Genre: Choose one genre and write a short piece using its defining characteristics.

- Select precise language and domain-specific vocabulary
- Consistently use an appropriate style
- Create language that is appropriate to one's audience and follows a formal tone
- Write a conclusion to bring the text to a close
- Identify defining characteristics of different genres of writing
- Unpack the writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice in writing
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing.
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
- Use technological resources to enhance writing
- Follow appropriate typing format and conventions
- Use technology to broaden research base
- Use evidence found online to support ideas

Research and Synthesize

Materials:

1. Research question prompts
2. Access to digital and print resources
3. Note-taking sheets
4. Paper and pens

Directions:

1. Select and Explore: Choose a research question or topic and gather information from various sources using keywords.
2. Organize Information: Take notes, categorizing information into relevant sections (e.g., definition, classification, cause/effect).
3. Synthesize and Write: Synthesize the information to draft a well-organized informational text, using appropriate headings, graphics, and multimedia if helpful.
4. Review and Revise: Use peer feedback and self-editing checklists to revise and improve the text.

Effective Communication

Materials:

1. Writing prompt handouts
2. Peer review checklists
3. Computers/Tablets

Directions:

1. Unpack the Prompt: Review the writing prompt and outline the specific purpose and audience.
2. Draft Writing: Write a piece focused on thoroughly describing or explaining the topic, using a clear structure and appropriate style.
3. Peer Review: Exchange drafts with a peer and use the review checklists to give and receive feedback on clarity, organization, and effectiveness.
4. Revise and Finalize: Incorporate feedback to revise your draft, focusing on improving language, organization, and adherence to the writing prompt.

Thematic Analysis

- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Engage in short research projects to answer a self-selected or teacher assigned questions
- Develop research questions
- Determine keywords or topics for each question
- Search for informational sources in an effort to answer the question
- Compose follow-up research questions based on the initial search
- Explain quotations used as support to enhance meaning
- Research and synthesize information from several sources
- Conduct research and synthesize multiple sources of information
- Use search terms effectively
- Write a clear thesis statement
- Draw evidence from texts to support thesis
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations
- Identify examples of plagiarism in writing

Materials:

1. Short stories or novel excerpts
2. Thematic analysis graphic organizers
3. Paper and pens

Directions:

1. Read and Highlight: Read the assigned text and highlight key details that reveal the theme.
2. Analyze and Organize: Use the thematic analysis graphic organizer to identify and describe the theme, supporting it with evidence from the text.
3. Write Summary: Write a summary that captures the main ideas and how they support the theme, avoiding personal opinions.
4. Group Discussion: Share your analysis with the class and discuss the different themes and how they are conveyed through the text.

Presentation Prep

Materials:

1. Research findings or writing projects
2. Multimedia tools (e.g., PowerPoint, Prezi)
3. Presentation rubrics

Directions:

1. Prepare Presentation: Create a multimedia presentation of your research findings or writing project, incorporating relevant graphics, charts, and audio.
2. Practice Delivery: Practice delivering the presentation, focusing on clear pronunciation, eye contact, and engaging delivery.
3. Peer Review: Present to a peer group and provide feedback based on the presentation rubric.
4. Revise and Finalize: Revise your presentation based on peer feedback and deliver the final presentation to the class.

• Paraphrase source information to avoid plagiarism in writing • Incorporate ideas from literary or informational texts to support writing • Deconstruct and reflect upon textual evidence • Identify evidence that supports claims in literary analysis • Logically connect evidence to claims in writing • Select direct and indirect quotations that relate to the topic as evidence • Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Recognize and identify multiple organizational models • Apply a specific organizational strategy to a writing • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain decisions made while crafting a piece of writing • Produce written reflections • Write for a variety of audiences and purposes on an array of cross-curricular topics	
Speaking and Listening Skills	Activities
Task Types: Small and whole group discussions	

- Read required texts prior to discussions
- Prepare for discussions
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Present information using sound, detailed, and relevant evidence in a coherent manner.
- Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic
- Use practices that engage the audience (ie: eye contact, volume, pronunciation)
- Emphasize important points with different pitch or volume
- Elaborate on a point that listeners may need more explanation to understand
- Orally present information, using appropriate speech, in

Text Discussion Preparation

Materials:

1. Copies of assigned texts
2. Discussion prep sheets
3. Paper and pens

Directions:

1. Read the Text: Read the assigned text thoroughly before the discussion.
2. Complete Prep Sheets: Fill out the discussion prep sheets by noting key points, themes, and questions you have about the text.
3. Prepare for Discussion: Use the prep sheets to prepare responses and questions for the upcoming discussion.
4. Participate in Discussion: Engage in the class discussion, using your notes to contribute relevant ideas and questions.

Structured Group Conversations

Materials:

1. Discussion topic cards
2. Discussion role cards (e.g., moderator, timekeeper, note-taker)
3. Paper and pens

Directions:

1. Assign Roles: Choose or assign roles for each group member (e.g., moderator, note-taker).
2. Discuss Topics: Use the topic cards to guide your group conversation. Ensure each member participates and follows the assigned roles.
3. Reflect and Summarize: After the discussion, reflect on the conversation, and the note-taker summarizes the key points discussed.
4. Present Summary: Share the group's summary with the class, ensuring clarity and coherence.

Persuasive Speech Preparation

Materials:

1. Speech planning worksheet

a variety of situations • Recognize and consider the audience • Determine if the topic and language style correspond appropriately • Reflect on the use of language and revise as needed	2. Access to research materials (books, articles, internet) 3. Paper and pens Directions: 1. Choose a Topic: Select a topic for your persuasive speech. 2. Research and Plan: Use research materials to gather evidence and build arguments. Fill out the speech planning worksheet with your main arguments, evidence, and counterarguments. 3. Draft the Speech: Write a draft of your persuasive speech, focusing on presenting detailed, relevant evidence. 4. Practice Presentation: Rehearse your speech, paying attention to eye contact, volume, and pronunciation. Effective Presentation Skills Materials: 1. Multimedia tools (e.g., PowerPoint, Prezi) 2. Presentation rubric 3. Paper and pens Directions: 1. Prepare Presentation: Create a multimedia presentation based on your speech or research project. Incorporate visuals, charts, and relevant details. 2. Practice Delivery: Practice delivering your presentation, emphasizing important points and adjusting pitch or volume as needed. 3. Present to Class: Deliver your presentation to the class, engaging the audience with effective eye contact and clear pronunciation. 4. Self-Reflect: After presenting, reflect on your performance using the presentation rubric and make revisions if needed.
Language Skills	Activities
• Identify phrases and clauses in sentences in reading	Phrases and Clauses Hunt Materials: 1. Copies of selected sentences from various texts

- Explain the function of phrases and clauses in general
- Explain the function of phrases and clauses in specific sentences
- Apply common rules and patterns to spell words correctly
- Select precise language
- Revise writing for wordiness and redundancies
- Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- Consult reference materials that are both printed and digital
- Understand and apply conversational, academic, and domain specific vocabulary
- Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

2. Highlighters
3. Paper and pens

Directions:

1. Distribute Sentences: Provide each student with a set of sentences from different texts.
2. Identify Phrases and Clauses: Ask students to highlight phrases and clauses in each sentence.
3. Explain Functions: Have students write a brief explanation of the function of each identified phrase and clause within the sentence.
4. Review as a Class: Discuss the findings and explanations as a class to ensure understanding.

Context Clues Detective

Materials:

1. Excerpts from texts with challenging vocabulary
2. Dictionaries and thesauruses (printed or digital)
3. Paper and pens

Directions:

1. Read Excerpts: Provide students with text excerpts containing unfamiliar words.
2. Use Context Clues: Instruct students to use context clues from the surrounding text to infer the meaning of the unknown words.
3. Consult Reference Materials: Have students check their inferred meanings using dictionaries or glossaries.
4. Verify Meanings: Students compare their inferred meanings with the dictionary definitions to verify accuracy.
5. Share Findings: Discuss the correct meanings and how they were determined.

Vocabulary Builder

Materials:

1. Vocabulary list with Greek and Latin roots
2. Reference materials (dictionaries, glossaries, thesauruses)
3. Paper and pens

Directions:

	1. Introduce Roots: Provide students with a list of Greek and Latin roots and their meanings. 2. Identify Words: Ask students to find words containing these roots in their texts or reference materials. 3. Determine Meanings: Have students use the roots to determine the meanings of these words. 4. Create Sentences: Students use the newly learned words in sentences to demonstrate understanding. 5. Discuss Words: Share and discuss the sentences and meanings as a class. Revise and Refine Materials: 1. Drafts of student writing 2. Editing checklists for wordiness and redundancies 3. Paper and pens Directions: 1. Draft Review: Each student reviews their draft writing. 2. Identify Issues: Using an editing checklist, students identify and highlight areas with wordiness and redundancies. 3. Revise Drafts: Students revise their drafts, focusing on removing unnecessary words and improving clarity. 4. Peer Review: Students exchange drafts with peers for additional feedback on wordiness and redundancies. 5. Final Edit: Students make final revisions based on peer feedback.

Assessments
Formative Assessments 1. Theme Detective Activity: Evaluate students' ability to identify and support themes with textual evidence. 2. Evidence Parade Presentation: Assess accuracy in paraphrasing and citing evidence.

3. **Word Choice Workshop Worksheets:** Review students' ability to analyze word choices and poetic devices.
4. **Text Structure Exploration Graphic Organizers:** Check understanding of text structure and its impact on meaning.
5. **Perspective Power Analysis Handouts:** Evaluate comprehension of different perspectives and author techniques.
6. **Exploring Genres Activities:** Assess students' ability to identify and analyze the characteristics of different genres.
7. **Research and Synthesize Note-Taking Sheets:** Evaluate students' ability to gather and organize research information effectively.
8. **Effective Communication Peer Reviews:** Review feedback and revisions to gauge understanding of writing prompts and the ability to incorporate peer feedback.
9. **Thematic Analysis Graphic Organizers:** Check students' ability to identify themes and provide supporting evidence from the text.
10. **Presentation Prep Practice:** Observe students' preparation and practice for presentations, including the use of multimedia tools.
11. **Discussion Prep Sheets:** Evaluate students' ability to prepare relevant points and questions before discussions.
12. **Group Conversation Role Fulfillment:** Observe students' participation and adherence to assigned roles during group discussions.
13. **Speech Planning Worksheets:** Assess students' ability to organize arguments and evidence effectively for persuasive speeches.
14. **Presentation Practice:** Observe students' practice sessions to gauge their use of eye contact, volume, and pronunciation.
15. **Phrases and Clauses Hunt:** Assess students' ability to correctly identify and explain phrases and clauses in sentences.
16. **Context Clues Detective:** Evaluate students' skill in using context clues and verifying meanings of unknown words.
17. **Vocabulary Builder:** Check students' understanding of Greek and Latin roots and their ability to use them in context.
18. **Revise and Refine:** Review students' ability to identify and correct wordiness and redundancies in their writing.
1. **Phrases and Clauses Test:** A quiz where students identify and explain phrases and clauses in given sentences.

Summative Assessments

1. **Theme Analysis Essay:** Write an essay analyzing the theme of a given literary text, supported by textual evidence.
2. **Informational Text Analysis:** Analyze and cite evidence from an informational text, including providing a summary and evaluating the central idea.
3. **Poetic Analysis:** Analyze a poem or excerpt for word choice, poetic devices, and their impact on meaning and tone.
4. **Text Structure Report:** Write a report on the structure of a nonfiction text and its effect on the overall meaning.
5. **Perspective Evaluation:** Write an analysis of how different viewpoints in a text affect the reader's understanding and evaluate the effectiveness of the author's choices.
6. **Genre Writing Assignment:** Write a piece in a specific genre, demonstrating an understanding of its defining characteristics.
7. **Informational Text Research Project:** Complete a research project with a well-organized, informative text, including proper citation and synthesis of information.
8. **Final Draft Writing Assignment:** Submit a revised piece of writing based on peer and self-reviews, demonstrating effective communication and adherence to the writing prompt.
9. **Thematic Essay:** Write an essay analyzing the theme of a text, supported by evidence and a clear, objective summary.
10. **Final Presentation:** Deliver a multimedia presentation of research or writing projects, assessed for clarity, organization, and engagement.
11. **Class Discussion Participation:** Assess students' contributions to discussions, including their use of textual evidence and relevance of responses.

12. **Group Discussion Summary:** Evaluate the accuracy and coherence of the group's summary of the discussion.
13. **Persuasive Speech:** Assess the effectiveness of students' persuasive speeches, focusing on the clarity of arguments, use of evidence, and engagement techniques.
14. **Final Presentation:** Evaluate students' final presentations for organization, use of multimedia, and overall delivery, including engagement with the audience.
15. **Vocabulary Quiz:** An assessment of students' ability to determine meanings of words using context clues and reference materials.
16. **Writing Assignment:** Evaluate students' revised writing for clarity, precision, and effective use of language, including correct spelling and grammar.
17. **Final Vocabulary Project:** A project where students create a vocabulary list with definitions, sentences, and word origins, demonstrating their grasp of new words and roots.

Resources

Mentor Texts

Literary Texts:

- *Wonder* by R.J. Palacio
- *The Giver* by Lois Lowry
- *The Outsiders* by S.E. Hinton
- *Holes* by Louis Sachar
- *The Hobbit* by J.R.R. Tolkien
- *Anne of Green Gables* by L.M. Montgomery
- *The Name Jar* by Yangsook Choi
- *Esperanza Rising* by Pam Muñoz Ryan
- *Inside Out and Back Again* by Thanhha Lai
- *The Watsons Go to Birmingham—1963* by Christopher Paul Curtis
- *The Crossover* by Kwame Alexander

Informational Texts:

- *The Diary of a Young Girl* by Anne Frank
- *A Long Walk to Water* by Linda Sue Park
- *The Story of Ruby Bridges* by Robert Coles
- *National Geographic Kids: Space* by Helaine Becker

Reading

- [Close In on Close Reading](#)
- [How To Close Reading Video](#)
- [Teaching Channel: Thinking Notes Strategy For Close Reading](#)
- [Common Core Reading Strategies Informational Text](#)
- [Writing Summary](#)
- [Summary-Non-Fiction Text](#)
- [YouTube Reading Lessons Middle School](#)
- [Common Core Strategies](#)
- [Teaching Reading](#)
- [Close Reading Model Lessons](#)

- *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer
- *I Am Malala* by Malala Yousafzai and Christina Lamb
- *Last Stop on Market Street* by Matt de la Peña
- *The Proudest Blue* by Ibtihaj Muhammad and S.K. Ali

- [Literary Analysis](#)

- [Teaching Theme](#)

- [Teaching Theme \(video\)](#)

- [Character Analysis](#)

- [Teaching Vocabulary](#)

Writing/Language

- [Evidence Based Arguments](#)

- [Writing Resources by Strand](#)

- [Argumentative Writing YouTube](#)

- [Writing Exemplars - Argument/Opinion](#)

- [Personal Narrative](#)

- [PARCC Writing Resources](#)

- [Writing Exemplars by Grade Level and Aspects to Consider in Writing](#)

- [Thesis Writing](#)

- [Discussion, Planning and Questioning](#)

- [Grammar](#)

- [Purdue OWL Writing Lab](#)

- [Writing a Book Summary](#)

Speaking & Listening

	• Inquiry Based Learning (Edutopia) • Engaging Students Using Discussion • Strategies for Student Centered Discussion • Socratic Seminar: ReadWriteThink • Fishbowl Strategy • Stems on Fostering Class Discussion • Fishbowl Strategies: Teach Like This • Accountable Talk • AVID Socratic Seminar Critical Thinking • Levels of Thinking in Bloom's and Webb's Depth of Knowledge • Cognitive Rigor Chart • 5 Strategies For Middle School Classrooms • Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons FCCR
--	--

Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections
---	--

-Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	-Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

Unit 2: From Evidence to Inference: Analyzing and Interpreting Texts with Confidence

Unit Goal:

This unit is designed to deepen seventh-grade students' abilities to analyze and interpret both literary and informational texts through comprehensive examination of textual evidence. Students will learn to identify and explain themes and central ideas, analyze text structure and word choice, and understand the author's perspective. The unit emphasizes the use of multiple strategies to determine meaning, including the application of context clues and reference materials. Additionally, students will develop their writing skills by crafting well-supported arguments, revising their work for clarity and precision, and utilizing technology to enhance their writing and research. Through collaborative discussions, presentations, and comparative analysis of various texts, students will build a robust understanding of how texts convey meaning and how different mediums and structures affect interpretation.

Duration: 9 weeks

Essential Questions:

- How can textual evidence be used to support analysis and inferences in both literary and informational texts?
- What strategies can be employed to determine the theme or central idea in a text and how is it conveyed through specific details?
- In what ways do authors use structure and word choice to impact meaning, tone, and the overall effectiveness of a text?
- How can different elements of a text, such as its organization or the author's perspective, influence the interpretation and understanding of the text?
- What are the most effective methods for comparing and contrasting different types of texts, including their unique qualities and mediums?
- How do the techniques and structures used in various texts contribute to the development of arguments and the presentation of claims?
- What role does vocabulary, including its figurative and technical aspects, play in comprehension and effective communication?
- How can technology be leveraged to enhance writing, research, and presentation of ideas in academic and real-world contexts?

Enduring Understandings:

- Effective analysis of both literary and informational texts relies on citing multiple pieces of textual evidence to support explicit statements and inferences drawn from the text.
- Themes in literary texts and central ideas in informational texts are conveyed through specific details, and understanding these elements requires distinguishing between personal opinions and textual summaries.
- The structure of a text and the author's word choice significantly influence meaning, tone, and the overall effectiveness of the communication.
- An author's perspective or purpose can be conveyed through the structure of the text, the contrasting viewpoints presented, and the way information is organized and connected.
- Comparing and contrasting different texts involves analyzing their unique qualities and mediums, which aids in developing a deeper understanding of concepts and resolving conflicting information.
- Effective arguments are built on clear claims, logical reasoning, and relevant evidence, and are structured to address and counter

alternate viewpoints.

- Understanding and using vocabulary, including its figurative and technical aspects, is crucial for accurate comprehension and effective communication.
- Technology enhances writing, research, and presentation, enabling more efficient organization and communication of ideas and fostering collaboration.

NJSLS:

Reading

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 in a literary text (e.g. stories, plays or poetry) explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact, including how a text makes connections and distinctions among individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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.

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.

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.

Writing

W.AW.7.1. 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.

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 concluding statement or section that follows from and supports the argument presented.

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 and sustaining effort to complete complex writing tasks; focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

W.7.8. (Choice) 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.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9.A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

W.7.10. Write routinely over extended time frames (time for research, reflection, **metacognition/self correction**, and revision) and shorter time frames (a single sitting or a day or two) for a range of **discipline-specific** tasks, purposes, and audiences.

Speaking and Listening

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

SL.PE.6.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.PE.6.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.PE.6.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.PE.6.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.SS.7.1.E. Recognize spelling conventions.

L.KL.7.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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 and redundancy.

L.VL.7.3. 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.

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).

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.7.4.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Companion Standards

9.2 Career Awareness

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.4 Life Literacies and Key Skills

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4 Digital Citizenship

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4 Information/Media Literacy

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4 Technology Literacy

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Social Studies/Science/Other

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity	

- Paraphrase evidence from text
- Correctly cite evidence
- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- Use evidence from the text to make and check predictions as you read
- Make personal connections, connections to other texts, and/or global connections, when relevant
- Gather evidence from the text to support inferences or explicit meaning
- Read and analyze a variety of literary genres and informational texts
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences
- Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence
- Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text

Evidence Detective

Materials:

1. Copies of a short story or informational article
2. Highlighters
3. Evidence Tracker Worksheet (includes space for citing evidence and explaining connections)

Directions:

1. Read the provided text closely, highlighting phrases and sentences that support key points or claims.
2. Use the Evidence Tracker Worksheet to cite specific pieces of evidence and explain how each supports the main idea or claim.
3. Discuss your findings with a partner, making connections to other texts or personal experiences.

Thematic Exploration

Materials:

1. A selection of short stories or poems
2. Thematic Analysis Chart (includes columns for text details, theme identification, and supporting evidence)

Directions:

1. Choose one of the provided texts and read it carefully.
2. Complete the Thematic Analysis Chart by identifying the theme of the text and providing detailed evidence from the text that supports this theme.
3. Summarize how the theme is conveyed through details in the text, focusing on the beginning, middle, and end.

Text Structure Investigation

Materials:

1. Informational text excerpts
2. Text Structure Diagram (includes sections for introduction, body, conclusion, and key elements)

Directions:

1. Analyze the structure of the provided text, noting how it is organized.
2. Use the Text Structure Diagram to map out the text's major

- Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text
- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
- Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
- Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text
- Summarize the text objectively, capturing the main ideas
- Distinguish between essential and nonessential details of a text to create an objective summary of the text
- Use a note taking structure to track key individuals, events, and/or ideas in informational texts.
- Explain the relationships between individuals, events, and ideas in a text
- Reflect on how historical figures influenced ideas or events of the time period and vice versa
- Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way

sections and explain how each contributes to the overall meaning and development of ideas.

3. Share your diagram with a classmate and discuss how changing the structure might impact the text's effectiveness.

Word Choice Impact

Materials:

1. Excerpts from poems or short stories
2. Word Choice Impact Worksheet (includes columns for original word, context, and impact on meaning/tone)

Directions:

1. Review the provided excerpts and focus on specific word choices.
2. Use the Word Choice Impact Worksheet to analyze how each word affects the meaning and tone of the text.
3. Discuss your findings in small groups and compare how different word choices might alter the reader's perception.

Viewpoint Comparison

Materials:

1. Two short stories or excerpts with differing perspectives
2. Viewpoint Comparison Chart (includes sections for character viewpoints, similarities, and differences)

Directions:

1. Read both provided texts, noting the different viewpoints presented.
2. Complete the Viewpoint Comparison Chart by identifying how each character's viewpoint influences the text.
3. Share your chart with a partner and discuss the impact of each viewpoint on the reader's understanding of the text.

Mediums Analysis

Materials:

1. Written text and its multimedia adaptation (e.g., a news article and its video report)
2. Media Comparison Worksheet (includes sections for medium

- Analyze the impact of the interaction between ideas, individuals, and events on the reader
- Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author's central idea
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- Analyze the impact of specific word choice on meaning and/or tone
- Analyze why the author used a specific word choice or sound device
- Analyze the impact of a word choice or sound device on the reader
- Evaluate the effectiveness of the author's word choice or sound device
- Describe the form and structure of a drama or poem
- Describe the structure used to organize a nonfiction text
- Explain how text structure impacts overall meaning of text
- Identify how the differing form or structure of a text contributes to its meaning
- Analyze how parts of a text contribute to meaning
- Explain why the author chose a specific form or structure
- Analyze the impact of the form or structure on the reader (how

characteristics, content shifts, and techniques)

Directions:

1. Compare the written text with its multimedia adaptation, noting any differences in content presentation.
2. Use the Media Comparison Worksheet to analyze how each medium conveys the same information differently.
3. Present your findings to the class, discussing how each format affects the message and the audience's perception.

Argument Evaluation

Materials:

1. Editorials or opinion pieces
2. Argument Evaluation Worksheet (includes sections for argument claims, evidence, and reasoning)

Directions:

1. Read the provided editorial or opinion piece, focusing on the main arguments and claims.
2. Use the Argument Evaluation Worksheet to track the arguments made, evaluate the evidence provided, and assess the reasoning used.
3. Discuss your evaluation with a classmate and determine the effectiveness of the arguments and evidence.

would the text be different if the form changed?)

- Evaluate the effectiveness of the chosen form or structure
- Identify the viewpoints of characters in a text
- Compare and contrast the characters' points-of-view
- Trace how the author created and conveyed the similar and/or dissimilar characters
- Analyze the impact of the author's point of view choices on the reader
- Evaluate the effectiveness of the author's point of view choices
- Identify the author's point of view
- Explain the techniques the author uses to distinguish his/her point of view from others
- Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
- Analyze how content differs depending on the medium in which it is presented
- Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats
- Identify techniques present in each format
- Compare/contrast two or more formats' portrayal of the same subject
- Reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of

text

- Support arguments presented in text with evidence.
- Identify arguments and specific claims in a text
- Determine which textual segments most strongly support the author's claim
- Determine the validity of the reasoning
- Determine the relevance and sufficiency of the evidence
- Delineate and evaluate the argument and specific claims in a text
- Track key individuals, events, and/or ideas in informational texts from two or more authors.
- Investigate how one topic may be presented in different ways
- Compare and contrast two or more authors' presentations of key information.
- Analyze the importance of the different information each author emphasized and excluded
- Analyze how the authors use the same information, but produce different texts because of interpretation
- Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text
- Evaluate the effectiveness of the authors' emphasis of specific evidence and different interpretations of facts for promoting their view

Writing Skills	Activities
Writing Genre: Research Arguments Routine Writing	
• Write arguments to support claims • Support arguments with clear reasons and relevant evidence • Introduce claim(s) • Write a clear thesis statement • Address opposing claims • Organize the reasons and evidence logically. • Choose appropriate reasoning and evidence to support claims • Evaluate sources for accuracy and reliability • Demonstrate an understanding of the topic or text • Use transitional words and phrases • Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence • Choose a consistent style, approach, and form for the task • Close the text with a conclusion • Identify defining characteristics of different genres of writing • Unpack the writing prompt	Argument Writing Workshop Materials: 1. Argument Writing Graphic Organizer 2. Sample argumentative prompts 3. Access to computers/tablets for research Directions: 1. Choose an argumentative prompt from the provided list. 2. Use the Argument Writing Graphic Organizer to outline your argument, including your claim, reasons, evidence, and counterclaims. 3. Write a draft of your argumentative essay, making sure to introduce your claim clearly, support it with relevant evidence, address opposing claims, and organize your reasons logically. 4. Use transitional words and phrases to clarify relationships among your claims and evidence. 5. Revise your draft based on peer feedback and self-editing checklists. Thesis Statement Challenge Materials: 1. Thesis Statement Practice Sheets 2. Sample prompts and texts 3. Writing tools Directions: 1. Review the sample prompts and texts provided. 2. Complete the Thesis Statement Practice Sheets by writing clear thesis statements for each prompt.

- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice in writing
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing.
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
- Use technological resources to enhance writing
- Follow appropriate typing format and conventions
- Use technology to broaden research base
- Use evidence found online to support ideas
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Engage in short research projects to answer a self-selected or teacher-assigned questions
- Develop research questions
- Determine keywords or topics for each question
- Search for informational sources in an effort to answer the question

3. Share your thesis statements with a partner and provide constructive feedback.
4. Revise your thesis statements based on the feedback and present your final versions to the class.

Research Quest

Materials:

1. Research Question Worksheet
2. Access to digital and print resources
3. Research Notecards

Directions:

1. Select a research topic or question from the Research Question Worksheet.
2. Use digital and print resources to gather information and answer your research question.
3. Use Research Notecards to take notes, ensuring you record evidence accurately and evaluate the credibility of sources.
4. Develop a research-based response to your question, including a clear thesis statement and supporting evidence from multiple sources.

Writing Genres Exploration

Materials:

1. Genre Samples (excerpts from various genres)
2. Genre Analysis Worksheet

Directions:

1. Read the provided genre samples and complete the Genre Analysis Worksheet.
2. Identify the defining characteristics of each genre, including text structure, language, and purpose.
3. Discuss your findings in groups and create a presentation summarizing the key characteristics of each genre.

Editing and Revising Relay

Materials:

1. Peer Writing Samples

- Compose follow-up research questions based on the initial search
- Explain quotations used as support to enhance meaning
- Research and synthesize information from several sources
- Conduct research and synthesize multiple sources of information
- Use search terms effectively
- Write a clear thesis statement
- Draw evidence from texts to support thesis
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations
- Identify examples of plagiarism in writing
- Paraphrase source information to avoid plagiarism in writing
- Incorporate ideas from literary or informational texts to support writing
- Deconstruct and reflect upon textual evidence
- Identify evidence that supports claims in literary analysis
- Logically connect evidence to claims in writing
- Select direct and indirect quotations that relate to the topic as evidence

2. Editing and Revision Checklists
3. Writing tools

Directions:

1. Exchange writing samples with a peer.
2. Use the Editing and Revision Checklists to provide feedback on your peer's writing, focusing on clarity, organization, and language.
3. Revise your own writing based on the feedback received and the checklist provided.
4. Share revised drafts with the class and discuss the changes made.

Technology-Enhanced Writing

Materials:

1. Computers/tablets with writing software
2. Online research databases
3. Digital feedback tools

Directions:

1. Write a short research-based essay using digital tools and resources.
2. Incorporate technological resources for research, writing, and feedback.
3. Use online databases to find and cite credible sources.
4. Share your essay with classmates using digital feedback tools and revise based on the feedback.

Writing for Authentic Audiences

Materials:

1. Writing Prompts for Authentic Publishing
2. Access to publishing platforms (school blog, local newsletter, etc.)
3. Writing tools

Directions:

1. Choose a writing prompt with an authentic publishing opportunity.
2. Write your piece with a clear purpose and audience in mind.

• Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Recognize and identify multiple organizational models • Apply a specific organizational strategy to a writing • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain decisions made while crafting a piece of writing • Produce written reflections • Write for a variety of audiences and purposes on an array of cross-curricular topics	3. Publish your work on an appropriate platform (e.g., school blog, newsletter). 4. Reflect on the writing process and how writing for an authentic audience influenced your work.
Speaking and Listening Skills	Activities
Task Type: Discuss, analyze and present effectiveness of media messages in small groups and whole class	
• Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and	Text-Based Discussion Circle Materials: 1. Required texts for the discussion 2. Discussion Guidelines Handout 3. Notebooks or digital devices for note-taking Directions: 1. Read the assigned texts before the discussion. 2. Review the Discussion Guidelines Handout, which includes rules for respectful dialogue, roles (such as discussion leader, summarizer, questioner), and behavior expectations. 3. Participate in a structured discussion, using your notes to

individual roles

- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Determine the speaker's argument and claims
- Evaluate whether the speaker's reasoning is rational and legitimate
- Evaluate whether there is enough evidence to support the claim
- Present information using sound, detailed, and relevant evidence in a coherent manner.
- Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic
- Use practices that engage the audience (ie: eye contact, volume, pronunciation)
- Emphasize important points with different pitch or volume
- Elaborate on a point that listeners may need more explanation to understand
- Orally present information, using appropriate speech, in a variety of situations.
- Recognize and consider the audience

reference specific passages and contribute your insights.

4. Prepare to summarize and reflect on what was discussed, noting key points and how they connect to your previous knowledge.
5. Use the Discussion Reflection Sheet to write a brief reflection on how the discussion expanded your understanding of the topic.

Argument Analysis and Evaluation

Materials:

1. Sample speeches or opinion articles
2. Argument Analysis Worksheet
3. Access to digital devices for research

Directions:

1. Read the provided sample speeches or opinion articles.
2. Complete the Argument Analysis Worksheet, identifying the speaker's main argument, claims, and evidence.
3. Evaluate the rationale and legitimacy of the arguments, determining if the evidence is sufficient and relevant.
4. Discuss your findings in pairs or small groups, and use digital resources to verify the accuracy of the claims.
5. Share your analysis with the class and explain how you determined the effectiveness of the argument.

Persuasive Speech Preparation

Materials:

1. Persuasive Speech Planning Template
2. Access to digital devices for research
3. Presentation tools (e.g., slides, posters)

Directions:

1. Choose a topic of interest or a teacher-assigned topic for your persuasive speech.
2. Use the Persuasive Speech Planning Template to outline your argument, including your claim, supporting evidence, and counterclaims.
3. Conduct research to find additional evidence and refine your argument.
4. Prepare your speech, ensuring you use practices that engage the

- Determine if the topic and language style correspond appropriately
- Reflect on the use of language and revise as needed

audience (e.g., eye contact, volume, emphasis).

5. Rehearse your speech and present it to the class, focusing on clarity, organization, and engagement.

Oral Presentation Skills Workshop

Materials:

1. List of presentation topics
2. Presentation Skills Checklist
3. Access to digital devices for creating visual aids

Directions:

1. Choose a presentation topic from the provided list.
2. Use the Presentation Skills Checklist to prepare your presentation, focusing on the use of eye contact, volume, and pronunciation.
3. Create visual aids or slides to support your presentation.
4. Deliver your presentation to the class, incorporating feedback from peers and self-reflection to improve your delivery.
5. Reflect on the effectiveness of your presentation and revise based on feedback.

Evidence-Based Debate

Materials:

1. Debate Topics List
2. Debate Preparation Worksheet
3. Timer

Directions:

1. Select a debate topic from the provided list.
2. Use the Debate Preparation Worksheet to outline your arguments, including claims, evidence, and counterclaims.
3. Participate in a structured debate, using evidence from texts and research to support your points.
4. Evaluate your opponents' arguments for validity and evidence.
5. Reflect on the debate experience and assess how well you supported your arguments.

Reflective Reading and Analysis

	Materials: 1. Selected texts 2. Reflection and Analysis Guide 3. Notebooks or digital devices for recording reflections Directions: 1. Read the selected texts thoroughly. 2. Use the Reflection and Analysis Guide to track your initial reactions, connections to other texts, and inferences. 3. Write a reflective piece summarizing your analysis of the text, including how your understanding evolved through reading and discussion. 4. Share your reflections in a small group and discuss how others' perspectives influenced your understanding. Peer Review and Feedback Session Materials: 1. Drafts of written arguments or speeches 2. Peer Review Checklist 3. Feedback Forms Directions: 1. Exchange drafts of your arguments or speeches with a peer. 2. Use the Peer Review Checklist to provide constructive feedback on clarity, evidence, and organization. 3. Revise your work based on the feedback received and submit a final draft. 4. Reflect on the feedback process and how it helped improve your writing or speech.
Language Skills	Activities
• Discern the differences in structure and use between simple, compound, complex, and compound-complex sentences	Sentence Structure Sorting Materials: 1. Sentence Strips with different sentence types (simple, compound, complex, compound-complex)

- Intentionally use a combination of simple, compound, complex, and compound complex sentences to signal differing relationships among ideas
- Apply common rules and patterns to spell words correctly
- Select precise language
- Revise writing for wordiness and redundancies
- Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- Consult reference materials that are both printed and digital
- Identify the relationship of words in reading
- Clarify words by using the relationship between them in writing
- Understand and apply conversational, academic, and domain specific vocabulary
- Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

2. Sorting Mats labeled Simple, Compound, Complex, Compound-Complex
3. Markers

Directions:

1. Distribute Sentence Strips to each student or group.
2. Have students read each sentence and determine its type.
3. Using the Sorting Mats, students will place each Sentence Strip in the correct category.
4. After sorting, students will discuss why each sentence fits its category and write a brief explanation of the characteristics of each sentence type.
5. Review as a class and correct any misplacements.

Sentence Construction Challenge

Materials:

1. Sentence Construction Cards (each with a different idea or scenario)
2. Blank Paper
3. Pens or pencils

Directions:

1. Provide each student or group with Sentence Construction Cards.
2. Students must write a paragraph using at least one simple, one compound, one complex, and one compound-complex sentence.
3. Ensure that students clearly indicate each sentence type in their writing.
4. After writing, students will exchange paragraphs with a peer to identify and label the different sentence types.
5. Review and discuss how sentence structure affects clarity and flow.

Word Meaning Detective

Materials:

1. Short Passages with underlined unfamiliar words
2. Dictionaries, glossaries, and thesauruses (both printed and digital)

3. Word Meaning Worksheet

Directions:

1. Distribute the passages and Word Meaning Worksheets to each student.
2. Students will use the provided reference materials to find the pronunciation, meaning, and part of speech for the underlined words.
3. Students will fill out the Word Meaning Worksheet, verifying their inferred meanings with the reference materials.
4. Discuss the importance of verifying word meanings and how context clues can assist in understanding unfamiliar words.

Vocabulary Contextualization

Materials:

1. Vocabulary List with Greek and Latin roots
2. Sentences with blanks for vocabulary words
3. Context Clues Worksheet

Directions:

1. Provide each student with a Vocabulary List and a Context Clues Worksheet.
2. Students will complete sentences using context clues to determine the meaning of vocabulary words based on their Greek and Latin roots.
3. After filling in the blanks, students will discuss how the context and word roots helped them identify the meanings.
4. Review as a class, and clarify any misunderstandings about word meanings or usage.

Precision Writing Workshop

Materials:

1. Drafts of student writing
2. Editing Checklist for Wordiness and Redundancy
3. Computers or paper for revisions

Directions:

1. Have students bring drafts of their writing.
2. Provide the Editing Checklist, which focuses on identifying and

correcting wordiness and redundancies.

3. Students will review their drafts, using the checklist to make revisions.
4. Students will then compare their revised drafts with the original to evaluate improvements in clarity and precision.
5. Share revised drafts with peers for additional feedback.

Grammar and Vocabulary Quiz

Materials:

1. Grammar and Vocabulary Quiz (including sentence structure, spelling, and word meaning questions)
2. Answer Sheets

Directions:

1. Distribute the Grammar and Vocabulary Quiz to each student.
2. Have students complete the quiz, which covers sentence structures, spelling rules, and vocabulary usage.
3. Collect the quizzes and review the answers in class, discussing common errors and strategies for improvement.

Writing Style Exploration

Materials:

1. Examples of writing in different styles (narrative, expository, persuasive)
2. Writing Style Analysis Sheet

Directions:

1. Provide students with examples of different writing styles.
2. Students will analyze each example using the Writing Style Analysis Sheet, focusing on sentence structures, vocabulary usage, and overall style.
3. Students will discuss how different styles use sentence structures and vocabulary to achieve their purposes.
4. Each student will write a brief piece in a style of their choice, incorporating what they learned about sentence structure and word choice.

--	--

Assessments

Formative Assessment List

1. **Evidence Tracker Sheet:** Evaluate students' ability to identify and cite textual evidence.
2. **Thematic Analysis Chart:** Assess students' understanding of themes and their ability to provide supporting evidence.
3. **Text Structure Diagram:** Review students' comprehension of text structure and organization.
4. **Word Choice Impact Activity:** Determine students' analysis of how word choice impacts meaning and tone.
5. **Viewpoint Comparison Chart:** Check students' ability to compare and contrast differing viewpoints.
6. **Media Comparison Worksheet:** Evaluate students' analysis of content shifts across different mediums.
7. **Argument Evaluation Activity:** Assess students' skills in evaluating the effectiveness of arguments and evidence.
8. **Argument Writing Graphic Organizer:** Evaluate students' ability to outline arguments, claims, reasons, and evidence.
9. **Thesis Statement Practice Sheets:** Assess students' skills in writing clear and effective thesis statements.
10. **Research Notecards:** Review students' ability to gather and record information accurately, and evaluate sources.
11. **Genre Analysis Worksheet:** Check students' understanding of different writing genres and their characteristics.
12. **Editing and Revision Checklists:** Evaluate students' editing and revising skills based on peer feedback.
13. **Digital Writing Samples:** Assess students' ability to use technology for writing and research.
14. **Authentic Publishing Reflections:** Review students' reflections on writing for authentic audiences and its impact on their work.
15. **Discussion Reflection Sheet:** Evaluate students' ability to summarize, reflect, and connect discussions to prior knowledge.
16. **Argument Analysis Worksheet:** Assess students' skills in identifying and evaluating arguments and evidence.
17. **Persuasive Speech Planning Template:** Review students' ability to outline and organize their arguments and evidence.
18. **Presentation Skills Checklist:** Check students' use of effective presentation practices such as eye contact, volume, and clarity.
19. **Debate Preparation Notes:** Assess students' skills in outlining arguments, evidence, and counterclaims for debate.
20. **Reflection and Analysis Guide:** Evaluate students' ability to track and reflect on their reading and analysis of texts.
21. **Peer Review Checklist:** Review students' ability to provide and incorporate constructive feedback on drafts.
22. **Sentence Structure Sorting:** Assess students' ability to identify and categorize different sentence structures.
23. **Sentence Construction Challenge:** Evaluate students' proficiency in using various sentence types in their writing.
24. **Word Meaning Activity:** Check students' ability to find and verify meanings of unfamiliar words using reference materials.
25. **Context Clues Worksheet:** Review students' skills in using context clues to determine vocabulary meanings.
26. **Editing Checklist for Wordiness and Redundancy:** Assess students' ability to identify and correct wordiness and redundancies in their

writing.

27. Grammar and Vocabulary Quiz: Evaluate understanding of sentence structures, spelling rules, and vocabulary usage.

28. Writing Style Analysis Sheet: Check students' ability to analyze and understand different writing styles.

Summative Assessment List

- 1. Thematic Essay:** Write an essay analyzing the theme of a literary text, using evidence from the text to support their analysis.
- 2. Text Structure Analysis Project:** Create a detailed analysis of the structure of a given informational text and present findings.
- 3. Word Choice and Tone Reflection:** Write a reflection on how specific word choices in a text affect its tone and meaning.
- 4. Viewpoint Presentation:** Prepare and deliver a presentation comparing different viewpoints from provided texts.
- 5. Mediums Analysis Report:** Write a report comparing how information is presented in written text versus multimedia formats.
- 6. Argument Evaluation Essay:** Write an essay evaluating the arguments and evidence presented in a given editorial or opinion piece.
- 7. Argumentative Essay:** Write a well-organized argumentative essay, including a clear thesis, supporting evidence, and counterclaims.
- 8. Research-Based Response:** Produce a research-based essay with a clear thesis, accurate citations, and synthesized information from multiple sources.
- 9. Genre Analysis Presentation:** Create and deliver a presentation analyzing the characteristics of different genres.
- 10. Revised Writing Portfolio:** Submit a portfolio including original drafts and revised versions of their writing, demonstrating intentional revisions and improvements.
- 11. Technology-Enhanced Research Project:** Complete a research project using digital tools, including proper citation and integration of digital resources.
- 12. Published Piece:** Submit a piece of writing published for an authentic audience, accompanied by a reflective essay on the writing process and audience impact.
- 13. Persuasive Speech:** Evaluate the effectiveness of the speech in presenting a clear argument, supporting claims with evidence, and engaging the audience.
- 14. Argument Analysis Essay:** Assess students' ability to analyze and evaluate arguments and evidence in a written format.
- 15. Oral Presentation:** Evaluate the effectiveness of students' presentations, focusing on clarity, organization, and audience engagement.
- 16. Debate Performance:** Assess students' ability to present well-supported arguments and evaluate opposing viewpoints during a debate.
- 17. Reflective Essay on Text Analysis:** Review students' ability to reflect on their reading, analysis, and discussion of texts, including connections and inferences made.
- 18. Sentence Structure Paragraph:** Evaluate students' ability to use a combination of sentence types effectively in a written paragraph.
- 19. Vocabulary Application Essay:** Assess students' ability to use precise language and context clues in a longer essay.
- 20. Revised Writing Assignment:** Review the effectiveness of revisions made for clarity, precision, and reduction of redundancies.
- 21. Grammar and Vocabulary Final Test:** Comprehensive test covering sentence structures, spelling, and vocabulary usage.
- 22. Style Analysis Paper:** Evaluate students' ability to analyze and write in different styles, focusing on sentence structure and vocabulary.

Resources

Mentor Texts

1. *Inside Out and Back Again* by Thanhha Lai
2. *Esperanza Rising* by Pam Muñoz Ryan
3. *One Crazy Summer* by Rita Williams-Garcia
4. *The Watsons Go to Birmingham – 1963* by Christopher Paul Curtis
5. *Where the Mountain Meets the Moon* by Grace Lin
6. *Amina's Voice* by Hena Khan
7. *The Hate U Give* by Angie Thomas
8. *All American Boys* by Jason Reynolds and Brendan Kiely
9. *American Born Chinese* by Gene Luen Yang
10. *The Name Jar* by Yangsook Choi
11. *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
12. *The Crossover* by Kwame Alexander
13. *When You Trap a Tiger* by Tae Keller
14. *The Science of Breakable Things* by Tae Keller
15. *A Long Walk to Water* by Linda Sue Park
16. *Alvin Ho: Allergic to Girls, School, and Other Scary Things* by Lenore Look
17. *Lalani of the Distant Sea* by Erin Entrada Kelly
18. *The Last Fifth Grade of Emerson Elementary* by Laura Shovan
19. *The Journey of Little Charlie* by Christopher Paul Curtis
20. *The Epic Fail of Arturo Zamora* by Pablo Cartaya

Informational Texts

1. *Pura Belpré: A Library of Congress Biography* by Diana López
2. *Hidden Figures: The True Story of Four Black Women and the Space Race* by Margot Lee Shetterly
3. *Who Was Alexander Hamilton?* by Kirsten Anderson
4. *The Great Migration: Journey to the North* by Jacob Lawrence
5. *The Wright Brothers* by David McCullough

Reading

- [Close In on Close Reading](#)
- [How To Close Reading Video](#)
- [Teaching Channel: Thinking Notes Strategy For Close Reading](#)
- [Common Core Reading Strategies Informational Text](#)
- [Writing Summary](#)
- [Summary-Non-Fiction Text](#)
- [YouTube Reading Lessons Middle School](#)
- [Common Core Strategies](#)
- [Teaching Reading](#)
- [Close Reading Model Lessons](#)
- [Literary Analysis](#)
- [Teaching Theme](#)
- [Teaching Theme \(video\)](#)
- [Character Analysis](#)
- [Teaching Vocabulary](#)

Writing/Language

- [Evidence Based Arguments](#)
- [Writing Resources by Strand](#)

- [Argumentative Writing YouTube](#)
- [Writing Exemplars - Argument/Opinion](#)
- [Personal Narrative](#)
- [PARCC Writing Resources](#)
- [Writing Exemplars by Grade Level and Aspects to Consider in Writing](#)
- [Thesis Writing](#)
- [Discussion, Planning and Questioning](#)
- [Grammar](#)
- [Purdue OWL Writing Lab](#)
- [Writing a Book Summary](#)

Speaking & Listening

- [Inquiry Based Learning \(Edutopia\)](#)
- [Engaging Students Using Discussion](#)
- [Strategies for Student Centered Discussion](#)
- [Socratic Seminar: ReadWriteThink](#)
- [Fishbowl Strategy](#)
- [Stems on Fostering Class Discussion](#)
- [Fishbowl Strategies: Teach Like This](#)

	• Accountable Talk • AVID Socratic Seminar Critical Thinking • Levels of Thinking in Bloom's and Webb's Depth of Knowledge • Cognitive Rigor Chart • 5 Strategies For Middle School Classrooms • Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons FCCR
--	--

Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
--	--

-Leveled texts according to ability	
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

Unit 3: Interpreting and Crafting: Analysis, Writing, and Presentation Skills

Unit Goal: This unit aims to develop students' abilities to analyze, interpret, and communicate through various forms of text. Students will learn to cite textual evidence and make relevant connections to support their analysis of both literary and informational texts. They will explore how themes, central ideas, and text structures contribute to meaning, while also examining how authors convey perspective and purpose. By comparing different mediums, students will understand how various presentation techniques impact interpretation. In writing, students will refine their skills in crafting narratives and arguments, using technology and research to support their work. Through collaborative discussions and presentations, they will enhance their communication abilities and effectively articulate their understanding. This unit integrates critical reading, writing, and speaking skills, preparing students for complex texts and diverse communication contexts.
Duration: 9 weeks
Essential Questions: • How do different elements within a text interact to develop characters, advance the plot, or impact the reader?

- How does the structure of a text contribute to its overall meaning and effectiveness?
- In what ways do authors use perspective and purpose to shape the reader's understanding, and how can contrasting viewpoints enhance comprehension?
- How do different mediums (written, audio, visual) uniquely present information, and how can comparing these formats deepen understanding?
- What strategies can be employed to develop and revise writing that effectively communicates a narrative or argument?
- How can technology and research be used to enhance writing and support claims with accurate, credible evidence?
- How do collaborative discussions and presentations contribute to a better understanding of texts and topics?
- What role does precise language and sentence structure play in effective communication?

Enduring Understandings:

- Text elements, including dialogue and incidents, interact to develop characters, advance the plot, and create meaning, influencing how readers perceive and engage with the text.
- The structure of a text, whether in prose, drama, or poetry, impacts its overall meaning and effectiveness, shaping how content is organized and interpreted.
- Authors convey perspective and purpose through contrasting viewpoints and evidence, shaping readers' understanding and interpretation of texts.
- Different mediums and formats offer unique ways to present information, and comparing these can reveal how techniques like lighting, sound, and visual elements impact understanding.
- Strong writing is developed through careful planning, revision, and the use of effective techniques to engage readers and communicate ideas clearly.
- Technology enhances writing and research by providing tools for collaboration, citation, and presenting information efficiently and accurately.
- Engaging in collaborative discussions and presentations helps build a deeper understanding of topics through shared ideas, feedback, and effective communication strategies.
- Mastery of language and sentence structure, including the use of precise language and varied sentence types, is crucial for clear and effective communication.

NJSLS:

Reading

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 in a literary text (e.g. stories, plays or poetry) explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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.

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.

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., written story, drama, or poem) to an 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 a film).

Writing

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

W.7.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.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.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.7.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 and sustaining effort to complete complex writing tasks; focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

W.7.8. (Choice) 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.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9.A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

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

SL.PE.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.PE.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.PE.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.PE.7.1.D. 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.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.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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.

L.KL.7.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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 and redundancy.

L.VL.7.3. 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.

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.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).

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.7.4.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

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).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Companion Standards

9.2 Career Awareness

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.4 Life Literacies and Key Skills

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4 Digital Citizenship

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4 Information/Media Literacy

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4 Technology Literacy

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Social Studies/Science/Other

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity	
• Paraphrase evidence from text • Correctly cite evidence • Closely read the text (questioning, determining importance,	Theme Detective Materials: 1. Copies of a selected short story or novel chapter 2. Highlighters 3. Sticky notes

looking for patterns) to extract quality evidence to support a claim

- Use evidence from the text to make and check predictions as you read
- Make personal connections, connections to other texts, and/or global connections, when relevant
- Gather evidence from the text to support inferences or explicit meaning
- Read and analyze a variety of literary genres and informational texts
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences
- Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence
- Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text
- Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text
- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those

Directions:

1. Read the assigned text carefully.
2. Identify the theme(s) of the text and highlight passages that support your theme.
3. Use sticky notes to label how each highlighted passage contributes to the development of the theme.
4. Share your findings with a partner and compare notes to discuss the development of the theme throughout the text.

Textual Evidence Scavenger Hunt

Materials:

1. Copies of a selected literary or informational text
2. Scavenger hunt worksheet with specific evidence criteria

Directions:

1. Read the assigned text and use the scavenger hunt worksheet to find pieces of textual evidence that meet the criteria (e.g., evidence that supports a specific claim, evidence of a character's development).
2. Record the evidence found and explain how it supports the analysis.
3. Discuss your findings with a group and refine your evidence list based on peer feedback.

Compare and Contrast Media

Materials:

1. Copies of a written story or poem
2. Access to a film adaptation or multimedia version of the story/poem
3. Comparison chart

Directions:

1. Read the written story or poem and watch its film adaptation or multimedia version.
2. Fill out the comparison chart detailing how each medium presents the content (e.g., use of sound, visual effects, dialogue).
3. Write a brief analysis on how the techniques of each medium affect the interpretation of the content.

Character Perspectives Debate

Materials:

changes, impact on the reader, effectiveness of the author's choices)

- Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
- Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text
- Summarize the text objectively, capturing the main ideas
- Distinguish between essential and nonessential details of a text to create an objective summary of the text
- Analyze the impact specific story elements have on the text
- Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting)
- Analyze how the plot and setting affect the actions/choices of the characters
- Explain why the author chose to have elements of a story interact in a specific way
- Analyze the impact of the relationship between characters, setting, and plot on the reader
- Evaluate the author's effectiveness in determining the interactions between character, setting, and plot
- Demonstrate the ability to determine the meaning of words

1. Copies of a selected text with multiple characters' viewpoints
2. Debate preparation sheet

Directions:

1. Read the selected text, focusing on the different characters' viewpoints.
2. Use the debate preparation sheet to outline each character's perspective and the impact on the story.
3. Participate in a debate, arguing the significance of different perspectives and how they contribute to the overall narrative.

Narrative Writing Workshop

Materials:

1. Writing prompts
2. Peer review checklists

Directions:

1. Choose a narrative writing prompt and draft a short story using descriptive details, effective dialogue, and a clear sequence of events.
2. Exchange drafts with a peer and use the peer review checklist to provide constructive feedback.
3. Revise your draft based on the feedback received and finalize your narrative.

Poetic Devices Exploration

Materials:

1. Copies of selected poems
2. Poetic devices worksheet

Directions:

1. Read the selected poems and identify various poetic devices (e.g., rhyme scheme, alliteration).
2. Use the poetic devices worksheet to analyze how these devices affect the poem's tone and meaning.
3. Present your analysis to the class, highlighting how the use of poetic devices contributes to the overall impact of the poem.

Multimedia Presentation Project

and phrases as they are used in a text (e.g., figurative, connotative, technical)

- Analyze the impact of specific word choice on meaning and/or tone
- Explain poetic devices used in text
- Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
- Analyze why the author used a specific word choice or sound device
- Analyze the impact of a word choice or sound device on the reader
- Evaluate the effectiveness of the author's word choice or sound device
- Describe the form and structure of a drama or poem
- Describe the structure used to organize a nonfiction text ~~texts~~
- Explain how text structure impacts overall meaning of text
- Identify how the differing form or structure of a text contributes to its meaning
- Analyze how parts of a text contribute to meaning
- Explain why the author chose a specific form or structure
- Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)
- Evaluate the effectiveness of the chosen form or structure

Materials:

1. Access to digital presentation tools (e.g., Google Slides, PowerPoint)
2. Selected informational text

Directions:

1. Read the informational text and identify key details and central ideas.
2. Create a multimedia presentation that includes text, images, and other relevant media to convey the central ideas effectively.
3. Present your multimedia project to the class, explaining how the use of different media enhanced the understanding of the text.

- Identify the viewpoints of characters in a text
- Compare and contrast the characters' points-of-view
- Trace how the author created and conveyed the similar and/or dissimilar characters
- Analyze the impact of the author's point of view choices on the reader
- Evaluate the effectiveness of the author's point of view choices
- Identify the author's point of view
- Explain the techniques the author uses to distinguish his/her point of view from others
- Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
- Analyze how content differs because of the medium in which it is presented
- Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia)
- Generate a list of techniques expressed in each medium
- Compare and contrast a written story, drama, or poem o its audio, filmed, staged, or multimedia version
- Determine how the techniques of a particular medium affect the content
- Analyze the effects of techniques unique to each medium

• Explain what makes each medium unique • Analyze the impact of each medium on the reader • Make judgments about which medium best represents the content • Compare and contrast historical fiction and a factual text • Explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story • Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text • Analyze the importance of the information each author emphasized and the importance of what was excluded • Analyze why the author of the fictional piece chose to use or alter history • Analyze the impact that the author's use or alteration of history has on the reader • Evaluate the effectiveness of the author's choices to use and/or alter history	
Writing Skills	Activities
Writing Genre: Narrative Research/Informative Routine Writing	

- Engage the reader with a story hook
- Introduce a narrator and/or characters
- Establish a point of view and background story
- Organize an event sequence that unfolds naturally and logically
- Use narrative techniques effectively to develop experiences, events, and/or characters
- Transition from one idea to the next by using appropriate words and phrases
- Use figurative language to aid in description
- Describe ideas by using sensory and specific language
- Write a conclusion that brings the story events to a meaningful close
- Clearly convey a conflict and a resolution to the conflict
- Identify defining characteristics of different genres of writing
- Unpack the writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice in writing
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing.

Theme Detective

Materials:

1. Copies of a selected short story or novel chapter
2. Highlighters
3. Sticky notes

Directions:

1. Read the assigned text carefully.
2. Identify the theme(s) of the text and highlight passages that support your theme.
3. Use sticky notes to label how each highlighted passage contributes to the development of the theme.
4. Share your findings with a partner and compare notes to discuss the development of the theme throughout the text.

Textual Evidence Scavenger Hunt

Materials:

1. Copies of a selected literary or informational text
2. Scavenger hunt worksheet with specific evidence criteria

Directions:

1. Read the assigned text and use the scavenger hunt worksheet to find pieces of textual evidence that meet the criteria (e.g., evidence that supports a specific claim, evidence of a character's development).
2. Record the evidence found and explain how it supports the analysis.
3. Discuss your findings with a group and refine your evidence list based on peer feedback.

Compare and Contrast Media

Materials:

1. Copies of a written story or poem
2. Access to a film adaptation or multimedia version of the story/poem
3. Comparison chart

Directions:

1. Read the written story or poem and watch its film adaptation or multimedia version.
2. Fill out the comparison chart detailing how each medium presents the content (e.g., use of sound, visual effects, dialogue).

- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
- Use technological resources to enhance writing
- Follow appropriate typing format and conventions
- Use technology to broaden research base
- Use evidence found online to support ideas
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Engage in short research projects to answer a self-selected or teacher-assigned questions
- Develop research questions
- Determine keywords or topics for each question
- Search for informational sources in an effort to answer the question
- Compose follow-up research questions based on the initial search
- Explain quotations used as support to enhance meaning
- Research and synthesize information from several sources
- Conduct research and synthesize multiple sources of information

3. Write a brief analysis on how the techniques of each medium affect the interpretation of the content.

Character Perspectives Debate

Materials:

1. Copies of a selected text with multiple characters' viewpoints
2. Debate preparation sheet

Directions:

1. Read the selected text, focusing on the different characters' viewpoints.
2. Use the debate preparation sheet to outline each character's perspective and the impact on the story.
3. Participate in a debate, arguing the significance of different perspectives and how they contribute to the overall narrative.

Narrative Writing Workshop

Materials:

1. Writing prompts
2. Peer review checklists

Directions:

1. Choose a narrative writing prompt and draft a short story using descriptive details, effective dialogue, and a clear sequence of events.
2. Exchange drafts with a peer and use the peer review checklist to provide constructive feedback.
3. Revise your draft based on the feedback received and finalize your narrative.

Poetic Devices Exploration

Materials:

1. Copies of selected poems
2. Poetic devices worksheet

Directions:

1. Read the selected poems and identify various poetic devices (e.g., rhyme scheme, alliteration).
2. Use the poetic devices worksheet to analyze how these devices affect

- Use search terms effectively
- Write a clear thesis statement
- Draw evidence from texts to support thesis
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations
- Identify examples of plagiarism in writing
- Paraphrase source information to avoid plagiarism in writing
- Incorporate ideas from literary or informational texts to support writing
- Deconstruct and reflect upon textual evidence
- Identify evidence that supports claims in literary analysis
- Logically connect evidence to claims in writing
- Select direct and indirect quotations that relate to the topic as evidence
- Cite in-text direct and indirect quotations appropriately
- Explain quotations used as support to enhance meaning
- Recognize and identify multiple organizational models
- Apply a specific organizational strategy to a writing

the poem's tone and meaning.

3. Present your analysis to the class, highlighting how the use of poetic devices contributes to the overall impact of the poem.

Multimedia Presentation Project

Materials:

1. Access to digital presentation tools (e.g., Google Slides, PowerPoint)
2. Selected informational text

Directions:

1. Read the informational text and identify key details and central ideas.
2. Create a multimedia presentation that includes text, images, and other relevant media to convey the central ideas effectively.
3. Present your multimedia project to the class, explaining how the use of different media enhanced the understanding of the text.

• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain decisions made while crafting a piece of writing • Produce written reflections • Write for a variety of audiences and purposes on an array of cross-curricular topics	
Speaking and Listening Skills	Activities
Task type: Project-based presentations focusing on use of multimedia and visual displays	
• Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed	Discussion Prep and Role Play Materials: 1. Copies of discussion texts (literary and informational) 2. Discussion role cards (e.g., facilitator, questioner, summarizer) 3. Notebooks or digital devices Directions: 1. Read the assigned text prior to the discussion. 2. Prepare by taking notes on key points, main ideas, and supporting details. 3. Choose a role card and perform that role during the discussion (e.g., facilitator leads, questioner asks questions). 4. Engage in the discussion, using previous knowledge to expand on the topic and model appropriate discussion behavior. 5. Reflect on and paraphrase what was discussed, then summarize the ideas expressed. Media Main Idea and Detail Sorting Materials:

- Summarize the ideas expressed
- Extract the main ideas and the details used to support it presented in different media formats
- Synthesize the information, sorting between the main points and smaller details that work to support the main points
- Use a graphic organizer (e.g., web, outline, etc)to analyze presented information
- Explain how the main idea and supporting details help to clarify a topic, text, or issue
- Present information using sound, detailed, and relevant evidence in a coherent manner
- Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic
- Use practices that engage the audience (ie: eye contact, volume, pronunciation)
- Emphasize important points with different pitch or volume
- Elaborate on a point that listeners may need more explanation to understand
- Orally present information, using appropriate speech, in a variety of situations.
- Recognize and consider the audience
- Determine if the topic and language style correspond appropriately
- Reflect on the use of language and revise as needed

1. Access to different media formats (e.g., articles, videos, infographics)
2. Graphic organizer (e.g., web, outline)
3. Pens or digital tools

Directions:

1. Examine the provided media formats and extract the main ideas and supporting details.
2. Use the graphic organizer to sort the information into main points and supporting details.
3. Synthesize the information, explaining how the main idea and details help clarify the topic.
4. Present your organized information to the class using detailed evidence to support your synthesis.

Persuasive Speech Preparation

Materials:

1. Speech preparation worksheet
2. Access to research materials
3. Presentation tools (e.g., slides, note cards)

Directions:

1. Choose a topic of interest or a teacher-assigned topic for your persuasive speech.
2. Use the speech preparation worksheet to outline your argument, including main points and supporting evidence.
3. Prepare your speech, focusing on engaging practices like eye contact, appropriate volume, and varied pitch.
4. Present your speech to the class, elaborating on points as needed and using effective language and speech techniques.

Graphic Organizer Collaboration

Materials:

1. Copies of a complex text (literary or informational)
2. Various graphic organizers (e.g., Venn diagrams, concept maps)
3. Pens or digital tools

Directions:

1. Read the complex text and identify the main ideas and supporting

details.

2. Collaborate with a partner or small group to create a graphic organizer that analyzes the presented information.
3. Use the graphic organizer to explain how the main idea and supporting details clarify the topic or issue.
4. Share and discuss your organizer with the class, focusing on how the visual representation aids in understanding.

Role-Play Discussion Exercise

Materials:

1. Role-play scenario cards (e.g., different viewpoints on a controversial topic)
2. Copies of relevant texts
3. Notebooks or digital devices

Directions:

1. Review the role-play scenario cards and the corresponding texts.
2. Assume a role from the scenario and prepare arguments based on that viewpoint.
3. Participate in a role-play discussion, using evidence from the text to support your position and responding to others' viewpoints.
4. Reflect on the discussion, summarizing the different perspectives and their impact on the topic.

Language Style and Audience Analysis

Materials:

1. Examples of various texts (e.g., formal essays, informal blog posts)
2. Analysis worksheet

Directions:

1. Read the provided examples and identify the language style and audience for each text.
2. Complete the analysis worksheet by noting how the language style fits the audience and purpose of the text.
3. Discuss your findings with a partner or group, focusing on how the language and style choices impact the effectiveness of the text.

Textual Evidence and Prediction Exercise

	Materials: • Copies of a selected literary or informational text • Evidence and prediction worksheet Directions: 1. Read the text and use the evidence and prediction worksheet to record textual evidence and make predictions about upcoming content. 2. After making predictions, compare them with actual text developments. 3. Discuss with a group how the evidence supported your predictions and any discrepancies.
Language Skills	Activities
• Identify phrases and clauses in sentences when reading • Accurately use phrases and clauses within a sentence in writing • Recognize and correct misplaced and dangling modifiers • Identify a series of adjectives in writing • Use a comma to separate adjectives in a series • Apply common rules and patterns to spell words correctly • Select precise language • Revise writing for wordiness and redundancies • Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases • Use dictionaries, glossaries, and/or thesauruses to find the	Phrase and Clause Hunt Materials: 1. Copies of sentences with phrases and clauses 2. Highlighters or colored pens 3. Worksheets for identification Directions: 1. Distribute sentences that contain various phrases and clauses to each student. 2. Students will highlight or underline different phrases and clauses in each sentence. 3. On the worksheet, students will label each phrase and clause and describe its function in the sentence. 4. Review as a class and discuss any corrections needed. Modifier Correction Exercise Materials: 1. Sentences with misplaced and dangling modifiers 2. Correction worksheets 3. Pens or digital tools Directions:

pronunciation of a word

- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- Consult reference materials that are both printed and digital
- Define and identify figures of speech
- Determine the meaning of and purpose of figures of speech in context
- Identify the relationship of words
- Clarify words by using the relationship between them
- Discern the difference in meaning between closely related words\
- Understand and apply conversational, academic, and domain specific vocabulary
- Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

1. Provide sentences that contain misplaced or dangling modifiers.
2. Students will rewrite the sentences, correcting the modifiers.
3. Use the worksheet to guide the correction process, ensuring that each modification improves clarity.
4. Discuss the corrections as a class, focusing on how the changes clarify meaning.

Adjective Series Challenge

Materials:

1. Sentences with a series of adjectives
2. Comma placement worksheets
3. Pens or digital tools

Directions:

1. Distribute sentences that include a series of adjectives describing a noun.
2. Students will identify the adjectives and correctly place commas between them.
3. Complete the worksheet by rewriting the sentences with appropriate punctuation.
4. Share and review the corrected sentences in pairs or small groups.

Vocabulary Detective

Materials:

1. Text excerpts with underlined unknown words
2. Dictionaries, glossaries, and thesauruses (print or digital)
3. Vocabulary worksheets

Directions:

1. Provide students with text excerpts where certain words are underlined.
2. Students will use dictionaries, glossaries, and thesauruses to find the meanings, pronunciations, and parts of speech of the underlined words.
3. Complete the worksheet by recording the definitions and verifying them with context clues.
4. Discuss how understanding these words enhances comprehension of the text.

Figurative Language Exploration

Materials:

1. Excerpts with various figures of speech
2. Figurative language analysis worksheets
3. Pens or digital tools

Directions:

1. Distribute excerpts that include different figures of speech (e.g., metaphors, similes).
2. Students will identify and analyze the figures of speech, determining their meanings and purposes in context.
3. Complete the worksheet by explaining how the figures of speech enhance the text.
4. Share and discuss findings with the class, focusing on the impact of each figure of speech.

Context Clue Challenge

Materials:

1. Texts with context clues for unknown words
2. Context clue worksheets
3. Pens or digital tools

Directions:

1. Provide texts where students must use context clues to determine the meaning of unknown words.
2. Students will complete the worksheets by using context clues and word relationships to infer meanings.
3. Discuss the inferred meanings and verify them using dictionaries or other reference materials.
4. Reflect on how context clues aid in understanding texts.

Word Relationship Analysis

Materials:

1. Sentences with closely related words
2. Word relationship worksheets
3. Pens or digital tools

Directions:

	1. Distribute sentences that use closely related words with subtle differences in meaning. 2. Students will identify and analyze the relationship between these words, noting their connotations and differences. 3. Complete the worksheet by explaining how each word contributes to the overall meaning. 4. Share and discuss how word choice affects meaning and tone.
--	---

Assessments

Formative Assessment List

1. **Theme Detective Activity:** Evaluate students' ability to identify and support themes using textual evidence.
2. **Textual Evidence Scavenger Hunt:** Assess the quality and relevance of evidence gathered and how well it supports analysis.
3. **Compare and Contrast Media Chart:** Review students' ability to analyze and compare the effects of different media on content.
4. **Character Perspectives Debate:** Observe students' understanding of character viewpoints and their ability to articulate the significance of these perspectives.
5. **Peer Review of Narrative Writing:** Check for effective use of narrative techniques and students' ability to give and receive constructive feedback.
6. **Discussion Prep and Role Play:** Assess students' preparation for discussions, their ability to use evidence, and their role performance.
7. **Media Main Idea and Detail Sorting:** Evaluate students' ability to extract and organize main ideas and supporting details from different media.
8. **Graphic Organizer Collaboration:** Review students' ability to synthesize information and clarify topics using graphic organizers.
9. **Language Style and Audience Analysis:** Observe students' understanding of how language style and audience impact a text's effectiveness.
10. **Phrase and Clause Hunt:** Assess students' ability to identify and label phrases and clauses in sentences.
11. **Modifier Correction Exercise:** Evaluate students' skill in recognizing and correcting misplaced and dangling modifiers.
12. **Adjective Series Challenge:** Review students' accuracy in using commas with a series of adjectives.
13. **Vocabulary Detective:** Monitor students' proficiency in using reference materials to determine word meanings.

Summative Assessment List

1. **Narrative Writing Final Draft:** Evaluate the final narrative for effective use of descriptive details, dialogue, and narrative structure.
2. **Poetic Devices Analysis:** Assess students' understanding of poetic devices and their impact on tone and meaning in a poem.
3. **Multimedia Presentation Project:** Grade the effectiveness of the multimedia presentation in conveying central ideas and how well different media are used.
4. **Textual Evidence and Theme Analysis Essay:** Evaluate students' ability to cite textual evidence, identify themes, and analyze their

development throughout the text.

5. **Persuasive Speech Presentation:** Evaluate the effectiveness of students' persuasive arguments, use of evidence, and presentation skills.
6. **Graphic Organizer Analysis:** Grade the accuracy and clarity of students' graphic organizers in representing main ideas and supporting details.
7. **Role-Play Discussion Exercise:** Assess students' ability to present different viewpoints and use textual evidence in role-play discussions.
8. **Evidence and Prediction Worksheet:** Review students' ability to use textual evidence to support predictions and analyze text developments.
9. **Figurative Language Exploration:** Assess students' understanding of figures of speech, their meanings, and their purposes in context.
10. **Context Clue Challenge:** Evaluate students' ability to use context clues to determine the meaning of unknown words.
11. **Word Relationship Analysis:** Review students' understanding of closely related words and their impact on meaning and tone.
12. **Vocabulary Detective and Modifier Correction Integration:** Combine assessments of vocabulary usage and modifier correction to gauge overall proficiency in writing and text comprehension

Resources

Mentor Texts

Literary Texts

- *One Crazy Summer* by Rita Williams-Garcia
- *The Watsons Go to Birmingham – 1963* by Christopher Paul Curtis
- *Where the Mountain Meets the Moon* by Grace Lin
- *Amina's Voice* by Hena Khan
- *The Hate U Give* by Angie Thomas
- *American Born Chinese* by Gene Luen Yang
- *The Name Jar* by Yangsook Choi
- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- *The Crossover* by Kwame Alexander
- *When You Trap a Tiger* by Tae Keller
- *Alvin Ho: Allergic to Girls, School, and Other Scary Things* by Lenore Look
- *Lalani of the Distant Sea* by Erin Entrada Kelly
- *The Last Fifth Grade of Emerson Elementary* by Laura Shovan
- *The Journey of Little Charlie* by Christopher Paul Curtis
- *The Epic Fail of Arturo Zamora* by Pablo Cartaya
- *Pura Belpré: A Library of Congress Biography* by Diana López

Reading

- [Close In on Close Reading](#)
- [How To Close Reading Video](#)
- [Teaching Channel: Thinking Notes Strategy For Close Reading](#)
- [Common Core Reading Strategies Informational Text](#)
- [Writing Summary](#)
- [Summary-Non-Fiction Text](#)
- [YouTube Reading Lessons Middle School](#)
- [Common Core Strategies](#)
- [Teaching Reading](#)
- [Close Reading Model Lessons](#)
- [Literary Analysis](#)
- [Teaching Theme](#)

- *A Long Walk to Water* by Linda Sue Park
- *The Science of Breakable Things* by Tae Keller

Informational Texts

- *Pura Belpré: A Library of Congress Biography* by Diana López
- *A Long Walk to Water* by Linda Sue Park
- *The Science of Breakable Things* by Tae Keller

Poetry

- *Still I Rise* by Maya Angelou
- *The Road Not Taken* by Robert Frost
- *The Swing* by Robert Louis Stevenson
- *Dreams* by Langston Hughes
- *Ozymandias* by Percy Bysshe Shelley
- *I, Too* by Langston Hughes
- *The Weary Blues* by Langston Hughes
- *The Bells* by Edgar Allan Poe
- *A Dream Deferred* by Langston Hughes
- *The Negro Speaks of Rivers* by Langston Hughes
- *Caged Bird* by Maya Angelou
- *In the Morning* by Margaret Atwood
- *The Tyger* by William Blake

- [Teaching Theme \(video\)](#)

- [Character Analysis](#)

- [Teaching Vocabulary](#)

Writing/Language

- [Evidence Based Arguments](#)

- [Writing Resources by Strand](#)

- [Argumentative Writing YouTube](#)

- [Writing Exemplars - Argument/Opinion](#)

- [Personal Narrative](#)

- [PARCC Writing Resources](#)

- [Writing Exemplars by Grade Level and Aspects to Consider in Writing](#)

- [Thesis Writing](#)

- [Discussion, Planning and Questioning](#)

- [Grammar](#)

- [Purdue OWL Writing Lab](#)

- [Writing a Book Summary](#)

Speaking & Listening

- [Inquiry Based Learning \(Edutopia\)](#)

	• Engaging Students Using Discussion • Strategies for Student Centered Discussion • Socratic Seminar: ReadWriteThink • Fishbowl Strategy • Stems on Fostering Class Discussion • Fishbowl Strategies: Teach Like This • Accountable Talk • AVID Socratic Seminar Critical Thinking • Levels of Thinking in Bloom's and Webb's Depth of Knowledge • Cognitive Rigor Chart • 5 Strategies For Middle School Classrooms • Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons FCCR
--	---

Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists
---	---

-Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	-Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

Unit 4: Crafting Understanding: Exploring and Communicating Ideas in Texts

Unit Goal:

This comprehensive unit aims to develop students’ ability to analyze, interpret, and communicate complex ideas through literature and informational texts. Students will learn to cite and connect textual evidence to support their analyses, identify and explain themes or central ideas, and examine how text structures influence meaning. They will also explore how authors convey perspective and purpose through varying

viewpoints. Additionally, students will enhance their writing skills by crafting informative and explanatory texts, utilizing technology and multimedia effectively, and mastering sophisticated vocabulary. Through collaborative discussions and presentations, students will build their research and organizational skills, ensuring they can communicate their findings clearly and effectively.

Duration: 9 weeks

Essential Questions:

- How do you cite textual evidence to support an analysis of what a literary or informational text explicitly states and infers?
- What strategies can be used to determine and explain the theme or central idea of a text, and how is it conveyed through specific details?
- How does the structure of a text contribute to its overall meaning, and how can you analyze different text structures (e.g., narrative, informational, poetic)?
- In what ways does an author develop perspective or purpose through contrasting viewpoints and how can this be identified and analyzed?
- How can you effectively use technology and various sources to research, organize, and present information for different purposes and audiences?
- What are the key components of writing informative/explanatory texts, and how do you develop and organize ideas clearly and effectively?
- How can you use multimedia components to enhance presentations and clarify complex ideas?
- What are the strategies for understanding and applying complex language and vocabulary in reading, writing, and speaking?

Enduring Understandings:

- Effective analysis of texts requires the ability to cite multiple pieces of evidence, make relevant connections, and understand both explicit statements and inferred meanings.
- Understanding a text's theme or central idea involves analyzing how it is developed through details and structure, and summarizing this understanding without personal bias.
- The organization of a text—whether it is a narrative, informational, or poetic work—affects how its meaning is conveyed and understood.
- Perspective and purpose in a text are shaped by contrasting viewpoints and the author's intent, and recognizing these aspects enhances comprehension and analysis.
- Technology and diverse sources play a critical role in researching, organizing, and presenting information accurately and effectively.
- Writing informative/explanatory texts involves clear introduction, detailed development, appropriate transitions, precise language, and formal style, with a well-supported conclusion.
- Multimedia and visual components can significantly enhance presentations by making information clearer and more engaging.
- Mastery of language and vocabulary involves understanding and applying word meanings, context, and structures to communicate effectively and accurately.

NJSLS:
Reading

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 in a literary text (e.g. stories, plays or poetry) explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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.

Writing

W.IW.7.2. 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.

W.IW.7.2.A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) 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 a formal/academic style, approach, and form.

W.IW.7.2.F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

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 and sustaining effort to complete complex writing tasks; focusing on how well purpose and audience have been addressed.

Speaking and Listening

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

SL.PE.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.PE.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.PE.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.PE.7.1.D. 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.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.

Language

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.7.1.E. Recognize spelling conventions.

L.KL.7.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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 and redundancy.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

L.7.4.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.7.4.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.7.4.C. 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.7.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Companion Standards

9.2 Career Awareness

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.4 Life Literacies and Key Skills

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4 Digital Citizenship

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4 Information/Media Literacy

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4 Technology Literacy

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Social Studies/Science/Other

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity	
• Paraphrase evidence from text • Correctly cite evidence • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions as you read • Make personal connections, connections to other texts, and/or global connections, when relevant • Gather evidence from the text to support inferences or explicit meaning • Read and analyze a variety of literary genres and informational texts • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences	Paraphrasing Practice Materials: 1. Text excerpts 2. Highlighters 3. Paper 4. Pens Directions: 1. Read the provided text excerpt carefully. 2. Highlight key phrases and evidence that support the main ideas. 3. Paraphrase the highlighted information in your own words, focusing on retaining the original meaning. 4. Share your paraphrases with a partner and compare them. 5. Discuss any differences and refine your paraphrases based on the discussion. Evidence Scavenger Hunt Materials: 1. Copies of a short story or article 2. Sticky notes 3. Pens Directions: 1. Read the provided text thoroughly. 2. Identify passages that provide evidence for specific claims or themes in the text. 3. Use sticky notes to mark these passages and write a brief explanation of how each piece of evidence supports the claim. 4. Share your findings with a small group, and discuss how each piece of evidence contributes to understanding the text.

- Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence
- Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text
- Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text
- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
- Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
- Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text
- Summarize the text objectively, capturing the main ideas
- Distinguish between essential and nonessential details of a text to create an objective summary of the text
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- Analyze the impact of specific word choice on

Analyzing Themes in Texts

Materials:

1. Various literary texts (short stories, poems)
2. Graphic organizers
3. Paper
4. Pens

Directions:

1. Select a text from the provided choices.
2. Read the text closely and use the graphic organizer to identify the theme(s) of the text.
3. Detail how specific elements (characters, setting, plot) contribute to the theme.
4. Write a brief summary explaining how the theme is developed throughout the text, using evidence from the text.

Comparing Perspectives

Materials:

1. Two different texts with contrasting viewpoints
2. Venn diagrams
3. Paper
4. Pens

Directions:

1. Read the two texts carefully, noting the different perspectives presented.
2. Use the Venn diagram to compare and contrast the viewpoints of the characters or narrators in the texts.
3. Discuss how the differing perspectives affect the reader's understanding and the overall message of each text.
4. Write a short paragraph explaining the impact of these differing perspectives.

Multimedia Presentation

Materials:

1. Computer/tablet
2. Presentation software (e.g., PowerPoint, Google Slides)
3. Text excerpts

meaning and/or tone

- Explain poetic devices used in text
- Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
- Analyze why the author used a specific word choice or sound device
- Analyze the impact of a word choice or sound device on the reader
- Evaluate the effectiveness of the author's word choice or sound device
- Describe the form and structure of a drama or poem
- Describe the structure used to organize a nonfiction text ~~texts~~
- Explain how text structure impacts overall meaning of text
- Identify how the differing form or structure of a text contributes to its meaning
- Analyze how parts of a text contribute to meaning
- Explain why the author chose a specific form or structure
- Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)
- Evaluate the effectiveness of the chosen form or structure
- Identify the viewpoints of characters in a text
- Compare and contrast the characters' points-of-view

4. Multimedia resources

Directions:

1. Choose a text and analyze its main ideas and supporting details.
2. Create a multimedia presentation that includes visuals, text, and audio to support your analysis.
3. Highlight how multimedia components enhance the presentation and clarify the main ideas.
4. Present your work to the class and explain the effectiveness of the multimedia elements used.

Poetic Devices Exploration

Materials:

1. Poem excerpts
2. Highlighters
3. Paper
4. Pens

Directions:

1. Read the provided poem excerpts and highlight examples of poetic devices (e.g., rhyme scheme, alliteration, metaphor).
2. Analyze how these devices contribute to the meaning and tone of the poem.
3. Write a brief analysis explaining the impact of each poetic device on the reader.
4. Share your analysis with a partner and discuss any differences in interpretation.

Text Structure Analysis

Materials:

1. Nonfiction texts
2. Graphic organizers
3. Paper
4. Pens

Directions:

1. Read the nonfiction text and identify its structure (e.g., cause-effect, problem-solution).
2. Use the graphic organizer to map out how the text is structured

• Trace how the author created and conveyed the similar and/or dissimilar characters • Analyze the impact of the author’s point of view choices on the reader • Evaluate the effectiveness of the author’s point of view choices • Identify the author’s point of view • Explain the techniques the author uses to distinguish his/her point of view from others • Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others • Determine difficulties in comprehending and making meaning • Apply appropriate strategies in order to increase comprehension when encountering grade level text • Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life • Encounter the text with scaffolding when needed Make an increasing number of connections among ideas and between texts	and how it contributes to the overall meaning. 3. Explain how the structure helps convey the central idea and supports the reader's understanding. 4. Write a brief explanation of why the author chose this structure and its effectiveness.
Writing Skills	Activities
Writing Genre: Research Informative and Explanatory Routine Writing	

- Focus writing on thoroughly describing or explaining a topic
- Identify the defining elements of this specific writing genre
- Explore topics from their content area classes.
- Introduce a topic clearly, previewing what is to follow
- Organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect
- Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
- Include relevant supporting facts, information, and details
- Transition between ideas using appropriate words and phrases
- Select precise language and domain-specific vocabulary
- Consistently use an appropriate style
- Create language that is appropriate to one's audience and follows a formal tone
- Write a conclusion to bring the text to a close
- Identify defining characteristics of different genres of writing
- Unpack the writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice in writing

Analyzing Text Structure

Materials:

1. Printed copies of different texts (e.g., news articles, short stories, poems)
2. Highlighters
3. Graphic organizers (e.g., Venn diagrams, cause-and-effect charts)

Directions:

1. Read each provided text carefully.
2. Use highlighters to identify key structural elements (e.g., headings, cause/effect relationships, chronological order).
3. Fill out the graphic organizer to categorize these elements and explain how they contribute to the overall meaning of the text.
4. Share findings with a partner and discuss how different structures influence comprehension.

Crafting a Persuasive Essay

Materials:

1. Essay prompt
2. Outline template
3. Rubric
4. Computer or paper for writing

Directions:

1. Review the essay prompt and outline the main points and supporting details.
2. Write a persuasive essay using the provided outline template.
3. Incorporate precise language and domain-specific vocabulary.
4. Use the rubric to self-assess and revise the essay for clarity and coherence.

Exploring Genres Through Multimedia

Materials:

1. Access to multimedia resources (e.g., videos, infographics)
2. Genre-specific texts
3. Notebook

Directions:

- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing.
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
- Use technological resources to enhance writing
- Follow appropriate typing format and conventions
- Use technology to broaden research base
- Use evidence found online to support ideas
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Engage in short research projects to answer a self-selected or teacher-assigned questions
- Develop research questions
- Determine keywords or topics for each question
- Search for informational sources in an effort to answer the question • Compose follow-up research questions based on the initial search
- Explain quotations used as support to enhance meaning
- Research and synthesize information from several sources

1. Select a genre (e.g., poetry, informational text, drama) and review related multimedia resources and texts.
2. Take notes on the defining characteristics of the genre as observed through different media.
3. Create a multimedia presentation summarizing your findings, including examples of each genre's characteristics.

Writing for a Specific Audience

Materials:

1. Writing prompts
2. Audience profiles
3. Checklist for writing style and tone

Directions:

1. Choose a writing prompt and review the provided audience profiles.
2. Write a piece tailored to one of the audience profiles, focusing on appropriate language, tone, and style.
3. Use the checklist to ensure the writing matches the audience's needs and preferences.
4. Peer review the piece and provide feedback based on the checklist.

Research Project and Presentation

Materials:

1. Research questions
2. Access to digital and print resources
3. Presentation tools (e.g., PowerPoint, posters)

Directions:

1. Develop a research question and determine keywords for searching.
2. Conduct research using various sources and take notes.
3. Create a presentation that includes a clear thesis statement, supporting evidence, and a conclusion.
4. Present findings to the class, using multimedia elements as needed.

- Conduct research and synthesize multiple sources of information
- Use search terms effectively
- Write a clear thesis statement
- Draw evidence from texts to support thesis
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations
- Identify examples of plagiarism in writing
- Paraphrase source information to avoid plagiarism in writing
- Incorporate ideas from literary or informational texts to support writing
- Deconstruct and reflect upon textual evidence
- Identify evidence that supports claims in literary analysis
- Logically connect evidence to claims in writing
- Select direct and indirect quotations that relate to the topic as evidence
- Cite in-text direct and indirect quotations appropriately
- Explain quotations used as support to enhance meaning
- Recognize and identify multiple organizational models

Revising and Editing Peer Work

Materials:

1. Peer-written drafts
2. Revision checklist
3. Pens or editing tools

Directions:

1. Exchange drafts with a peer and review each other's work using the revision checklist.
2. Focus on improving organization, clarity, and effectiveness of language.
3. Provide constructive feedback and make necessary revisions to the draft.
4. Reflect on the revision process and the changes made.

Analyzing Quotations in Literary Texts

Materials:

1. Copies of selected literary texts
2. Highlighters
3. Annotation tools
4. Graphic organizer

Directions:

1. Select and highlight key quotations from the text that support the main theme or idea.
2. Use the graphic organizer to explain how each quotation enhances meaning and supports the thesis.
3. Share and discuss findings with a group, focusing on how quotations contribute to overall understanding.

• Apply a specific organizational strategy to a writing • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain decisions made while crafting a piece of writing • Produce written reflections • Write for a variety of audiences and purposes on an array of cross-curricular topics	
Speaking and Listening Skills	Activities
Task type: Socratic Seminars and Debates	
• 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 • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas • Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented	Effective Discussion Strategies Materials: 1. Discussion prompt cards 2. Note-taking materials 3. Discussion tracking sheets Directions: 1. Read the discussion prompt and prepare by researching relevant information or reviewing the assigned material. 2. Engage in a group discussion, using the discussion tracking sheets to note key points, questions posed, and responses. 3. Explicitly draw on evidence from the material to support your contributions. 4. Follow the rules for collegial discussions and track progress toward discussion goals. 5. Reflect on the discussion and revise your notes based on new information and ideas presented by others.

- Extract the main ideas and the details used to support it presented in different media formats
- Synthesize the information, sorting between the main points and smaller details that work to support the main points
- Use a graphic organizer (ie: web, outline, etc) to analyze presented information
- Explain how the main idea and supporting details help to clarify a topic, text, or issue
- Use multimedia and visual displays to enhance work
- Identify the various types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props)
- Find meaningful ways to include these tools in presentations
- Identify where to incorporate multimedia and visual displays, as well as implement specific video clips to enhance audience interest and learning
- Use multimedia to help make claims and findings clear and to emphasize important points for the audience
- Determine when it is appropriate to use informal language versus formal English
- Orally present information, using appropriate speech, in a variety of situations.
- Recognize and consider the audience
- Determine if the topic and language style correspond appropriately

Multimedia Presentation Project

Materials:

1. Access to computers or tablets
2. Presentation software (e.g., PowerPoint, Google Slides)
3. Multimedia resources (e.g., videos, images)
4. Graphic organizer

Directions:

1. Choose a topic and use a graphic organizer to outline the main points and supporting details.
2. Gather relevant multimedia resources and visuals to enhance your presentation.
3. Create a presentation incorporating text, audio, images, and video clips to clarify and emphasize key points.
4. Present your findings to the class, ensuring that multimedia elements are used effectively to engage your audience and support your claims.

Analyzing and Synthesizing Information

Materials:

1. Printed articles or excerpts from different media formats
2. Graphic organizers (e.g., Venn diagrams, outlines)
3. Highlighters

Directions:

1. Read the provided articles or excerpts and highlight the main ideas and supporting details.
2. Use a graphic organizer to sort and synthesize the information from different media formats.
3. Explain how the main ideas and supporting details clarify the topic, text, or issue.
4. Share your analysis with a partner and discuss the effectiveness of different types of media in presenting information.

Formal vs. Informal Language Practice

Materials:

1. Scenario cards with different contexts
2. Examples of formal and informal language

- Reflect on the use of language and revise as needed

3. Writing and speaking prompts

Directions:

1. Review the scenario cards, which present different contexts for communication.
2. Write and/or perform responses using appropriate language style for each scenario.
3. Reflect on your use of language and revise your responses based on feedback.
4. Discuss with peers why certain language styles are suitable for specific contexts and revise your work accordingly.

Creating Effective Visual Displays

Materials:

1. Poster board or digital design tools
2. Markers or graphic design software
3. Example visual displays

Directions:

1. Review different types of visual displays (e.g., posters, infographics) and their purposes.
2. Design a visual display that enhances your presentation or project, incorporating relevant multimedia elements.
3. Present your visual display to the class and explain how it helps to clarify and emphasize key points.
4. Reflect on the effectiveness of your visual display and make revisions as needed based on peer feedback.

Evaluating and Giving Peer Feedback

Materials:

1. Peer-written drafts
2. Feedback forms
3. Rubric for evaluation

Directions:

1. Exchange drafts with a peer and use the feedback form and rubric to evaluate their work.
2. Provide constructive feedback focusing on clarity, organization, language use, and adherence to the prompt.

	3. Reflect on the feedback received and revise your own work based on suggestions and insights. 4. Discuss feedback strategies with your peer and consider how they can improve your writing. Reflective Journaling Materials: 1. Journals or digital note-taking apps 2. Reflective prompts Directions: 1. Choose a reflective prompt related to recent lessons or activities. 2. Write a journal entry that addresses the prompt, considering your learning process and outcomes. 3. Review your entry for clarity and depth, and revise as needed. 4. Share your reflections with a classmate or in a small group, discussing insights and personal growth.
Language Skills	Assessments
• Apply common rules and patterns to spell words correctly • Select precise language • Revise writing for wordiness and redundancies • Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech	Word Wizard Challenge Materials: 1. Vocabulary lists 2. Word cards with prefixes and suffixes 3. Dictionaries or glossary apps Directions: 1. Review a list of vocabulary words, focusing on their prefixes, suffixes, and root words. 2. Use the word cards to practice separating base words from prefixes and suffixes. 3. Apply context clues to infer meanings of unknown words from sentences. 4. Consult dictionaries or glossaries to verify meanings and pronunciations. 5. Create sentences using the new vocabulary and share with the

- Determine the meaning of commonly used prefixes and suffixes
- Separate a base word from the prefix or suffix
- Use the definition of known prefixes and suffixes to define new words
- Identify root words in unknown words
- Use known root words to aid in defining unknown words
- Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- Consult reference materials that are both printed and digital
- Understand and apply conversational, academic, and domain specific vocabulary
- Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

class for peer review.

Precision in Language

Materials:

1. Sample paragraphs with wordiness and redundancies
2. Editing checklist
3. Writing tools

Directions:

1. Read provided sample paragraphs that contain wordiness and redundancies.
2. Use the editing checklist to identify and correct unnecessary words and redundant phrases.
3. Revise the paragraphs to improve clarity and conciseness.
4. Share revised paragraphs with a partner for feedback and make further adjustments as needed.

Root Word Detective

Materials:

1. Word lists with prefixes, suffixes, and roots
2. Root word charts
3. Digital dictionaries or thesauruses

Directions:

1. Review a list of words with different prefixes, suffixes, and roots.
2. Use root word charts to identify and analyze root words in unfamiliar terms.
3. Determine the meanings of new words by breaking them into root words and affixes.
4. Consult dictionaries or thesauruses to verify meanings and refine your understanding.

Context Clues Scavenger Hunt

Materials:

1. Excerpts from texts with challenging vocabulary
2. Highlighters
3. Context clue worksheet

Directions:

1. Read excerpts from texts and highlight unknown words.
2. Use context clues from surrounding sentences to infer the meanings of these words.
3. Fill out the context clue worksheet to explain how you arrived at your inferred meanings.
4. Compare your inferred meanings with dictionary definitions to check for accuracy.

Vocabulary in Action

Materials:

1. Vocabulary lists
2. Writing prompts
3. Digital or printed thesauruses

Directions:

1. Choose vocabulary words from a provided list.
2. Use digital or printed thesauruses to explore synonyms and antonyms for the chosen words.
3. Write a short story or paragraph incorporating the selected vocabulary words.
4. Share your writing with a peer, highlighting how you used the vocabulary to enhance your writing.

Digital Dictionary Quest

Materials:

1. Computers or tablets with internet access
2. Dictionary and thesaurus websites
3. Word list

Directions:

1. Use digital dictionaries and thesauruses to look up the meanings and pronunciations of challenging words from a given list.
2. Record the definitions, pronunciations, and parts of speech for each word.
3. Create a digital flashcard set with the information gathered.
4. Review and test each other using the flashcards to reinforce learning.

Prefixes and Suffixes Workshop

Materials:

1. Prefix and suffix charts
2. Sample words
3. Worksheets

Directions:

1. Study charts showing common prefixes and suffixes, along with their meanings.
2. Use worksheets to practice adding prefixes and suffixes to base words.
3. Define new words created by combining base words with prefixes or suffixes.
4. Discuss how adding different affixes changes the meaning of the base words.

Assessments

Formative Assessment List

1. **Paraphrasing Check:** Assess students' ability to accurately paraphrase and retain the original meaning of text excerpts.
2. **Evidence Scavenger Hunt:** Evaluate students' ability to identify and cite textual evidence that supports claims or themes.
3. **Theme Analysis:** Check students' understanding of how themes are developed and supported through text details.
4. **Perspective Comparison:** Observe students' skills in comparing and contrasting viewpoints and understanding their impact.
5. **Multimedia Presentation Review:** Assess students' use of multimedia elements and their effectiveness in enhancing text comprehension.
6. **Poetic Devices Analysis:** Evaluate students' ability to identify and analyze the impact of poetic devices on meaning and tone.
7. **Text Structure Analysis:** Check students' ability to identify and explain text structures and their contribution to meaning.
8. **Graphic Organizer Completion:** Assess understanding of text structure and genre characteristics through completed graphic organizers.
9. **Peer Feedback:** Evaluate effectiveness of writing and presentations based on peer feedback and revision checklists.
10. **Multimedia Presentation:** Review multimedia presentations for accurate genre representation and understanding.
11. **Draft Revisions:** Monitor progress through draft revisions and feedback sessions.
12. **Quotations Analysis:** Check comprehension of literary texts by evaluating the analysis of selected quotations.

13. **Discussion Tracking Sheets:** Monitor students' participation and use of evidence in discussions.
14. **Multimedia Presentation Review:** Assess the integration and effectiveness of multimedia elements in presentations.
15. **Graphic Organizer Completion:** Evaluate students' ability to sort and synthesize information from various sources.
16. **Language Style Practice:** Check students' ability to use formal and informal language appropriately in various contexts.
17. **Visual Display Creation:** Review the effectiveness of visual displays in enhancing understanding and engagement.
18. **Word Wizard Challenge:** Assess students' ability to separate base words, prefixes, and suffixes, and their use of context clues.
19. **Precision in Language:** Evaluate students' skills in identifying and correcting wordiness and redundancies in written work.
20. **Root Word Detective:** Review students' ability to identify root words and use them to define unknown words.
21. **Context Clues Scavenger Hunt:** Measure students' effectiveness in using context clues to infer meanings of unknown words.
22. **Vocabulary in Action:** Check students' application of vocabulary words in writing and their use of synonyms and antonyms.

Summative Assessment List

1. **Thematic Essay:** Students write an essay analyzing the theme(s) of a selected text, using evidence to support their claims and explaining how the theme develops throughout the text.
2. **Evidence-Based Research Paper:** Students write a research paper using textual evidence to support their analysis of a central idea or perspective in a nonfiction text.
3. **Comparative Analysis Presentation:** Students create a presentation comparing perspectives from two different texts, including multimedia elements to support their analysis.
4. **Poetic Device Portfolio:** Students compile and analyze examples of poetic devices from various poems, explaining their impact on meaning and tone.
5. **Text Structure Project:** Students complete a project mapping out the structure of a nonfiction text and explaining how it aids in understanding the central idea.
6. **Persuasive Essay:** Assess students' ability to craft a persuasive essay with clear thesis, structured arguments, and appropriate language.
7. **Research Project Presentation:** Evaluate research, synthesis, and presentation skills through the final project and presentation.
8. **Final Written Reflection:** Review students' written reflections on their writing process, including decisions made and revisions.
9. **Genre Exploration Report:** Assess understanding of genre characteristics through a comprehensive report or multimedia presentation.
10. **End-of-Unit Test:** Test knowledge on various writing styles, text structures, and literary analysis techniques.
11. **Formal Discussion Evaluation:** Assess overall participation, use of evidence, and adherence to discussion rules and goals.
12. **Final Multimedia Presentation:** Evaluate the coherence, use of multimedia, and clarity of the final presentation project.
13. **Comprehensive Synthesis Report:** Review students' ability to synthesize and analyze information from different media formats.
14. **Formal vs. Informal Language Assessment:** Assess students' proficiency in using appropriate language for different contexts through written and oral responses.
15. **Peer Feedback and Reflection:** Evaluate the effectiveness of peer feedback and students' ability to revise their work based on constructive criticism.
16. **Vocabulary Mastery Test:** Evaluate students' understanding and application of vocabulary, including root words, prefixes, and suffixes.

17. **Formal Writing Assignment:** Assess students' ability to use precise language and avoid redundancies in a formal piece of writing.
18. **Context Clues and Dictionary Usage Exam:** Test students' skills in using context clues and reference materials to determine word meanings.
19. **Root Words and Affixes Project:** Review students' proficiency in identifying and using root words, prefixes, and suffixes through a comprehensive project.
20. **Digital Dictionary Quiz:** Assess students' ability to use digital dictionaries and thesauruses effectively.

Resources

Mentor Texts

Literary Texts

- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- *El Deafo* by Cece Bell
- *The Jumbies* by Tracey Baptiste
- *Amari and the Night Brothers* by B.B. Alston
- *The Line Tender* by Kate Allen
- *Sal and Gabi Break the Universe* by Carlos Hernandez
- *Front Desk* by Kelly Yang
- *The Proudest Blue: A Story of Hijab and Family* by Ibtihaj Muhammad and S.K. Ali
- *The Red Pencil* by Andrea Davis Pinkney
- *The Breadwinner* by Deborah Ellis
- *The Crossover* by Kwame Alexander
- *Inside Out and Back Again* by Thanhha Lai
- *The Day You Begin* by Jacqueline Woodson
- *Anya's Ghost* by Vera Brosgol
- *Esperanza Rising* by Pam Muñoz Ryan
- *When You Trap a Tiger* by Tae Keller
- *American Born Chinese* by Gene Luen Yang
- *The Name Jar* by Yangsook Choi
- *Lalani of the Distant Sea* by Erin Entrada Kelly
- *The Epic Fail of Arturo Zamora* by Pablo Cartaya

Reading

- [Close In on Close Reading](#)
- [How To Close Reading Video](#)
- [Teaching Channel: Thinking Notes Strategy For Close Reading](#)
- [Common Core Reading Strategies Informational Text](#)
- [Writing Summary](#)
- [Summary-Non-Fiction Text](#)
- [YouTube Reading Lessons Middle School](#)
- [Common Core Strategies](#)
- [Teaching Reading](#)
- [Close Reading Model Lessons](#)
- [Literary Analysis](#)
- [Teaching Theme](#)
- [Teaching Theme \(video\)](#)
- [Character Analysis](#)

- *The First Rule of Punk* by Celia C. Pérez

Informative Texts

- *The Story of the Statue of Liberty* by Betsy Maestro
- *The Great Migration: Journey to the North* by Eloise Greenfield
- *The History of the Civil Rights Movement* by Barbara K. McGrath
- *Science Comics: Dogs: From Predator to Protector* by Joe Flood
- *All You Knead is Love* by Tanya Guerrero
- *The Way Home Looks Now* by Clara Hsu

- [Teaching Vocabulary](#)

Writing/Language

- [Evidence Based Arguments](#)
- [Writing Resources by Strand](#)
- [Argumentative Writing YouTube](#)
- [Writing Exemplars - Argument/Opinion](#)
- [Personal Narrative](#)
- [PARCC Writing Resources](#)
- [Writing Exemplars by Grade Level and Aspects to Consider in Writing](#)
- [Thesis Writing](#)
- [Discussion, Planning and Questioning](#)
- [Grammar](#)
- [Purdue OWL Writing Lab](#)
- [Writing a Book Summary](#)

Speaking & Listening

- [Inquiry Based Learning \(Edutopia\)](#)
- [Engaging Students Using Discussion](#)
- [Strategies for Student Centered Discussion](#)

	• Socratic Seminar: ReadWriteThink • Fishbowl Strategy • Stems on Fostering Class Discussion • Fishbowl Strategies: Teach Like This • Accountable Talk • AVID Socratic Seminar Critical Thinking • Levels of Thinking in Bloom's and Webb's Depth of Knowledge • Cognitive Rigor Chart • 5 Strategies For Middle School Classrooms • Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons FCCR
--	---

Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
---	--

-Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

Prepared by Julie Lang, MA

References

New Jersey Department of Education. (2024a). *New Jersey Department of Education*. English Language Arts. <https://www.nj.gov/education/standards/ela/Index.shtml>