

**FAIRFIELD TOWNSHIP SCHOOL**  
**Grade 7 ELA Curriculum Guide**

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#"><u>Unit 1</u></a>	Primary Focus Standards: RL.7.1      RI.7.1 RL.7.2      RI.7.2 RL.7.4      RI.7.4 RL.7.5      RI.7.5 RL.7.6      RI.7.6	Primary Focus Standards: W.7.2A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10 Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.4 SL.7.6	Primary Focus Standards: L.7.1A L.7.2B L.7.3A L.7.4A,C,D L.7.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>● 1 - 2 Extended Texts</li> <li>● 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>● Informational/Explanatory</li> <li>● Literary Analysis</li> <li>● Research</li> <li>● Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> </ul>	These standards are embedded within the writing process
<a href="#"><u>Unit 2</u></a>	Primary Focus Standards: RL.7.1      RI.7.1 RL.7.2      RI.7.2 RL.7.6      RI.7.3 RI.7.4 RI.7.5 RI.7.6 RI.7.7 RI.7.8 RI.7.9	Primary Focus Standards: W.7.1A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10 Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.3 SL.7.4 SL.7.6	Primary Focus Standards: L.7.1B L.7.2B L.7.3A L.7.4A,C,D L.7.5 B L.7.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>● 1 - 2 Extended Texts</li> <li>● 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>● Research</li> <li>● Arguments</li> <li>● Routine Writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>● Discuss, analyze and present effectiveness of media messages in small groups and whole class</li> </ul>	These standards are embedded within the writing process
<a href="#"><u>Unit 3</u></a>	Primary Focus Standards: RL.7.1      RI.7.1 RL.7.2      RI.7.2 RL.7.3      RI.7.6 RL.7.4 RL.7.5 RL.7.6	Primary Focus Standards: W.7.3A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10 Select at least one from W.7.7, W.7.8,	Primary Focus Standards: SL.7.1A,B,C,D SL.7.2 SL.7.4 SL.7.6	Primary Focus Standards: L.7.1C L.7.2A,B L.7.3A L.7.4A,C,D L.7.5A,C L.7.6

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	RL.7.7 RL. 7.9	W.7.9A,B		
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 - 2 Extended Texts</li> <li>4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Narrative</li> <li>Research/Informative</li> <li>Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Project-based presentations focusing on use of multimedia and visual displays</li> </ul>	These standards are embedded within the writing process
<a href="#">Unit 4</a>	Primary Focus Standards: RL.7.1 RI.7.1 RL.7.2 RI.7.2 RL.7.4 RI.7.4 RL.7.5 RI.7.5 RL.7.6 RI.7.6 RL. 7.10 RI. 7.10	Primary Focus Standards: W.7.2A,,C,D,E,F W.7.4 W.7.5 W.7.6 W.7.10, Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.2 SL.7.5 SL.7.6	Primary Focus Standards: L.7.2B L.7.3A L.7.4A,B,C,D L.7.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 - 2 Extended Texts</li> <li>4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Research</li> <li>Informative and Explanatory</li> <li>Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Socratic Seminars and Debates</li> </ul>	These standards are embedded within the writing process
<b>Suggested Open Educational Resources</b>	Reading <ul style="list-style-type: none"> <li><a href="#">Close In on Close Reading</a></li> <li><a href="#">Teaching Channel: Thinking Notes Strategy For Close Reading</a></li> <li><a href="#">Summarizing, Paraphrasing &amp; Retelling</a></li> <li><a href="#">Strategies for Analyzing Argument</a></li> <li><a href="#">Common Core Reading Strategies Informational Text</a></li> <li><a href="#">Summarizing Non-Fiction Text</a></li> <li><a href="#">YouTube Reading Lessons</a></li> </ul>	Writing/Language <ul style="list-style-type: none"> <li><a href="#">Teacher Tube - Counterclaims and rebuttals</a></li> <li><a href="#">Evidence Based Arguments</a></li> <li><a href="#">Writing Fix: Word Choice Resources</a></li> <li><a href="#">Writing Resources by Strand</a></li> <li><a href="#">Word Choice YouTube</a></li> <li><a href="#">Argumentative Writing YouTube</a></li> <li><a href="#">Writing Exemplars - Argument/Opinion</a></li> <li><a href="#">PARCC Writing Resources</a></li> <li><a href="#">Harvard College Writing Center</a></li> </ul>	Speaking & Listening <ul style="list-style-type: none"> <li><a href="#">Inquiry Based Learning (Edutopia)</a></li> <li><a href="#">Engaging Students Using Discussion</a></li> <li><a href="#">Strategies for Student Centered Discussion</a></li> <li><a href="#">Socratic Seminar: ReadWriteThink</a></li> <li><a href="#">Fishbowl Strategy</a></li> <li><a href="#">Stems on Fostering Class Discussion</a></li> <li><a href="#">Fishbowl Strategies: Teach</a></li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li><a href="#">Levels of Thinking in Bloom's and Webb's Depth of Knowledge</a></li> <li><a href="#">Cognitive Rigor Chart</a></li> <li><a href="#">5 Strategies For Middle School Classrooms</a></li> <li><a href="#">Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons</a></li> </ul>

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	<ul style="list-style-type: none"> <li>• <a href="#">Middle School</a></li> <li>• <a href="#">Common Core Strategies</a></li> <li>• <a href="#">Teaching Reading</a></li> <li>• <a href="#">Teaching Theme</a></li> <li>• <a href="#">Exploring Character</a></li> <li>• <a href="#">Literary Analysis</a></li> <li>• <a href="#">Vocabulary: Doing It Differently</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Teaching Narrative</a></li> <li>• <a href="#">Writing Exemplars by Grade Level and Aspects to Consider in Writing</a></li> <li>• <a href="#">Thesis Writing</a></li> <li>• <a href="#">Discussion, Planning and Questioning</a></li> <li>• <a href="#">Literary Analysis Writing</a></li> <li>• <a href="#">Writing a Thesis Statement</a></li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Like This</a></li> <li>• <a href="#">Accountable Talk</a></li> <li>• <a href="#">AVID Socratic Seminar</a></li> </ul>	

**Unit 1 Grade 7**

Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills	
RL.7.1 Cite several pieces of textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1 Cite several pieces of textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• Paraphrase evidence from text</li> <li>• Correctly cite evidence</li> <li>• Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>• Use evidence from the text to make and check predictions as you read</li> <li>• Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>• Gather evidence from the text to support inferences or explicit meaning</li> <li>• Read and analyze a variety of literary genres and informational texts</li> <li>• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>• Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>• Refer to the text for support when analyzing and drawing inferences</li> </ul>	
RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>• Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</li> <li>• 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</li> <li>• Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot</li> </ul>	

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		<p>over the course of a text</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</li> <li>• 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</li> <li>• Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</li> <li>• Summarize the text objectively, capturing the main ideas</li> <li>• Distinguish between essential and nonessential details of a text to create an objective summary of the text</li> </ul>
<p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>• Analyze the impact of specific word choice on meaning and/or tone</li> <li>• Explain poetic devices used in text</li> <li>• Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</li> <li>• Analyze why the author used a specific word choice or sound device</li> <li>• Analyze the impact of a word choice or sound device on the reader</li> <li>• Evaluate the effectiveness of the author’s word choice or sound device</li> </ul>
<p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>	<p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<ul style="list-style-type: none"> <li>• Describe the form and structure of a drama or poem</li> <li>• Describe the structure used to organize a nonfiction text <del>texts</del></li> <li>• Explain how text structure impacts overall meaning of text</li> <li>• Identify how the differing form or structure of a text contributes to its meaning</li> <li>• Analyze how parts of a text contribute to meaning</li> <li>• Explain why the author chose a specific form or structure</li> <li>• Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)</li> <li>• Evaluate the effectiveness of the chosen form or structure</li> </ul>

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<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>RL.7.6:</p> <ul style="list-style-type: none"> <li>• Identify the viewpoints of characters in a text</li> <li>• Compare and contrast the characters' points-of-view</li> <li>• Trace how the author created and conveyed the similar and/or dissimilar characters</li> <li>• Analyze the impact of the author's point of view choices on the reader</li> <li>• Evaluate the effectiveness of the author's point of view choices</li> </ul> <p>RI.7.6:</p> <ul style="list-style-type: none"> <li>• Identify the author's point of view</li> <li>• Explain the techniques the author uses to distinguish his/her point of view from others</li> <li>• Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others</li> </ul>
<p><b>Unit 1 Writing Standards</b></p>		<p><b>Unit 1 Writing Critical Knowledge and Skills</b></p>
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.2.A. Introduce a topic; organize ideas, concepts, and information, using <b>text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)</b> when useful to aiding comprehension.</p> <p>W.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2.E. Establish and maintain a formal style/<b>academic style, approach, and form.</b></p> <p>W.7.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		<ul style="list-style-type: none"> <li>• Focus writing on thoroughly describing or explaining a topic</li> <li>• Identify the defining elements of this specific writing genre</li> <li>• Explore topics from their content area classes.</li> <li>• Introduce a topic clearly, previewing what is to follow</li> <li>• Organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect</li> <li>• Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</li> <li>• Include relevant supporting facts, information, and details</li> <li>• Transition between ideas using appropriate words and phrases</li> <li>• Select precise language and domain-specific vocabulary</li> <li>• Consistently use an appropriate style</li> <li>• Create language that is appropriate to one's audience and follows a formal tone</li> <li>• Write a conclusion to bring the text to a close</li> </ul>
<p>W.7.4. Produce clear and coherent writing in which the development, organization, <b>voice</b> and style are appropriate to task, purpose, and audience.</p>		<ul style="list-style-type: none"> <li>• Identify defining characteristics of different genres of writing</li> <li>• Unpack the writing prompt</li> <li>• Write for a specific purpose and audience</li> <li>• Select an appropriate text structure or format for the task</li> </ul>

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	<ul style="list-style-type: none"> <li>• Use language that is precise and powerful to create voice in writing</li> <li>• Create a tone that is appropriate for one’s audience</li> </ul>
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<ul style="list-style-type: none"> <li>• Revise and edit intentionally to improve writing.</li> <li>• Generate ideas to develop topic</li> <li>• Revise writing with a partner or self-editing checklists</li> <li>• View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Use technological resources to enhance writing</li> <li>• Follow appropriate typing format and conventions</li> <li>• Use technology to broaden research base</li> <li>• Use evidence found online to support ideas</li> <li>• Give and receive feedback using technology</li> <li>• Seek out authentic publishing opportunities</li> </ul>
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	<ul style="list-style-type: none"> <li>• Engage in short research projects to answer a self-selected or teacher-assigned questions</li> <li>• Develop research questions</li> <li>• Determine keywords or topics for each question</li> <li>• Search for informational sources in an effort to answer the question</li> <li>• Compose follow-up research questions based on the initial search</li> <li>• Explain quotations used as support to enhance meaning</li> <li>• Research and synthesize information from several sources</li> <li>• Conduct research and synthesize multiple sources of information</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Use search terms effectively</li> <li>• Write a clear thesis statement</li> <li>• Draw evidence from texts to support thesis</li> <li>• Assess the credibility and accuracy of each source</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> <li>• Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations</li> <li>• Identify examples of plagiarism in writing</li> <li>• Paraphrase source information to avoid plagiarism in writing</li> </ul>
W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> <li>• Incorporate ideas from literary or informational texts to support writing</li> <li>• Deconstruct and reflect upon textual evidence</li> </ul>

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<p>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").</p> <p>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").</p>	<ul style="list-style-type: none"> <li>• Identify evidence that supports claims in literary analysis</li> <li>• Logically connect evidence to claims in writing</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> <li>• Cite in-text direct and indirect quotations appropriately</li> <li>• Explain quotations used as support to enhance meaning</li> <li>• Recognize and identify multiple organizational models</li> <li>• Apply a specific organizational strategy to a writing</li> </ul>
<p>W.7.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self correction</b>, and revision) and shorter time frames (a single sitting or a day or two) for a range of <b>discipline-specific</b> tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>• Reflect on and be able to explain decisions made while crafting a piece of writing</li> <li>• Produce written reflections</li> <li>• Write for a variety of audiences and purposes on an array of cross-curricular topics</li> </ul>
<b>Unit 1 Speaking and Listening Standards</b>	<b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b>
<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.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.</p> <p>SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.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.</p> <p>SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<ul style="list-style-type: none"> <li>• Read required texts prior to discussions</li> <li>• Prepare for discussions</li> <li>• Use previous knowledge to expand discussions about a topic</li> <li>• Engage in conversations about grade-appropriate topics and texts</li> <li>• Participate in a variety of rich, structured conversations</li> <li>• Define and identify rules for discussions, including group and individual roles</li> <li>• Model appropriate behavior during discussions</li> <li>• Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>• Reflect on and paraphrase what was discussed</li> <li>• Summarize the ideas expressed</li> </ul>
<p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<ul style="list-style-type: none"> <li>• Present information using sound, detailed, and relevant evidence in a coherent manner.</li> <li>• Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic</li> <li>• Use practices that engage the audience (ie: eye contact, volume, pronunciation)</li> </ul>



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	<ul style="list-style-type: none"> <li>• Emphasize important points with different pitch or volume</li> <li>• Elaborate on a point that listeners may need more explanation to understand</li> </ul>
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> <li>• Orally present information, using appropriate speech, in a variety of situations</li> <li>• Recognize and consider the audience</li> <li>• Determine if the topic and language style correspond appropriately</li> <li>• Reflect on the use of language and revise as needed</li> </ul>
<b>Unit 1 Language Standards</b>	<b>Unit 1 Language Critical Knowledge and Skills</b>
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1.A. Explain the function of phrases and clauses in general and their function in specific sentences.	<ul style="list-style-type: none"> <li>• Identify phrases and clauses in sentences in reading</li> <li>• Explain the function of phrases and clauses in general</li> <li>• Explain the function of phrases and clauses in specific sentences</li> </ul>
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.2.B. Spell correctly.	<ul style="list-style-type: none"> <li>• Apply common rules and patterns to spell words correctly</li> </ul>
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<ul style="list-style-type: none"> <li>• Select precise language</li> <li>• Revise writing for wordiness and redundancies</li> </ul>
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i> , 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.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).	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</li> <li>• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</li> <li>• Consult reference materials that are both printed and digital</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Understand and apply conversational, academic, and domain specific vocabulary</li> <li>• Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>



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<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<p><b>Suggested Formative Assessments (optional)</b></p> <ul style="list-style-type: none"> <li>• Daily independent practice</li> <li>• Peer Discussions</li> <li>• Student Portfolio/ Open-Ended Responses</li> <li>• Reading/Writing Conferences</li> <li>• Self-Evaluations</li> <li>• Anecdotal Notes</li>   <li>• Exit Ticket: Multiple lessons ask students to answer a question based on the reading. Students should come to school with sticky notes.</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Beginning of the Year/Unit Benchmark Assessment</li> <li>• Weekly Test</li> <li>• Guided Reading Level</li> <li>• Performance Task</li> <li>• EdConnect Assessments</li> <li>• Next Generation Performance Tests</li> </ul>
<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>
<p>Pearson Realize Common Core Literature</p>	<p><b>Websites:</b> Pearsonrealize.com, Readwritethink.org, IXL  <a href="http://writingprompts.tumblr.com/">http://writingprompts.tumblr.com/</a></p> <p><b>Other</b></p> <p>Binders or Journals: Students will be receiving many recording forms, graphic organizers, and texts throughout this module. It is suggested that students have a 3 ring binder in which to collect these materials and refer back to them.</p>

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Vocabulary	Instruction and Pacing
attitude, challenge, communication, competition, compromise, conflict, danger, desire, disagreement, misunderstanding, obstacle, opposition, outcome, resolution, struggling, revived, immensely, veranda, mourning, consolation, cunningly, reproach, conspired, devastated, nonchalantly, expectations, sentimental	<p><b>Weeks 1-3 (The Treasure of Lemon Brown, Rikki-tikki-tavi, Two Kinds from The Joy Luck Club)</b></p> <ul style="list-style-type: none"> <li>• Building background knowledge conflicts</li> <li>• Gathering evidence about point of view in a literary text</li> <li>• Connecting information with literature: building background knowledge about what fictional characteristics and qualities does Kipling give to the cobras in this story.</li> </ul>
sensitive, meek, coax, laborious, exertion, furrowed, ominous, perilous, culprit, solemn, assumption, common, discover, perspective, devastating, perpetual, evading, effective, literally, communication	<p><b>Weeks 4-7 (Ribbons, The Night the Bed Fell; Stolen Day)</b></p> <ul style="list-style-type: none"> <li>• Read the short stories: Ribbons, The Night the Bed Fell; Stolen Day - see attached lesson plans</li> <li>• Use details in the story to compare characters</li> <li>• Determine the theme or the central idea of the story</li>   <li>• Determine the conflict of the story and if it has a resolution</li> </ul>
maximize, optimal, deteriorates, attitude, sufficient, resolution, aversion, imposters, emerged, attitude, convince, illustrate, debate	<p><b>Weeks 8-9 (Get More from Competition; Win Some, Lose Some; Orlando Magic)</b></p> <ul style="list-style-type: none"> <li>• Read the short stories: Get More from Competition; Win Some, Lose Some; Orlando Magic</li> <li>• Determine the structure of the story and characters</li> <li>• Analyze the persuasive techniques of writing.</li> </ul>

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Differentiation and Accommodations	ELL Differentiation and Accommodations	
<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation /Teach for mastery; not the test</p> <p>Teaching concepts in different modalities/Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments/Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p> <p><b>Advanced options:</b></p> <p>When writing their story,</p> <ul style="list-style-type: none"> <li>• Students can create their own visual representations, such as a powerpoint.</li> <li>• Research information and write an essay</li> <li>• Type a narrative essay</li> </ul>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary/Picture books</p> <p>Simplified language for understanding</p> <p>Reader's Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p>	<p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>

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Meaning	
Enduring Understanding Essential Questions	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>As students read each selection, they will look for details related to the Essential Question.</li> </ul> <p>Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching and writing. By the end of the unit, students should understand how each selection relates to the Essential Question individually and how the selections connect to one another.</p>	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> <li>How do individuals resolve conflicts in challenging environments?</li> <li>How do culture, time, and place influence the resolution of conflict?</li> <li>How does reading from different texts about the same topic build our understanding?</li> <li>What are the ways that an author can juxtapose resolve conflicts between two characters?</li> </ul>
Common Misconceptions	Proper Conception
Students might think that the theme of the story is the same thing as the main idea of a story.	A theme is a lesson learned from a story, whereas the main idea is what a story is mostly about.
Students might think they only need to know a word’s definition to successfully understand the word in a story.	Some words have multiple definitions and the context of the word is very important.
Students may want to support their positions with only their own opinions.	Students should be able to support their positions using the text.
Students might choose text support that doesn’t relate to the topic.	Students must choose text support and be able to explain how the details support their point.
Students might summarize a text by choosing minor details.	Students should summarize a text by addressing key points.
Students may write narratives with incorrectly punctuated dialogue.	Students must punctuate dialogue correctly with quotes.
Students might write narratives which include too much dialogue that is confusing to follow.	Students should use dialogue with purpose and to drive the plot.

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	Students must learn to listen respectfully to others opinions and to take turns during discussions.
When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.	Students must be cognizant of their purpose for writing and address the audience with the correct formality as needed.
Students often write in an informal style, inappropriate to the audience.	
When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.	Students should understand that the writing process has several steps and that getting your rough ideas down does not require perfection.
When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.	Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.

**District/School Writing Tasks**

<b>Primary Focus</b>	<b>Secondary Focus</b>	<b>Routine Writing</b>
<p><i>District created writing prompts &amp; rubrics to meet EOC goals &amp; targets : Informational or Literary.</i></p>	<p><i>Write a clear thesis statement</i>  <i>Draw evidence from texts to support thesis</i>  <i>Assess the credibility and accuracy of each source</i>  <i>Select direct and indirect quotations that relate to the topic as evidence</i>  <i>Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations</i>  <i>Identify examples of plagiarism in writing</i>  <i>Incorporate ideas from literary or informational texts to support writing</i>  <i>Deconstruct and reflect upon textual evidence</i></p>	<p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>

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**21<sup>st</sup> Century Skills**

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, virtual workspaces
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
  
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

**Instructional Strategies**

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

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**Unit 1 Performance Task (optional)**

**Research-Based Narrative (see SE for text)**

**Your assignment:**

You will read a poem and a story, taking notes on both of these sources. Then, you will write a short story in which a narrator from the 1800s reacts to a modern library and modern books. Use details from "Words on a Page" and "In a Library" as you write your story.

**Steps you will be following:**

In order to plan and write your story, you will do all of the following:

1. Read the poem and the story.
2. Answer three questions about the sources.
3. Plan and write your story.

**Directions for beginning:**

You will now read the poem and the story. Take notes because you may want to refer to your notes while writing your story. You can refer to either of the sources as often as you like. Your notes and sources will be your basis for writing your final draft.

"Words on a Page"

"In a Library"

**Questions:**

Use the remaining time to answer the following questions. Your answers to these questions will be scored. Also, they will help you think about the sources you have read, which should help you write your story. You may refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided.

1. The narrator of "In a Library" talks about meeting "an antique book,/In just the dress his century wore." What does this description mean and how does it contribute to the development of the poem's theme?

Use details from the poem to support your response.



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**Unit 2 Grade 7**

<b>Unit 2 Grade 7</b>	
<b>Unit 2 Reading Standards</b>	<b>Unit 2 Reading Critical Knowledge and Skills</b>
<p>RL.7.1 Cite several pieces of textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI.7.1 Cite several pieces of textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
	<ul style="list-style-type: none"> <li>• Paraphrase evidence from text</li> <li>• Correctly cite evidence</li> <li>• Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>• Use evidence from the text to make and check predictions as you read</li> <li>• Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>• Gather evidence from the text to support inferences or explicit meaning</li> <li>• Read and analyze a variety of literary genres and informational texts</li> <li>• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>• Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>• Refer to the text for support when analyzing and drawing inferences</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</li> <li>• 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</li> <li>• 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</li> <li>• 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)</li> <li>• Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</li> <li>• 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</li> <li>• Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</li> <li>• Summarize the text objectively, capturing the main ideas</li> </ul>

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		<ul style="list-style-type: none"> <li>Distinguish between essential and nonessential details of a text to create an objective summary of the text</li> </ul>
	<p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<ul style="list-style-type: none"> <li>Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>Explain the relationships between individuals, events, and ideas in a text</li> <li>Reflect on how historical figures influenced ideas or events of the time period and vice versa</li> <li>Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way</li> <li>Analyze the impact of the interaction between ideas, individuals, and events on the reader</li> <li>Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author’s central idea</li> </ul>
	<p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<ul style="list-style-type: none"> <li>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>Analyze the impact of specific word choice on meaning and/or tone</li> <li>Analyze why the author used a specific word choice or sound device</li> <li>Analyze the impact of a word choice or sound device on the reader</li> <li>Evaluate the effectiveness of the author’s word choice or sound device</li> </ul>
	<p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<ul style="list-style-type: none"> <li>Describe the form and structure of a drama or poem</li> <li>Describe the structure used to organize a nonfiction text</li> <li>Explain how text structure impacts overall meaning of text</li> <li>Identify how the differing form or structure of a text contributes to its meaning</li> <li>Analyze how parts of a text contribute to meaning</li> <li>Explain why the author chose a specific form or structure</li> <li>Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)</li> <li>Evaluate the effectiveness of the chosen form or structure</li> </ul>

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<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>RL.7.6:</p> <ul style="list-style-type: none"> <li>• Identify the viewpoints of characters in a text</li> <li>• Compare and contrast the characters' points-of-view</li> <li>• Trace how the author created and conveyed the similar and/or dissimilar characters</li> <li>• Analyze the impact of the author's point of view choices on the reader</li> <li>• Evaluate the effectiveness of the author's point of view choices</li> </ul> <p>RI.7.6:</p> <ul style="list-style-type: none"> <li>• Identify the author's point of view</li> <li>• Explain the techniques the author uses to distinguish his/her point of view from others</li> <li>• Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others</li> </ul>
	<p>RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<ul style="list-style-type: none"> <li>• Analyze how content differs depending on the medium in which it is presented</li> <li>• Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats</li> <li>• Identify techniques present in each format</li> <li>• Compare/contrast two or more formats' portrayal of the same subject</li> <li>• Reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text</li> </ul>
	<p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<ul style="list-style-type: none"> <li>• Support arguments presented in text with evidence.</li> <li>• Identify arguments and specific claims in a text</li> <li>• Determine which textual segments most strongly support the author's claim</li> <li>• Determine the validity of the reasoning</li> <li>• Determine the relevance and sufficiency of the evidence</li> <li>• Delineate and evaluate the argument and specific claims in a text</li> </ul>
	<p>RI.7.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different</p>	<ul style="list-style-type: none"> <li>• Track key individuals, events, and/or ideas in informational texts from two or more authors.</li> <li>• Investigate how one topic may be presented in different ways</li> <li>• Compare and contrast two or more authors' presentations of key information.</li> <li>• Analyze the importance of the different information each author emphasized and excluded</li> <li>• Analyze how the authors use the same information, but produce different texts</li> </ul>

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	evidence or advancing different interpretations of facts.	<p>because of interpretation</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Evaluate the effectiveness of the authors' emphasis of specific evidence and different interpretations of facts for promoting their view</li> <li>•</li> </ul>
<b>Unit 2 Writing Standards</b>		<b>Unit 2 Writing Critical Knowledge and Skills</b>
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1.A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1.D. Establish and maintain a formal style/<b>academic style, approach, and form.</b></p> <p>W.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>		<ul style="list-style-type: none"> <li>• Write arguments to support claims</li> <li>• Support arguments with clear reasons and relevant evidence</li> <li>• Introduce claim(s)</li> <li>• Write a clear thesis statement</li> <li>• Address opposing claims</li> <li>• Organize the reasons and evidence logically.</li> <li>• Choose appropriate reasoning and evidence to support claims</li> <li>• Evaluate sources for accuracy and reliability</li> <li>• Demonstrate an understanding of the topic or text</li> <li>• Use transitional words and phrases</li> <li>• Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>• Choose a consistent style, approach, and form for the task</li> <li>• Close the text with a conclusion</li> </ul>
<p>W.7.4. Produce clear and coherent writing in which the development, organization, <b>voice</b> and style are appropriate to task, purpose, and audience.</p>		<ul style="list-style-type: none"> <li>• Identify defining characteristics of different genres of writing</li> <li>• Unpack the writing prompt</li> <li>• Write for a specific purpose and audience</li> <li>• Select an appropriate text structure or format for the task</li> <li>• Use language that is precise and powerful to create voice in writing</li> <li>• Create a tone that is appropriate for one's audience</li> </ul>
<p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>		<ul style="list-style-type: none"> <li>• Revise and edit intentionally to improve writing.</li> <li>• Generate ideas to develop topic</li> <li>• Revise writing with a partner or self-editing checklists</li> <li>• View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</li> </ul>

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<p>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.</p>	<ul style="list-style-type: none"> <li>• Use technological resources to enhance writing</li> <li>• Follow appropriate typing format and conventions</li> <li>• Use technology to broaden research base</li> <li>• Use evidence found online to support ideas</li> <li>• Give and receive feedback using technology</li> <li>• Seek out authentic publishing opportunities</li> <li>•</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>• Engage in short research projects to answer a self-selected or teacher-assigned questions</li> <li>• Develop research questions</li> <li>• Determine keywords or topics for each question</li> <li>• Search for informational sources in an effort to answer the question</li> <li>• Compose follow-up research questions based on the initial search</li> <li>• Explain quotations used as support to enhance meaning</li> <li>• Research and synthesize information from several sources</li> <li>• Conduct research and synthesize multiple sources of information</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Use search terms effectively</li> <li>• Write a clear thesis statement</li> <li>• Draw evidence from texts to support thesis</li> <li>• Assess the credibility and accuracy of each source</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> <li>• Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations</li> <li>• Identify examples of plagiarism in writing</li> <li>• Paraphrase source information to avoid plagiarism in writing</li> </ul>
<p>W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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</p>	<ul style="list-style-type: none"> <li>• Incorporate ideas from literary or informational texts to support writing</li> <li>• Deconstruct and reflect upon textual evidence</li> <li>• Identify evidence that supports claims in literary analysis</li> <li>• Logically connect evidence to claims in writing</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> <li>• Cite in-text direct and indirect quotations appropriately</li> <li>• Explain quotations used as support to enhance meaning</li> <li>• Recognize and identify multiple organizational models</li> </ul>

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whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	<ul style="list-style-type: none"> <li>Apply a specific organizational strategy to a writing</li> </ul>
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.	<ul style="list-style-type: none"> <li>Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>Reflect on and be able to explain decisions made while crafting a piece of writing</li> <li>Produce written reflections</li> <li>Write for a variety of audiences and purposes on an array of cross-curricular topics</li> </ul>
<b>Unit 2 Speaking and Listening Standards</b>	<b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b>
<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.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.</p> <p>SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.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.</p> <p>SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<ul style="list-style-type: none"> <li>Read required texts prior to discussions</li> <li>Prepare for discussions</li> <li>Use previous knowledge to expand discussions about a topic</li> <li>Engage in conversations about grade-appropriate topics and texts</li> <li>Participate in a variety of rich, structured conversations</li> <li>Define and identify rules for discussions, including group and individual roles</li> <li>Model appropriate behavior during discussions</li> <li>Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>Reflect on and paraphrase what was discussed</li> <li>Summarize the ideas expressed</li> </ul>
SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.	<ul style="list-style-type: none"> <li>Determine the speaker's argument and claims</li> <li>Evaluate whether the speaker's reasoning is rational and legitimate</li> <li>Evaluate whether there is enough evidence to support the claims</li> </ul>
SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul style="list-style-type: none"> <li>Present information using sound, detailed, and relevant evidence in a coherent manner.</li> <li>Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic</li> <li>Use practices that engage the audience (ie: eye contact, volume, pronunciation)</li> <li>Emphasize important points with different pitch or volume</li> <li>Elaborate on a point that listeners may need more explanation to understand</li> </ul>
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards	<ul style="list-style-type: none"> <li>Orally present information, using appropriate speech, in a variety of situations.</li> <li>Recognize and consider the audience</li> </ul>

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<p>1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> <li>• Determine if the topic and language style correspond appropriately</li> <li>• Reflect on the use of language and revise as needed</li> </ul>
<b>Unit 2 Language Standards</b>	<b>Unit 2 Language Critical Knowledge and Skills</b>
<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<ul style="list-style-type: none"> <li>• Discern the differences in structure and use between simple, compound, complex, and compound-complex sentences</li> <li>• Intentionally use a combination of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</li> </ul>
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.7.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>• Apply common rules and patterns to spell words correctly</li> </ul>
<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<ul style="list-style-type: none"> <li>• Select precise language</li> <li>• Revise writing for wordiness and redundancies</li> </ul>
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, 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.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).</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</li> <li>• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</li> <li>• Consult reference materials that are both printed and digital</li> </ul>
<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  L.7.5.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<ul style="list-style-type: none"> <li>• Identify the relationship of words in reading</li> <li>• Clarify words by using the relationship between them in writing</li> </ul>
<p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• Understand and apply conversational, academic, and domain specific vocabulary</li> <li>• Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>



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<b>Unit 2 Grade 7</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<p><b>Suggested Formative Assessments (optional)</b></p> <ul style="list-style-type: none"> <li>• Daily independent practice</li> <li>• Peer Discussions</li> <li>• Student Portfolio/ Open-Ended Responses</li> <li>• Reading/Writing Conferences</li> <li>• Self-Evaluations</li> <li>• Anecdotal Notes</li>   <li>• Exit Ticket: Multiple lessons ask students to answer a question based on the reading. Students should come to school with sticky notes.</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Unit Benchmark Assessment</li> <li>• Weekly Test</li> <li>• Guided Reading Level</li> <li>• Performance Task</li> <li>• EdConnect Assessments</li> <li>• Next Generation Performance Tests</li> </ul>
<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>
<p>Pearson Realize Common Core Literature</p>	<p><b>Websites:</b> Pearsonrealize.com, Readwritethink.org, IXL  <a href="http://writingprompts.tumblr.com/">http://writingprompts.tumblr.com/</a></p> <p><b>Other</b></p> <p>Binders or Journals: Students will be receiving many recording forms, graphic organizers, and texts throughout this module. It is suggested that students have a 3 ring binder in which to collect these materials and refer back to them.</p>

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Vocabulary	Instruction and Pacing	
Analyze, explore, discover, facts, evaluate, inquire, examine, investigate, curiosity, experiment, information, knowledge, understand, interview, question	<p><b>Weeks 1-4</b></p> <ul style="list-style-type: none"> <li>• What is the Author’s central idea or thesis?</li> <li>• What evidence does the author present to explain or support the central idea?</li> <li>• What is the author’s point of view or opinion? How does the author’s point of view affect my understanding of the topic?</li> </ul> <p><b>Weeks 5-6</b></p> <ul style="list-style-type: none"> <li>• What is the author’s purpose in writing this piece?</li> <li>• How has this work increased my knowledge of a subject, issue, or event?</li> <li>• Have I changed my attitude or beliefs based on the information in the selection? Why or why not?</li> </ul> <p><b>Weeks 7-9</b></p> <ul style="list-style-type: none"> <li>• Elements of non-fiction</li> <li>• Storytelling elements in non-fiction – fiction vs narrative fiction</li> <li>• Characters, setting , plot</li> <li>• Forms of literary non-fiction</li> <li>• Analyzing structure and relationships in literary nonfiction</li> <li>• Story vocabulary</li> <li>• Give an oral summary</li> </ul>	
Functional texts, literary non fiction, purposes, structure, chronological, spatial, comparison & contrast, cause & effect, problem & solution, articles, speeches, essays, expository, persuasive, narrative, descriptive, reflective, humorous, analytical, analogy,		
Feeble, globules, blander, manned, spines, readapted, action verb, linking verb,		
Differentiation and Accommodations	ELL Differentiation and Accommodations	
<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and</p>	<p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark</p>

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<p>Provide retesting opportunities after remediation /Teach for mastery; not the test</p> <p>Teaching concepts in different modalities/Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments/Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p> <p><b>Advanced Options:</b>          Consider having students present their work to an outside audience—perhaps a group of students from another grade level. If you have time, consider extending the time allotted for the creation of the final product. Invite graphic designers or other technology and media experts to work with students to create effective publications. If you invite experts in, having them work with students in small groups to provide focused critique is often a successful structure.</p>	<p>manipulatives</p> <p>Picture vocabulary/Picture books</p> <p>Simplified language for understanding</p> <p>Reader’s Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p>	<p>practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>
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<b>Meaning</b>	
<b>Enduring Understanding Essential Questions</b>	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>As students read each selection, they will look for details related to the Essential Question.</li> </ul> <p>Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching and writing. By the end of the unit, students should understand how each selection relates to the Essential Question individually and how the selections connect to one another.</p>	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> <li>What is the author’s purpose in writing a piece?</li> <li>How can a work increase my knowledge of a subject, issue, or event?</li> <li>Will I change my attitude or beliefs based on the information in a given selection? Why or why not?</li> </ul>
<b>Common Misconceptions</b>	<b>Proper Conception</b>
Students might think that the theme of the story is the same thing as the main idea of a story.	A theme is a lesson learned from a story, whereas the main idea is what a story is mostly about.
Students might think they only need to know a word’s definition to Successfully understand the word in a story.	Some words have multiple definitions and the context of the word is very important.
Students may want to support their positions with only their own opinions.	Students should be able to support their positions using the text.
Students might choose text support that doesn’t relate to the topic.	Students must choose text support and be able to explain how the details support their point.
Students might summarize a text by choosing minor details.	Students should summarize a text by addressing key points.
Students may write narratives with incorrectly punctuated dialogue.	Students must punctuate dialogue correctly with quotes.
Students might write narratives which include too much dialogue that is confusing to follow.	Students should use dialogue with purpose and to drive the plot.
When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.	Students must learn to listen respectfully to others opinions and to take turns during discussions.

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<p>Students often write in an informal style, inappropriate to the audience.</p>	<p>Students must be cognizant of their purpose for writing and address the audience with the correct formality as needed.</p>
<p>When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.</p>	<p>Students should understand that the writing process has several steps and that getting your rough ideas down does not require perfection.</p>
<p>When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.</p>	<p>Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.</p>

**District/School Writing Tasks**

<b>Primary Focus</b>	<b>Secondary Focus</b>	<b>Routine Writing</b>
<p><i>District created writing prompts &amp; rubrics to meet EOC goals &amp; targets : Informational or Literary.</i></p>	<p><i>Engage in short research projects to answer a self-selected or teacher-assigned questions. Develop research question. 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.</i></p>	<p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>

**21<sup>st</sup> Century Skills**

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, virtual workspaces
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy

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- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
  
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

**Instructional Strategies**

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

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**Unit 2 Performance Task (optional)**

**Your assignment:**

You will read three passages by Mark Twain. Then you will write an essay in which you argue whether each of the two stories you read is humorous or comic based on how Twain defines these two styles of writing.

**Steps you will be following:**

In order to plan and compose your essay, you will do all of the following:

1. Read all three passages.
2. Answer three questions about the sources.
3. Plan and write your essay.

**Directions for beginning:**

You will now read three sources. Take notes that you may refer to while writing your essay. You can refer to any of the sources as often as you like.

"Taming the Bicycle"  
"How to Tell a Story"  
"Morals and Memory"

**Questions:**

Use the remaining time to answer the following questions. Your answers to these questions will be scored. These questions will help you think about the sources you have read, which should help you to write your essay. You may refer to the sources when you think it is helpful. You may also refer to your notes. Answer the questions in the spaces provided.

1. Analyze the interaction between the narrator and the boy in "Taming the Bicycle." Write a detailed paragraph in which you explain how this interaction contributes to the tone of the story.  
Use details from the story to support your response.



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**Unit 3 Grade 7**

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Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
<p>RL.7.1 Cite several pieces of textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI.7.1 Cite several pieces of textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>• Paraphrase evidence from text</li> <li>• Correctly cite evidence</li> <li>• Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>• Use evidence from the text to make and check predictions as you read</li> <li>• Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>• Gather evidence from the text to support inferences or explicit meaning</li> <li>• Read and analyze a variety of literary genres and informational texts</li> <li>• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>• Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>• Refer to the text for support when analyzing and drawing inferences</li> </ul>
<p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>• Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</li> <li>• 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</li> <li>• 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</li> <li>• 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)</li> <li>• Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</li> <li>• 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</li> <li>• Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</li> <li>• Summarize the text objectively, capturing the main ideas</li> <li>• Distinguish between essential and nonessential details of a text to create an</li> </ul>

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		objective summary of the text
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		<ul style="list-style-type: none"> <li>• Analyze the impact specific story elements have on the text</li> <li>• 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)</li> <li>• Analyze how the plot and setting affect the actions/choices of the characters</li> <li>• Explain why the author chose to have elements of a story interact in a specific way</li> <li>• Analyze the impact of the relationship between characters, setting, and plot on the reader</li> <li>• Evaluate the author’s effectiveness in determining the interactions between character, setting, and plot</li> </ul>
RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>• Analyze the impact of specific word choice on meaning and/or tone</li> <li>• Explain poetic devices used in text</li> <li>• Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</li> <li>• Analyze why the author used a specific word choice or sound device</li> <li>• Analyze the impact of a word choice or sound device on the reader</li> <li>• Evaluate the effectiveness of the author’s word choice or sound device</li> </ul>
RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning		<ul style="list-style-type: none"> <li>• Describe the form and structure of a drama or poem</li> <li>• Describe the structure used to organize a nonfiction text <del>texts</del></li> <li>• Explain how text structure impacts overall meaning of text</li> <li>• Identify how the differing form or structure of a text contributes to its meaning</li> <li>• Analyze how parts of a text contribute to meaning</li> <li>• Explain why the author chose a specific form or structure</li> <li>• Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)</li> <li>• Evaluate the effectiveness of the chosen form or structure</li> </ul>

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<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>RL.7.6:</p> <ul style="list-style-type: none"> <li>• Identify the viewpoints of characters in a text</li> <li>• Compare and contrast the characters' points-of-view</li> <li>• Trace how the author created and conveyed the similar and/or dissimilar characters</li> <li>• Analyze the impact of the author's point of view choices on the reader</li> <li>• Evaluate the effectiveness of the author's point of view choices</li> <li>•</li> </ul> <p>RI.7.6:</p> <ul style="list-style-type: none"> <li>• Identify the author's point of view</li> <li>• Explain the techniques the author uses to distinguish his/her point of view from others</li> <li>• Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others</li> </ul>
<p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>		<ul style="list-style-type: none"> <li>• Analyze how content differs because of the medium in which it is presented</li> <li>• Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia)</li> <li>• Generate a list of techniques expressed in each medium</li> <li>• Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version</li> <li>• Determine how the techniques of a particular medium affect the content</li> <li>• Analyze the effects of techniques unique to each medium</li> <li>• Explain what makes each medium unique</li> <li>• Analyze the impact of each medium on the reader</li> <li>• Make judgments about which medium best represents the content</li> </ul>
<p>RL.7.9 Compare, contrast <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>		<ul style="list-style-type: none"> <li>• Compare and contrast historical fiction and a factual text</li> <li>• Explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story</li> <li>• 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</li> <li>• Analyze the importance of the information each author emphasized and the importance of what was excluded</li> </ul>

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		<ul style="list-style-type: none"> <li>• Analyze why the author of the fictional piece chose to use or alter history</li> <li>• Analyze the impact that the author’s use or alteration of history has on the reader</li> <li>• Evaluate the effectiveness of the author’s choices to use and/or alter history</li> </ul>
Unit 3 Writing Standards		Unit 3 Writing Critical Knowledge and Skills
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>W.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> <li>• Engage the reader with a story hook</li> <li>• Introduce a narrator and/or characters</li> <li>• Establish a point of view and background story</li> <li>• Organize an event sequence that unfolds naturally and logically</li> <li>• Use narrative techniques effectively to develop experiences, events, and/or characters</li> <li>• Transition from one idea to the next by using appropriate words and phrases</li> <li>• Use figurative language to aid in description</li> <li>• Describe ideas by using sensory and specific language</li> <li>• Write a conclusion that brings the story events to a meaningful close</li> <li>• Clearly convey a conflict and a resolution to the conflict</li> </ul>	
<p>W.7.4. Produce clear and coherent writing in which the development, organization, <b>voice</b> and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>• Identify defining characteristics of different genres of writing</li> <li>• Unpack the writing prompt</li> <li>• Write for a specific purpose and audience</li> <li>• Select an appropriate text structure or format for the task</li> <li>• Use language that is precise and powerful to create voice in writing</li> <li>• Create a tone that is appropriate for one’s audience</li> </ul>	
<p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<ul style="list-style-type: none"> <li>• Revise and edit intentionally to improve writing.</li> <li>• Generate ideas to develop topic</li> <li>• Revise writing with a partner or self-editing checklists</li> <li>• View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</li> </ul>	
<p>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.</p>	<ul style="list-style-type: none"> <li>• Use technological resources to enhance writing</li> <li>• Follow appropriate typing format and conventions</li> <li>• Use technology to broaden research base</li> <li>• Use evidence found online to support ideas</li> <li>• Give and receive feedback using technology</li> </ul>	

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<p>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</p>	<ul style="list-style-type: none"> <li>• Seek out authentic publishing opportunities</li> <li>• Engage in short research projects to answer a self-selected or teacher-assigned questions</li> <li>• Develop research questions</li> <li>• Determine keywords or topics for each question</li> <li>• Search for informational sources in an effort to answer the question</li> <li>• Compose follow-up research questions based on the initial search</li> <li>• Explain quotations used as support to enhance meaning</li> <li>• Research and synthesize information from several sources</li> <li>• Conduct research and synthesize multiple sources of information</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Use search terms effectively</li> <li>• Write a clear thesis statement</li> <li>• Draw evidence from texts to support thesis</li> <li>• Assess the credibility and accuracy of each source</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> <li>• Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations</li> <li>• Identify examples of plagiarism in writing</li> <li>• Paraphrase source information to avoid plagiarism in writing</li> </ul>
<p>W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 20px;">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").</p> <p style="padding-left: 20px;">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").</p>	<ul style="list-style-type: none"> <li>• Incorporate ideas from literary or informational texts to support writing</li> <li>• Deconstruct and reflect upon textual evidence</li> <li>• Identify evidence that supports claims in literary analysis</li> <li>• Logically connect evidence to claims in writing</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> <li>• Cite in-text direct and indirect quotations appropriately</li> <li>• Explain quotations used as support to enhance meaning</li> <li>• Recognize and identify multiple organizational models</li> <li>• Apply a specific organizational strategy to a writing</li> </ul>
<p>W.7.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self correction</b>, and revision) and shorter time frames (a single sitting or a day or two) for a range of <b>discipline-specific</b> tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>• Reflect on and be able to explain decisions made while crafting a piece of writing</li> <li>• Produce written reflections</li> <li>• Write for a variety of audiences and purposes on an array of cross-curricular topics</li> </ul>

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**Unit 3 Grade 7**

<b>Unit 3 Grade 7</b>	
<b>Unit 3 Speaking and Listening Standards</b>	<b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b>
<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.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.</p> <p>SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.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.</p> <p>SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<ul style="list-style-type: none"> <li>• Read required texts prior to discussions</li> <li>• Prepare for discussions</li> <li>• Use previous knowledge to expand discussions about a topic</li> <li>• Engage in conversations about grade-appropriate topics and texts</li> <li>• Participate in a variety of rich, structured conversations</li> <li>• Define and identify rules for discussions, including group and individual roles</li> <li>• Model appropriate behavior during discussions</li> <li>• Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>• Reflect on and paraphrase what was discussed</li> <li>• Summarize the ideas expressed</li> </ul>
<p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> <li>• Extract the main ideas and the details used to support it presented in different media formats</li> <li>• Synthesize the information, sorting between the main points and smaller details that work to support the main points</li> <li>• Use a graphic organizer (e.g., web, outline, etc)to analyze presented information</li> <li>• Explain how the main idea and supporting details help to clarify a topic, text, or issue</li> </ul>
<p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<ul style="list-style-type: none"> <li>• Present information using sound, detailed, and relevant evidence in a coherent manner.</li> <li>• Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic</li> <li>• Use practices that engage the audience (ie: eye contact, volume, pronunciation)</li> <li>• Emphasize important points with different pitch or volume</li> <li>• Elaborate on a point that listeners may need more explanation to understand</li> </ul>
<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>	<ul style="list-style-type: none"> <li>• Orally present information, using appropriate speech, in a variety of situations.</li> <li>• Recognize and consider the audience</li> <li>• Determine if the topic and language style correspond appropriately</li> <li>• Reflect on the use of language and revise as needed</li> </ul>

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Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.            L.7.1.C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<ul style="list-style-type: none"> <li>• Identify phrases and clauses in sentences when reading</li> <li>• Accurately use phrases and clauses within a sentence in writing</li> <li>• Recognize and correct misplaced and dangling modifiers</li> </ul>
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.            L.7.2.A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).            L.7.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>• Identify a series of adjectives in writing</li> <li>• Use a comma to separate adjectives in a series</li> <li>• Apply common rules and patterns to spell words correctly</li> </ul>
<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.            L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<ul style="list-style-type: none"> <li>• Select precise language</li> <li>• Revise writing for wordiness and redundancies</li> </ul>
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, 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.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).</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</li> <li>• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</li> <li>• Consult reference materials that are both printed and digital</li> </ul>
<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.            L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.            L.7.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<ul style="list-style-type: none"> <li>• Define and identify figures of speech</li> <li>• Determine the meaning of and purpose of figures of speech in context</li> <li>• Identify the relationship of words</li> <li>• Clarify words by using the relationship between them</li> <li>• Discern the difference in meaning between closely related words</li> </ul>



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Unit 3 Grade 7	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><b>Suggested Formative Assessments (optional)</b></p> <ul style="list-style-type: none"> <li>• Daily independent practice</li> <li>• Peer Discussions</li> <li>• Student Portfolio/ Open-Ended Responses</li> <li>• Reading/Writing Conferences</li> <li>• Self-Evaluations</li> <li>• Anecdotal Notes</li> <li>• Exit Ticket: Multiple lessons ask students to answer a question based on the reading. Students should come to school with sticky notes.</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Unit Benchmark Assessment</li> <li>• Weekly Test</li> <li>• Guided Reading Level</li> <li>• Performance Task</li> <li>• EdConnect Assessments</li> <li>• Next Generation Performance Tests</li> </ul>
District/School Texts	District/School Supplementary Resources
<p>Pearson Realize Common Core Literature</p>	<p><b>Websites:</b> Pearsonrealize.com, Readwritethink.org, IXL  <a href="http://writingprompts.tumblr.com/">http://writingprompts.tumblr.com/</a></p> <p><b>Other</b></p> <p>Binders or Journals: Students will be receiving many recording forms, graphic organizers, and texts throughout this module. It is suggested that students have a 3 ring binder in which to collect these materials and refer back to them.</p>

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Vocabulary	Instruction and Pacing
<p>Appreciate, assumption, bias, characteristic, define, focus, identify, ignore, appearance, image, perception, perspective, reaction, reflect, reveal</p>	<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>• Introduce the Big Question : Do others see us more clearly than we see ourselves?</li> <li>• Collaborate through group discuss the following:               <ul style="list-style-type: none"> <li>• An impression based on appearance</li> <li>• An impression influenced by prejudice or bias</li> <li>• An insight about the way another person treats you or others</li> <li>• A time another person seemed to understand your thoughts</li> <li>• A perception based on another person's reaction to a difficult situation</li> </ul> </li> <li>• Work with a partner to determine and write the definition of each academic word; verify each words meaning by using a dictionary; write an original sentence for each word; compare work with another group to see if they agree.</li> <li>• Close Reading: Drama – using close reading strategies to practice analyzing an excerpt from the dramas – Sorry, Wrong Number and Dragonwings</li> </ul>
<p>Drama, play, playwright, characters, setting, conflict, plot, climax, resolution, script, dialogue, stage directions, acts, scenes, comedy, tragedy, tragic hero, screenplays, teleplays, radio plays, structure, rising action, protagonist, falling action, monologue, soliloquy, aside, complex characters, themes, implored, morose, destitute, void, conveyed, gratitude, astonish, compulsion, severe, meager, audible, intercedes</p>	<p><b>Weeks 2-4 A Christmas Carol: Scrooge and Marley – Acts I an II</b></p> <ul style="list-style-type: none"> <li>• As students read Act I and II of A Christmas Carol: Scrooge and Marley, they will explore the Big Question applying it to the main characters</li> <li>• Discuss ideas about the plays setting, characters and historical time-period</li> <li>• Have students interpret the dialogue between Scrooge and Marley in the opening scenes</li> <li>• Analyze and clarify the footnotes throughout the drama</li> <li>• Determine the purpose for reading the play and how would it differ from reading a nonfiction play in the workhouses of Victorian England.</li> <li>• Explore Scrooges values in life and how this determines his path in life as evident in the flashbacks</li> <li>• Explain how characters can change for the better when they see</li> </ul>

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	<p>themselves as other see them</p> <ul style="list-style-type: none"> <li>• Plan costume plans for this play by working small groups researching the clothing worn during the Victorian era in England. (Remember social positions will determine many factors of fashion)</li> <li>• Analyze the rate at which a person reads dialogue and state directions. Explain how the your purpose affect a person’s reading rate.</li> <li>• Through reading the second act of the play, how does the characters begin to change based on how other see them</li> <li>• Compare and contrast the dramatic play and the film adaptation of the play by viewing the movie</li> </ul>
<p>Flustered, persistently, defiant , crowd, mob,          Slackening, vital, resilient</p>	<p><b>Week 4-9 – Leaders and Followers</b></p> <ul style="list-style-type: none"> <li>• Provide background information about the Cold War when Soviet dictator Joseph Stalin refused to accept the Marshall Plan, which aimed to stabilize Europe’s economy after World War II and Hollywood’s involvement in the House Un-American Activities Committee (HUAC)</li> <li>• Analyze various focus passages as independent close reading activities</li> <li>• Through dramatic reading of the teleplay, students will explore the Big Question – Do others see us more clearly than we see ourselves</li> <li>• Explore unfamiliar reference and briefly research it</li> <li>• Identify the type of setting in which this teleplay takes place and how does it relate to other similar towns.</li> <li>• Explain why the narrator is integral in the plot of the teleplay</li> <li>• Determine if the characters are followers or leaders; why?</li> <li>• Panel Discussion: In small groups, students will answer discussion questions based on the teleplay and present to the class as a whole</li> <li>• Argumentative Essay based on the drama, looking for characters actions showing them as followers or leaders citing examples to support your points</li> <li>• Research Crowds and Their Actions: Conduct research to learn about the factors that can influence people to act as a mob. Search online library databases using the keywords <i>crowd</i> and <i>mob</i>. Take clear notes and carefully identify your sources. Share your findings in an oral presentation for the class</li> </ul>

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	<ul style="list-style-type: none"> <li>• Read various stories/articles such as All Summer in a Day, Joseph R. McCarthy, The Salem Witch Trial of 1692, Herd Mentality? The Freakonomics of Boarding a Bus; Following the Leader: Democracy in Herd Mentality</li> </ul>	
Differentiation and Accommodations	ELL Differentiation and Accommodations	
<p>Provide graphic organizers/Provide additional examples and opportunities of problems for repetition/Provide tutoring opportunities/Provide retesting opportunities after remediation /Teach for mastery; not the test/Teaching concepts in different modalities/Adjust pace and homework assignments/Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall/Adjust pace and homework assignments/Offer performance tasks of varied levels/Include more scaffolding questions and tasks</p> <p><b>Advanced options:</b>  When writing their story,</p> <ul style="list-style-type: none"> <li>• Students can create their own visual representations, such as a powerpoint.</li> <li>• Research information and write an essay</li> <li>• Type a narrative essay</li> </ul>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary/Picture books</p> <p>Simplified language for understanding</p> <p>Reader's Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p>	<p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>

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<b>Meaning</b>	
<b>Enduring Understanding Essential Questions</b>	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>As students read each selection, they will look for details related to the Essential Question.</li> </ul> <p>Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching and writing. By the end of the unit, students should understand how each selection relates to the Essential Question individually and how the selections connect to one another.</p>	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> <li>How do individuals resolve conflicts in challenging environments?</li> <li>How do culture, time, and place influence the resolution of conflict?</li> <li>How does reading from different texts about the same topic build our understanding?</li> <li>What are the ways that an author can juxtapose resolve conflicts between two characters?</li> </ul>
<b>Common Misconceptions</b>	<b>Proper Conception</b>
Students might think that the theme of the story is the same thing as the main idea of a story.	A theme is a lesson learned from a story, whereas the main idea is what a story is mostly about.
Students might think they only need to know a word's definition to successfully understand the word in a story.	Some words have multiple definitions and the context of the word is very important.
Students may want to support their positions with only their own opinions.	Students should be able to support their positions using the text.
Students might choose text support that doesn't relate to the topic.	Students must choose text support and be able to explain how the details support their point.
Students might summarize a text by choosing minor details.	Students should summarize a text by addressing key points.
Students may write narratives with incorrectly punctuated dialogue.	Students must punctuate dialogue correctly with quotes.
Students might write narratives which include too much dialogue that is confusing to follow.	Students should use dialogue with purpose and to drive the plot.

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	Students must learn to listen respectfully to others opinions and to take turns during discussions.
When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.	Students must be cognizant of their purpose for writing and address the audience with the correct formality as needed.
Students often write in an informal style, inappropriate to the audience.	
When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.	Students should understand that the writing process has several steps and that getting your rough ideas down does not require perfection.
When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.	Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.

District/School Writing Tasks		
<p><b>Primary Focus</b></p> <p><i>District created writing prompts &amp; rubrics to meet EOC goals &amp; targets : Informational or Literary.</i></p>	<p><b>Secondary Focus</b></p> <p><i>Demonstrate the ideas and evidence of analyzing full length dramas using the stage directions, narrators point of view and other dramatic elements; demonstrate and translate the concept of others seeing us more clearly than we see ourselves to analyze the various text along with specific characters in the stories and dramas.</i></p>	<p><b>Routine Writing</b></p> <p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>

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**21<sup>st</sup> Century Skills**

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, virtual workspaces
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
  
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

**Instructional Strategies**

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

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**Unit 3 Performance Task (optional)**

Mark Twain wrote both "How to Tell a Story" and "Morals and Memory." Write an essay describing how the writing style and content of the two works suggest that they share an author. You may wish to consider, but you are not limited to, discussing these aspects of the works:

- diction (word choice)
- tone
- use of humor
- subject matter

Use details from both texts to support your response.



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**Unit 4 Grade 7**

Unit 4 Grade 7		
Unit 4 Reading Standards	Unit 4 Reading Critical Knowledge and Skills	
<p>RL.7.1 Cite several pieces of textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI.7.1 Cite several pieces of textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>• Paraphrase evidence from text</li> <li>• Correctly cite evidence</li> <li>• Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>• Use evidence from the text to make and check predictions as you read</li> <li>• Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>• Gather evidence from the text to support inferences or explicit meaning</li> <li>• Read and analyze a variety of literary genres and informational texts</li> <li>• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>• Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>• Refer to the text for support when analyzing and drawing inferences</li> </ul>
<p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>• Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</li> <li>• 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</li> <li>• 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</li> <li>• 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)</li> <li>• Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</li> <li>• 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</li> <li>• Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</li> <li>• Summarize the text objectively, capturing the main ideas</li> <li>• Distinguish between essential and nonessential details of a text to create an objective summary of the text</li> </ul>

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**Unit 4 Grade 7**

<b>Unit 4 Grade 7</b>		
RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	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.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>• Analyze the impact of specific word choice on meaning and/or tone</li> <li>• Explain poetic devices used in text</li> <li>• Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</li> <li>• Analyze why the author used a specific word choice or sound device</li> <li>• Analyze the impact of a word choice or sound device on the reader</li> <li>• Evaluate the effectiveness of the author’s word choice or sound device</li> </ul>
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	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.	<ul style="list-style-type: none"> <li>• Describe the form and structure of a drama or poem</li> <li>• Describe the structure used to organize a nonfiction text <del>texts</del></li> <li>• Explain how text structure impacts overall meaning of text</li> <li>• Identify how the differing form or structure of a text contributes to its meaning</li> <li>• Analyze how parts of a text contribute to meaning</li> <li>• Explain why the author chose a specific form or structure</li> <li>• Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)</li> <li>• Evaluate the effectiveness of the chosen form or structure</li> </ul>
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	RL.7.6: <ul style="list-style-type: none"> <li>• Identify the viewpoints of characters in a text</li> <li>• Compare and contrast the characters’ points-of-view</li> <li>• Trace how the author created and conveyed the similar and/or dissimilar characters</li> <li>• Analyze the impact of the author’s point of view choices on the reader</li> <li>• Evaluate the effectiveness of the author’s point of view choices</li> </ul>
		RI.7.6: <ul style="list-style-type: none"> <li>• Identify the author’s point of view</li> <li>• Explain the techniques the author uses to distinguish his/her point of view from others</li> <li>• Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others</li> </ul>
RL.7.10. <b>**By the end of the year read and comprehend literature, including</b>	RI.7.1.10. <b>**By the end of the year read and comprehend literary</b>	<ul style="list-style-type: none"> <li>• Determine difficulties in comprehending and making meaning</li> <li>• Apply appropriate strategies in order to increase comprehension when</li> </ul>

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<p>stories, dramas, and poems at grade level <b>text-complexity (see Appendix A)</b> or above, scaffolding as needed.</p>	<p>nonfiction <b>(see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</b></p>	<p>encountering grade level text</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Encounter the text with scaffolding when needed Make an increasing number of connections among ideas and between texts</li> </ul>
<b>Unit 4 Writing Standards</b>		<b>Unit 4 Writing Critical Knowledge and Skills</b>
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p style="padding-left: 20px;">W.7.2.A. Introduce a topic; organize ideas, concepts, and information, using <b>text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)</b> when useful to aiding comprehension.</p> <p style="padding-left: 20px;">W.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p style="padding-left: 20px;">W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p style="padding-left: 20px;">W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p style="padding-left: 20px;">W.7.2.E. Establish and maintain a formal style/<b>academic style, approach, and form.</b></p> <p style="padding-left: 20px;">W.7.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		<ul style="list-style-type: none"> <li>• Focus writing on thoroughly describing or explaining a topic</li> <li>• Identify the defining elements of this specific writing genre</li> <li>• Explore topics from their content area classes.</li> <li>• Introduce a topic clearly, previewing what is to follow</li> <li>• Organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect</li> <li>• Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</li> <li>• Include relevant supporting facts, information, and details</li> <li>• Transition between ideas using appropriate words and phrases</li> <li>• Select precise language and domain-specific vocabulary</li> <li>• Consistently use an appropriate style</li> <li>• Create language that is appropriate to one's audience and follows a formal tone</li> <li>• Write a conclusion to bring the text to a close</li> </ul>
<p>W.7.4. Produce clear and coherent writing in which the development, organization, <b>voice</b> and style are appropriate to task, purpose, and audience.</p>		<ul style="list-style-type: none"> <li>• Identify defining characteristics of different genres of writing</li> <li>• Unpack the writing prompt</li> <li>• Write for a specific purpose and audience</li> <li>• Select an appropriate text structure or format for the task</li> <li>• Use language that is precise and powerful to create voice in writing</li> <li>• Create a tone that is appropriate for one's audience</li> </ul>
<p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>		<ul style="list-style-type: none"> <li>• Revise and edit intentionally to improve writing.</li> <li>• Generate ideas to develop topic</li> <li>• Revise writing with a partner or self-editing checklists</li> <li>• View writing from the vantage point of the audience in order to determine the</li> </ul>

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	effectiveness of their words, organization, etc.
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.	<ul style="list-style-type: none"> <li>• Use technological resources to enhance writing</li> <li>• Follow appropriate typing format and conventions</li> <li>• Use technology to broaden research base</li> <li>• Use evidence found online to support ideas</li> <li>• Give and receive feedback using technology</li> <li>• Seek out authentic publishing opportunities</li> </ul>
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	<ul style="list-style-type: none"> <li>• Engage in short research projects to answer a self-selected or teacher-assigned questions</li> <li>• Develop research questions</li> <li>• Determine keywords or topics for each question</li> <li>• Search for informational sources in an effort to answer the question</li> <li>• Compose follow-up research questions based on the initial search</li> <li>• Explain quotations used as support to enhance meaning</li> <li>• Research and synthesize information from several sources</li> <li>• Conduct research and synthesize multiple sources of information</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Use search terms effectively</li> <li>• Write a clear thesis statement</li> <li>• Draw evidence from texts to support thesis</li> <li>• Assess the credibility and accuracy of each source</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> <li>• Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations</li> <li>• Identify examples of plagiarism in writing</li> <li>• Paraphrase source information to avoid plagiarism in writing</li> </ul>

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<p>W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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").</p>	<ul style="list-style-type: none"> <li>• Incorporate ideas from literary or informational texts to support writing</li> <li>• Deconstruct and reflect upon textual evidence</li> <li>• Identify evidence that supports claims in literary analysis</li> <li>• Logically connect evidence to claims in writing</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> <li>• Cite in-text direct and indirect quotations appropriately</li> <li>• Explain quotations used as support to enhance meaning</li> <li>• Recognize and identify multiple organizational models</li> <li>• Apply a specific organizational strategy to a writing</li> </ul>
<p>W.7.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self correction</b>, and revision) and shorter time frames (a single sitting or a day or two) for a range of <b>discipline-specific</b> tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>• Reflect on and be able to explain decisions made while crafting a piece of writing</li> <li>• Produce written reflections</li> <li>• Write for a variety of audiences and purposes on an array of cross-curricular topics</li> </ul>
<b>Unit 4 Speaking and Listening Standards</b>	<b>Unit 4 Speaking and Listening Critical Knowledge and Skills</b>
<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.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.</p> <p>SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.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.</p> <p>SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed</li> <li>• Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas</li> <li>• Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</li> </ul>

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<b>Unit 4 Grade 7</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<p><b>Suggested Formative Assessments (optional)</b></p> <ul style="list-style-type: none"> <li>• Daily independent practice</li> <li>• Peer Discussions</li> <li>• Student Portfolio/ Open-Ended Responses</li> <li>• Reading/Writing Conferences</li> <li>• Self-Evaluations</li> <li>• Anecdotal Notes</li>   <li>• Exit Ticket: Multiple lessons ask students to answer a question based on the reading. Students should come to school with sticky notes.</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Beginning of the Year/Unit Benchmark Assessment</li> <li>• Weekly Test</li> <li>• Guided Reading Level</li> <li>• Performance Task</li> <li>• EdConnect Assessments</li> <li>• Next Generation Performance Tests</li> </ul>
<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>
<p>Pearson Realize Common Core Literature</p>	<p><b>Websites:</b> Pearsonrealize.com, Readwritethink.org, IXL  <a href="http://writingprompts.tumblr.com/">http://writingprompts.tumblr.com/</a></p> <p><b>Other</b></p> <p>Binders or Journals: Students will be receiving many recording forms, graphic organizers, and texts throughout this module. It is suggested that students have a 3 ring binder in which to collect these materials and refer back to them.</p>

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Vocabulary	Instruction and Pacing
<p>attitude, challenge, communication, competition, compromise, conflict, danger, desire, disagreement, misunderstanding, obstacle, opposition, outcome, resolution, struggling, revived, immensely, veranda, mourning, consolation, cunningly, reproach, conspired, devastated, nonchalantly, expectations, sentimental</p> <p>sensitive, meek, coax, laborious, exertion, furrowed, ominous, perilous, culprit, solemn, assumption, common, discover, perspective, devastating, perpetual, evading, effective, literally, communication</p>	<p><b>Weeks 1-5 (The Treasure of Lemon Brown, Rikki-tikki-tavi, Two Kinds from The Joy Luck Club)</b></p> <ul style="list-style-type: none"> <li>• Building background knowledge conflicts</li> <li>• Gathering evidence about point of view in a literary text</li> <li>• Connecting information with literature: building background knowledge about what fictional characteristics and qualities does Kipling give to the cobras in this story.</li> </ul> <p><b>(Ribbons, The Night the Bed Fell; Stolen Day)</b></p> <ul style="list-style-type: none"> <li>• Read the short stories: Ribbons, The Night the Bed Fell; Stolen Day - see attached lesson plans</li> <li>• Use details in the story to compare characters</li> <li>• Determine the theme or the central idea of the story</li> </ul> <p>• Determine the conflict of the story and if it has a resolution</p> <p><b>(Get More from Competition; Win Some, Lose Some; Orlando Magic)</b></p> <ul style="list-style-type: none"> <li>• Read the short stories: Get More from Competition; Win Some, Lose Some; Orlando Magic</li> <li>• Determine the structure of the story and characters</li> <li>• Analyze the persuasive techniques of writing.</li> </ul>
<p>maximize, optimal, deteriorates, attitude, sufficient, resolution, aversion, imposters, emerged, attitude, convince, illustrate, debate</p>	

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<p>Common, community, culture, diversity, duty, environment, individual, team, tradition, unify, unique, custom, ethnicity, group, family</p>	<p><b>Weeks 6-9</b></p> <ul style="list-style-type: none"> <li>• What unique qualities do the characters exhibit?</li> <li>• What motivates the characters to act as they do?</li> <li>• What conflicts do the characters encounter?</li> <li>• How does author’s purpose determine the form of folk literature?</li> <li>• What details in the story reflect the background, customs, and beliefs of the culture from which the story comes?</li> </ul>	
<p><b>Differentiation and Accommodations</b></p>	<p><b>ELL Differentiation and Accommodations</b></p>	
<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation /Teach for mastery; not the test</p> <p>Teaching concepts in different modalities/Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments/Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p> <p><b>Advanced options:</b></p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary/Picture books</p> <p>Simplified language for understanding</p> <p>Reader’s Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p>	<p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>



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<p>When writing their story,</p> <ul style="list-style-type: none"> <li>• Students can create their own visual representations, such as a powerpoint.</li> <li>• Research information and write an essay</li> <li>• Type a narrative essay</li> </ul>		
<b>Meaning</b>		
<b>Enduring Understanding Essential Questions</b>		
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• As students read each selection, they will look for details related to the Essential Question.</li> </ul> <p>Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching and writing. By the end of the unit, students should understand how each selection relates to the Essential Question individually and how the selections connect to one another.</p>	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> <li>• How do individuals resolve conflicts in challenging environments?</li> <li>• How do culture, time, and place influence the resolution of conflict?</li> <li>• How does reading from different texts about the same topic build our understanding?</li> <li>• What are the ways that an author can juxtapose resolve conflicts between two characters?</li> </ul>	
<b>Common Misconceptions</b>	<b>Proper Conception</b>	
<p>Students might think that the theme of the story is the same thing as the main idea of a story.</p>	<p>A theme is a lesson learned from a story, whereas the main idea is what a story is mostly about.</p>	
<p>Students might think they only need to know a word's definition to successfully understand the word in a story.</p>	<p>Some words have multiple definitions and the context of the word is very important.</p>	

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Students may want to support their positions with only their own opinions.	Students should be able to support their positions using the text.
Students might choose text support that doesn't relate to the topic.	Students must choose text support and be able to explain how the details support their point.
Students might summarize a text by choosing minor details.	Students should summarize a text by addressing key points.
Students may write narratives with incorrectly punctuated dialogue.	Students must punctuate dialogue correctly with quotes.
Students might write narratives which include too much dialogue that is confusing to follow.	Students should use dialogue with purpose and to drive the plot.
When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.	Students must learn to listen respectfully to others opinions and to take turns during discussions.
Students often write in an informal style, inappropriate to the audience.	Students must be cognizant of their purpose for writing and address the audience with the correct formality as needed.
When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.	Students should understand that the writing process has several steps and that getting your rough ideas down does not require perfection.
When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.	Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.
<b>District/School Writing Tasks</b>	

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<b>Primary Focus</b>	<b>Secondary Focus</b>	<b>Routine Writing</b>
<p><i>District created writing prompts &amp; rubrics to meet EOC goals &amp; targets : Informational or Literary.</i></p>	<p><i>Incorporate ideas from literary or informational texts to support writing</i>  <i>Deconstruct and reflect upon textual evidence</i>  <i>Identify evidence that supports claims in literary analysis</i>  <i>Logically connect evidence to claims in writing</i>  <i>Select direct and indirect quotations that relate to the topic as evidence</i>  <i>Cite in-text direct and indirect quotations appropriately</i>  <i>Explain quotations used as support to enhance meaning</i>  <i>Recognize and identify multiple organizational models</i>  <i>Apply a specific organizational strategy to a writing</i></p>	<p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>

**21<sup>st</sup> Century Skills**

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, virtual workspaces
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
  
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

**Instructional Strategies**

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the

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classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

**Unit 4 Performance Task (optional)**

The authors of "The Cynic and the King," "Aristotle's Lost Thoughts," and "Excerpt from 'Chapter II: Beginning of His Reign'" all discuss Alexander the Great. Write an essay in which you compare how the authors portray Alexander's personal character and leadership style in **each** of the **three** passages.

Use details from **each** passage to support your response.