

ENGLISH LANGUAGE ARTS



Grade 7: Unit 4

Reading Literature & Informational Text

Research, Informative & Explanatory Writing

Course Description

(Workshop Model)

Seventh grade English consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The 7th grade curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, and other pieces of writing required by the teacher. Writer's workshop is employed so that all students can improve their skills and voices as writers. The teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The 7th grade English Language Arts course and instruction will lay the foundation for successful achievement in English. The New Jersey Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future to compete successfully in the global economy.

Rationale

In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the Essential Elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.

ESL Framework

This ESL framework was designed to be used by bilingual, dual language, ESL and general education teachers. Bilingual and dual language programs use the home language and a second language for instruction. ESL teachers and general education or bilingual teachers may use this document to collaborate on unit and lesson planning to decide who will address certain components of the New Jersey Student Learning Standard (NJSLS) and language objective. ESL teachers may use the appropriate leveled language objective to build lessons for ELLs which reflects what is covered in the general education program. In this way, whether it is a pull-out or push-in model, all teachers are working on the same Student Learning Standard. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium's English Language Development (ELD) standards with the New Jersey Student Learning Standards. WIDA's ELD standards advance academic language development across content areas ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this framework will assist all teachers who work with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. Even though listening and reading (receptive) skills differ from speaking and writing (expressive) skills across proficiency levels the cognitive function should not be diminished. For example, an Entering Level One student only has the linguistic ability to respond in single words in English with significant support from their home language. However, they could complete a Venn diagram with single words which demonstrates that they understand how the elements compare and contrast with each other or they could respond with the support of their home language (L1) with assistance from a teacher, para-professional, peer or a technology program.

Pacing Chart – Unit 4

Topic: Reading Literature / Informational Text
Research, Informative and Explanatory Writing

NJSLS

Instruction: 8 weeks
Assessment: 1 week

<p>DISTRICT RESOURCES</p> <p>Reading Instruction:</p> <p>Novels: <i>Schooled</i> by Gordon Korman <i>The Watsons Go to Birmingham</i> by Christopher Paul Curtis</p> <p>HML Unit 4: E.E. Cummings Poetry</p> <p>HML Unit 5: Text Analysis Workshop: Appreciating Poetry, The Names, The Charge of the Light Brigade, The Highwayman, Two Haiku, Fireflies, Fireflies in the Garden, The Delight Song of Tsoai-Talee, Four Skinny Trees</p> <p>HML Unit 6: Text Analysis Workshop: Myths, Legends, Epics, and Tales</p> <p>Writing Instruction: Research, Informative and Explanatory</p>	<p>Reading Standards:</p> <p>Literature</p> <p>RL.7.1, RL.7.2, RL.7.4, RL.7.5, RL.7.6, RL.7.10</p> <p>Informational</p> <p>RI.7.1, RI.7.2, RI.7.4, RI.7.5, RI.7.6, RI.7.10</p> <p>Writing Standards:</p> <p>W.7.2A, B, C, D, E, F, W.7.4, W.7.5, W.7.6, W.7.7 W.7.10</p> <p>Language Standards:</p> <p>L.7.2B, L.7.3A, L.7.4A,C,D, L.7.6</p> <p>Speaking and Listening Standards:</p> <p>SL.7.1A,B,C,D, SL.7.2 SL.7.5, SL.7.6</p>	
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<p>Collaborative problem solving</p> <p>Writing to learn Making thinking visible Note taking</p> <p>Rereading & rewriting</p> <p>Establishing text-based norms for discussions & writing</p> <p>Establishing metacognitive reflection & articulation as a regular pattern in learning Quick writes</p> <p>Pair/trio Sharing</p> <p>Turn and Talk</p> <p>Charting</p> <p>Gallery Walks Whole class discussions</p> <p>Modeling</p>	<p>Word Study Drills</p> <p>Flash Cards</p> <p>Interviews</p> <p>Role Playing Diagrams, charts and graphs</p> <p>Storytelling</p> <p>Coaching</p> <p>Reading partners</p> <p>Visuals</p> <p>Reading Aloud</p> <p>Model (I Do), Guided Practice (We Do), Independent Practice (You Do) Mind Mapping</p> <p>Trackers</p> <p>Multiple Response Strategies</p> <p>Choral reading</p> <p>Reader's/Writer's Notebooks</p> <p>Conferencing</p>
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Technology Operations and Concepts

- ☐ Demonstrate knowledge of a real world problem using digital tools
- ☐ Create a document with text using a word processing program.

Example: Students can use a word processing program to create an essay for the IFL Unit, Exploring Relationships.

Example: Students can create a document that combines media objects such as text, graphics, video, animation, and sound to represent and convey information for the IFL Unit, Exploring Relationships.

Creativity and Innovation

- ☐ Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

Example: As part of the culminating assignment for the IFL Unit, Exploring Relationships, students will electronically submit an essay explaining the significant ideas that each author contributes to the theme of exploring relationships.

Example: After reading Esperanza Rising, students can electronically submit an essay explaining the role of society and class in various parts of the world.

Communication and Collaboration

- ☐ Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

Example: After reading Esperanza Rising, students can create a blog to publish their essays on society and class in various parts of the world

Research and Information Literacy

- ☐ Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.

Example: While reading *Esperanza Rising*, students can use digital tools such as Google Doc, Google Search Engine, and PowerPoint to explore and present their findings of issues affecting migrant workers.

LINK: <http://www.state.nj.us/education/cccs/standards/8/>

Learn the home row position
Practice finding and using keys such as shift, backspace, forward
and back slashers, enter and Ctrl
Accurately keyboard alphabetic material at 25-30 wpm
Properly use a 10-key numeric keypad

Word Processing Skills

Select fonts, change font size, apply font styles, and
underlines Apply font colors
Use cut and paste/ copy and paste
Change line and paragraph spacing
Move text and paragraphs

Indent text
Animate text and objects
Add sound, music, and movies
Change slide views
Move copy, duplicate, and delete slides

Stamina in accordance with CCSS.ELA-Literacy W.7.6

Use technology, including the Internet, to produce and publish
writing and link to and cite sources as well as interact and
collaborate with others, including linking to and citing
sources.

Career Ready Practices
Standards
CRP1, CRP2, CRP4, CRP7

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio partnerships and when participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

Example: Students will apply appropriate academic and technical skills when making relevant global connections to Esperanza Rising.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students can communicate, in writing, when producing a research-based argument essay.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Example: Students can research the climate and typography of Aguascalientes, Mexico and the San Joaquin Valley, California. Decide which climate would be more advantages for successful farming. Create a presentation that outlines the key points of your argument.

<http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>

6- Reaching	<p>Specialized or technical language reflective of the content areas at grade level</p> <p>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</p> <p>Oral or written communication in English comparable to proficient English peers</p>
5- Bridging	<p>Specialized or technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</p> <p>Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</p>
4- Expanding	<p>Specific and some technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support</p>
3- Developing	<p>General and some specific language of the content areas</p> <p>Expanded sentences in oral interaction or written paragraphs</p> <p>Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</p>
2- Beginning	<p>General language related to the content area</p> <p>Phrases or short sentences</p> <p>Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support</p>
1- Entering	<p>Pictorial or graphic representation of the language of the content areas</p> <p>Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</p>

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<p>Extra time for assigned tasks Adjust length of assignment</p> <p>Timeline with due dates for reports and projects</p> <p>Communication system between home and school</p> <p>Provide lecture notes/outline</p>	<p>Extra Response time</p> <p>Have students verbalize steps</p> <p>Repeat, clarify or reword directions</p> <p>Mini-breaks between tasks</p> <p>Provide a warning for transitions</p> <p>Reading partners</p>	<p>Precise step-by-step directions Short manageable tasks</p> <p>Brief and concrete directions Provide immediate feedback Small group instruction</p> <p>Emphasize multi-sensory learning</p>	<p>Teacher-made checklist</p> <p>Use visual graphic organizers</p> <p>Reference resources to promote independence</p> <p>Visual and verbal reminders Graphic organizers</p>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<p>Computer/whiteboard</p> <p>Tape recorder</p> <p>Spell-checker</p> <p>Audio-taped books</p>	<p>Extended time</p> <p>Study guides</p> <p>Shortened tests</p> <p>Read directions aloud</p>	<p>Consistent daily structured routine</p> <p>Simple and clear classroom rules</p> <p>Frequent feedback</p>	<p>Individual daily planner</p> <p>Display a written agenda</p> <p>Note-taking assistance</p> <p>Color code materials</p>

Differentiated Instruction

Accommodate Based on Students' Individual Needs:

- Leveled Text
- Chunking text
- Choice Board
- Cubing
- Socratic Seminar
- Tiered Instruction
- Small group instruction
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures (i.e., to facilitate vocabulary acquisition)
- Tiered learning stations
- Tiered questioning
- Data-driven student partnerships

Interdisciplinary Connections

Model Interdisciplinary thinking to expose students to other disciplines.

Health Connection: 2.1ABCDE 2.2ABCDE

Esperanza Rising~ Valley Fever- Valley Fever, also known as Coccidioidomycosis, is an infection that is caused by a fungus *Coccidioides*. This fungus lives in the soil in southwestern United States, parts of Mexico, and parts of Central and South America. Valley fever is contracted by inhalation of microscopic fungal spores in the air. Some people become severely ill from exposure to this dust developing flu-like symptoms, but can be treated with antifungal medication. Students can research valley fever and have an Accountable Talk discussion to further analyze the topic.

<http://www.cdc.gov/features/valleyfever/>

<http://discovermagazine.com/2014/may/1-valley-fever-the-hidden-epidemic>

Science Connection MS-LS2-4

Esperanza Rising - Research the climate and topography of Aguascalientes, Mexico and the San Joaquin Valley, California. Decide which climate would be more advantages for successful farming. Create a PowerPoint presentation that outlines the key points of your argument..

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.

Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.

Pose questions and exhibit sincere curiosity about principles and how things work.

The ability to grasp concepts and make real world and cross-curricular connections.

Generate theories and hypotheses and pursue methods of inquiry.

Produce products that express insight, creativity, and excellence.

Possess exceptional leadership skills.

Evaluate vocabulary

Elevate Text Complexity

Inquiry based assignments and projects

Independent student options

Tiered/Multi-level activities

Purposeful Learning Center

Open-ended activities and projects

Form and build on learning communities

Providing pupils with experiences outside the 'regular' curriculum

Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level. A higher quality of work than the norm for the given age group.

The promotion of a higher level of thinking and making connections.

The inclusion of additional subject areas and/or activities (cross-curricular).

Using supplementary materials in addition to the normal range of resources.

Required District/State Assessments Suggested Formative/Summative Classroom Assessments Short

constructed response questions

Multiple Choice questions
Quizzes
Journals
Essays
Quick writes
Summative chapter test
Projects
Portfolio
Exit Slips
Graphic Organizers

Presentations (incorporating Web 2.0 tools)
Homework
Anecdotal Notes
Student Conferencing

Study Island Writing Prompts DRA2

PARCC

Grade: 7	ELA Standards	Standards in each Unit			
		1	2	3	4
LANGUAGE					
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.7.1A	Explain the function of phrases and clauses in general and their function in specific sentences.	X			
L.7.1B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		X		
L.7.1C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.			X	
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				

L.7.2A	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,]</i> <i>green shirt</i>).			X	
L.7.2B	Spell correctly.	X	X	X	X
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
L.7.3A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	X	X	X	X
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.				
L.7.4A	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.	X	X	X	X
L.7.4B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).				X
L.7.4C	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.	X	X	X	X
L.7.4D	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).	X	X	X	X
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
L.7.5A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.			X	

L.7.5B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		X		
L.7.5C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).			X	

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.	X	X	X	X
READING: LITERATURE					
RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X
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.	X	X	X	X
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).			X	
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.	X		X	X
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	X		X	X
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	X	X	X	X
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).			X	
RL.7.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			X	
RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text complexity or above, scaffolding as needed.				X

READING: INFORMATIONAL TEXT

RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X
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.	X	X	X	X
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).		X		
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.	X	X		X
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.	X	X		X
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.	X	X	X	X
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).		X		
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.		X		
RI.7.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		X		
RI.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.				X

WRITING

W.7.1	Write arguments to support claims with clear reasons and relevant evidence.				
W.7.1A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		X		

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W.7.1B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		X		
W.7.1C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		X		
W.7.1D	Establish and maintain a formal style/academic style, approach, and form.		X		
W.7.1E	Provide a concluding statement or section that follows from and supports the argument presented.		X		
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.				
W.7.2A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).	X			X
W.7.2B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	X			X
W.7.2C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	X			X
W.7.2D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	X			X
W.7.2E	Establish and maintain a formal style academic style, approach, and form.	X			X
W.7.2F	Provide a concluding statement or section that follows from and supports the information or explanation presented.	X			X

W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				
W.7.3A	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.			X	
W.7.3B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			X	
W.7.3C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			X	
W.7.3D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			X	
W.7.3E	Provide a conclusion that follows from and reflects on the narrated experiences or events.			X	
W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	X	X	X	X

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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.	X	X	X	X
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	X	X	X	X
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	X	X	X	X
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	X	X	X	X

W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.				
W.7.9A	Apply <i>grade 7 Reading standards</i> 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”).	X	X	X	X
W.7.9B	Apply <i>grade 7 Reading standards</i> 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”).	X	X	X	X
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.	X	X	X	X
SPEAKING AND LISTENING					
SL.7.1A	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. 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.	X	X	X	X
SL.7.1B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	X	X	X	X
SL.7.1C	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.	X	X	X	X

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

SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		X		
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.	X	X	X	
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.				X
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	X	X	X	X

Grade: 7	Unit 4	Topic: Reading Literature & Informational Text Research, Informative & Explanatory Writing
Standards: NJSLS: Reading Literature: 7.1, 7.2, 7.4, 7.5, 7.6 7.10 Reading Informational Text: 7.1, 7.2, 7.4, 7.5, 7.6, 7.10 Writing: 7.2A,B,C,D,E,F, 7.4, 7.5, 7.6, 7.7, 7.10 Speaking and Listening: 7.1A,B,C,D, 7.2, 7.5, 7.6 Language: 7.2B, 7.3A, 7.4A,B,C,D, 7.6		
HML Unit CCSS: Reading Literature: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6 Writing: 7.2, 7.3, 7.4, 7.5, 7.9, 7.10 Speaking and Listening: 7.1 Language: 7.4		

HML Reading Unit: Exploring Relationships (2-3 Week Unit)

In this unit, students will read two texts: an excerpt from *Bone Black: Memories of Girlhood*¹ by Bell Hooks and “Some Fortunate Future Day”² by Cassandra Clare. Both texts deal with themes about relationships, following characters who have complex relationships with the people and things around them. Through the study of these two literary texts, students build their knowledge about point of view and the methods these authors use to tell these stories. Through engaging in this unit, student will learn about:

- point of view and how it shapes the readers’ understanding of characters and events
- the methods these authors use to develop and write about their characters and their characters’ relationships
- characteristics of literary interpretations

Required Resources for HML

Mentor Texts:

- “Bone Black: Memories of Girlhood¹” by Bell Hooks
- “Some Fortunate Future Day” by Cassandra Clare

New Jersey Student Learning Standard (NJSLS) RL.7.1

NJSLS: 7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Element of the NJSLS: Analyze text to identify where information is explicitly stated and where inferences must be drawn.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Paraphrase evidence from text</p> <p>Correctly cite evidence Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</p> <p>Use evidence from the text to make and check predictions as you read</p> <p>Make personal connections, connections to other texts, and/or global connections, when relevant</p> <p>Gather evidence from the text to support inferences or explicit meaning</p> <p>Read and analyze a variety of literary genres Probe a segment of text in order to study and evaluate its multiple,</p>	<p>What textual evidence did you identify to support your analysis of the text?</p> <p>Cite several examples of textual evidence.</p> <p>According to lines (x-x), what can you infer...?</p> <p>What inferences can you draw from your analysis of the text?</p> <p>Show me in the text what makes you think that?</p> <p>What can you conclude from the text?</p> <p>Which evidence is most relevant?</p> <p>What can you infer from this paragraph?</p> <p>Explain your thinking.</p>	<p>Use a graphic organizer to chart details.</p> <p>Use a double entry journal to chart details and make inferences.</p> <p>In pairs, have students chart details to summarize the text.</p> <p>Use the summary to extrapolate a theme.</p>
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	<p>deeper, and varied meanings Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</p> <p>Refer to the text for support when analyzing and drawing inferences.</p>		
<p>ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group</p>	<p>Identifying the main idea Identifying supporting details Drawing inference Supporting inferences using pieces from the text</p>	<p>How can you determine the main idea? How can you support the main idea using supporting details? How can you utilize details to make an inference?</p>	<p>Use a graphic organizer to chart supporting details. Use a double entry journal to chart supporting details and make inferences. In pairs, have students chart supporting details to summarize the text. Then, pairs of students will share their findings with the whole class.</p>

<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low</p>	<p>Identifying the main idea</p> <p>Identifying supporting details</p>	<p>Which one of the following sentences summarizes the main idea?</p> <p>Given the main idea, which of the following sentences are</p>	<p>Have students match sentence citations from appropriately leveled text to visual representations.</p> <p>Provide students with appropriately leveled sentences and have students underline the sentences that support the main idea.</p>
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Group		supporting details?	With teacher's prompt and support, Use a partially filled graphic organizer to chart supporting details.
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Sample Test Released Item: (4125_A EBSR) - Associated Text: “Black Beauty: The Autobiography of a Horse”



New Jersey Student Learning Standard (NJSLS) RL.7.2

NJSLS: RL.7.2 Determine the theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Essential Element of the NJSLS: Identify events in a text that are related to the theme or central idea.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text</p> <p>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</p>	<p>What is the theme or central idea?</p> <p>Is there more than one central idea?</p> <p>How are the central ideas developed?</p> <p>Cite evidence from the text to support your determination of the theme/central idea.</p> <p>best captures the theme.</p> <p>An example of how the theme recurs/is developed in the text is</p> <p>-</p> <p>How can you objectively summarize the text?</p> <p>What makes a summary objective?</p>	<p>Underline and mark provided text for key points and supporting details during</p> <p>active/sustained silent reading.</p> <p>Use a whip-around to determine different student interpretations of the text.</p> <p>In pairs, have students chart details to summarize the text. Use the summary to extrapolate the theme.</p>

	<p>a text</p> <p>Evaluate recurring ideas and changes in the characters and plot over the course of the text</p> <p>(why did the author make those changes, impact on</p>		
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	<p>the reader, effectiveness of the author's choices)</p> <p>Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</p> <p>Summarize the text objectively, capturing the main ideas</p> <p>Distinguish between essential and nonessential details of a text to create an objective summary of the text.</p>		
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<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Mid</p> <p>Group</p>	<p>Identifying theme</p> <p>Supporting details</p> <p>Development of</p> <p>events Summarizing</p>	<p>What is the theme of the text?</p> <p>What are the supporting details that support the theme?</p>	<p>Model for students how to make a connection between the theme and events in an adapted text.</p> <p>Highlight the central idea and underline key words and supporting details during active/sustained silent reading.</p> <p>Provide students with a graphic organizer and have them list important events.</p> <p>Use a whip-around to determine different student interpretations of the text.</p> <p>In a guided reading activity, use a flow chart and phrases / sentences to show the</p>
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			<p>development of a central idea in a simple text.</p> <p>In pairs, have students chart details to support the theme.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Identifying theme</p> <p>Supporting details</p> <p>Development of events</p>	<p>Which one of the following sentences is the theme of the story?</p> <p>Which group of sentences supports the theme or central idea?</p>	<p>After reading an appropriately leveled story, have students match the theme with corresponding words, pictures, and short phrases.</p> <p>In a guided reading activity, use a flow chart, visuals, and a word bank of pre taught words to show the development of a central idea in a simple text.</p>
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New Jersey Student Learning Standard (NJSLS) RL.7.4

NJSLS: RL.7.4 Determine the theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Essential Element of the NJSLS: Determine the meaning of simple idioms and figures of speech as they are used in a text.

Student Population

Critical Knowledge and Skills

Essential Questions

Sample Activities/Lesson Starters

<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</p> <p>Analyze the impact of specific word choice on meaning and/or tone</p> <p>Explain poetic devices used in text</p> <p>Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc.) on a particular section of a text</p> <p>Analyze why the author used a specific word choice or sound device</p> <p>Analyze the impact of a word choice or sound device on the reader</p> <p>Evaluate the effectiveness of the</p>	<p>What does the word/phrase mean in this selection?</p> <p>Without changing the meaning of the sentence, which word can best be used to replace the underlined part?</p> <p>Which of the following synonyms is closest in the meaning to the word ?</p> <p>The author uses connotation to .</p> <p>What is the technical meaning of the word?</p> <p>What message does the author convey?</p> <p>What is the tone of the selection?</p> <p>How does the author's word choice impact the meaning and tone of the passage?</p>	<p>Create a graphic organizer noting literal and implied meanings of words.</p> <p>Have students Think-Pair-Share in regard to why the author chose to use specific words.</p> <p>Use visual representation to compare a word's literal and figurative meaning.</p>
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	author's word choice or sound device		
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Mid</p> <p>Group</p>	<p>Understanding new vocabulary words</p> <p>Using synonyms and antonyms to determine word meaning</p> <p>Interpret meaning by using context clues</p> <p>Understanding figurative and connotative meanings</p> <p>Formal and informal tone</p>	<p>How can I analyze the use of rhymes, repetition of words, and alliteration in poetry and literary texts?</p> <p>How can I determine a phrase's implied message?</p> <p>Which words and phrases specifically impact the tone of the text?</p>	<p>Create an anchor chart with examples of rhymes, repetition of words, and alliteration.</p> <p>Create a word gallery.</p> <p>With teacher's prompt and support, highlight in different colors rhymes, repetition of words, and alliteration in poetry.</p> <p>Complete a four square vocabulary graphic organizer.</p> <p>Use a graphic organizer to chart literal and implied meaning of words.</p> <p>Model using context clues to determine the meaning of unknown words.</p> <p>Given short sentences, as a group determine the meaning of words based on its use and explain the answer.</p> <p>Watch a video about identifying figurative language. As a group, create riddles about figurative language.</p> <p>With teacher's prompt and support, students will read a leveled text and chart formal and informal tone.</p> <p>Provide students with Yes/ No or multiple choice questions to identify synonyms or antonyms.</p> <p>Create visual representations of</p>

			<p>vocabulary words.</p> <p>Given context clues, students will match words to pictures.</p> <p>Given a word bank, students will complete appropriately leveled sentences. Given specific statements, students will match a statement with the correct term (rhyme, repetition or words, and alliteration).</p> <p>Sort words that have positive and negative connotation</p> <p>After reading a short text, as class identify the author's tone.</p> <p>Highlight words or phrases that reinforce the author's tone. Highlight formal and informal tone with two different colors.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Using context clues to figure out meanings</p> <p>Word Choice</p> <p>Using synonyms and antonyms to determine word meaning</p> <p>Understanding figurative and connotative meanings</p>	<p>Which of the following words and phrases helps you figure out the unknown word in the sentence?</p> <p>Which of the following represents the implied meaning of the sentence?</p> <p>Which group of words represents rhyming words?</p> <p>Which of the following</p>	<p>Provide students with <i>Yes/ No</i> or multiple choice questions to identify synonyms or antonyms.</p> <p>Create visual representations of vocabulary words.</p> <p>Match context clues to words or pictures.</p> <p>Given a word bank, students will complete appropriately leveled sentences.</p> <p>Given specific statements students will match a statement with the correct term (rhyme, repetition, and alliteration)</p> <p>Sort out words that have positive or</p>
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		<p>words is the synonym of the underlined word?</p>	<p>negative connotation.</p> <p>After reading a short text as a whole class, identify the author's tone by highlighting words or phrases that reinforce the author's tone using different colors.</p>
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Sample Test Released Item: (4122_A EBSR) Associated Text: “Black Beauty: The Autobiography of a



Horse”

New Jersey Student Learning Standard (NJSL) RL.7.5

NJSL: RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g. soliloquy, sonnet) contributes to its meaning. Essential

Element of the NJSL: Compare the structure of two or more texts (e.g., stories, poems, or dramas).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Describe the form and structure of a drama or poem</p> <p>Describe the structure used to organize a nonfiction text</p> <p>Explain how text structure impacts overall meaning of text</p> <p>Identify how the differing form or structure of a text contributes to its meaning</p> <p>Analyze how parts of a text contribute to meaning</p> <p>Explain why the author chose a specific form or structure</p> <p>Analyze the impact of</p>	<p>What is the structure of the text?</p> <p>What is the meaning of the text?</p> <p>How does the structure of the text contribute to its meaning?</p> <p>How does the sentence, chapter, scene, or stanza fit into the overall structure of a ?</p> <p>How would the meaning of the poem /drama have been different if it were written as a ?</p>	<p>With a partner analyze a text and determine the text features.</p> <p>Compare and contrast two or more informational texts.</p> <p>After examining a drama's or poem's form or structure, students can analyze how specific structures impact meaning.</p>

	<p>the form or structure on the reader (how would the text be different if the form changed?)</p> <p>Evaluate the effectiveness of the chosen form or structure</p>		
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Mid</p> <p>Group</p>	<p>Analyze how the form of a poem at an adapted grade 6- 7 text level band, contributes to its meaning.</p> <p>Use key content based vocabulary in simple sentences which may include errors.</p>	<p>How does the author organize structure events?</p> <p>How can the text features help you understand the author's development of ideas?</p> <p>How do paragraph _and _relate to each other?</p>	<p>In a mini-lesson, explain to students how features in a literary text help develop the central idea.</p> <p>Provide students with an appropriately leveled short literary text and have students work in pairs or small groups in order to discuss the central idea based on text features.</p> <p>With teacher's prompt and support, have students use a plot diagram to cite main ideas and write a summary.</p>

ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Read to cite the textual evidence from short stories in L1. Match phrase citations from appropriately leveled text to visual representations Match sentence	What is the appropriate order of the following ideas as they appear in the story? Which one of the following features does the author use to develop his / her ideas?	Given a set of ideas, have students put these ideas in the order they appeared in an appropriately leveled text.
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	citations from appropriately leveled text to visual representations.		
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<p align="center"><u>New Jersey Student Learning Standard (NJSLS) RL.7.6</u></p> <p>NJSLS: RL.7.6 Analyze how an author develops and contrast's the points of view of different characters or narrators in a text. Essential Element of the NJSLS: Compare the points of view of two or more characters or narrators in a text.</p>			
Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

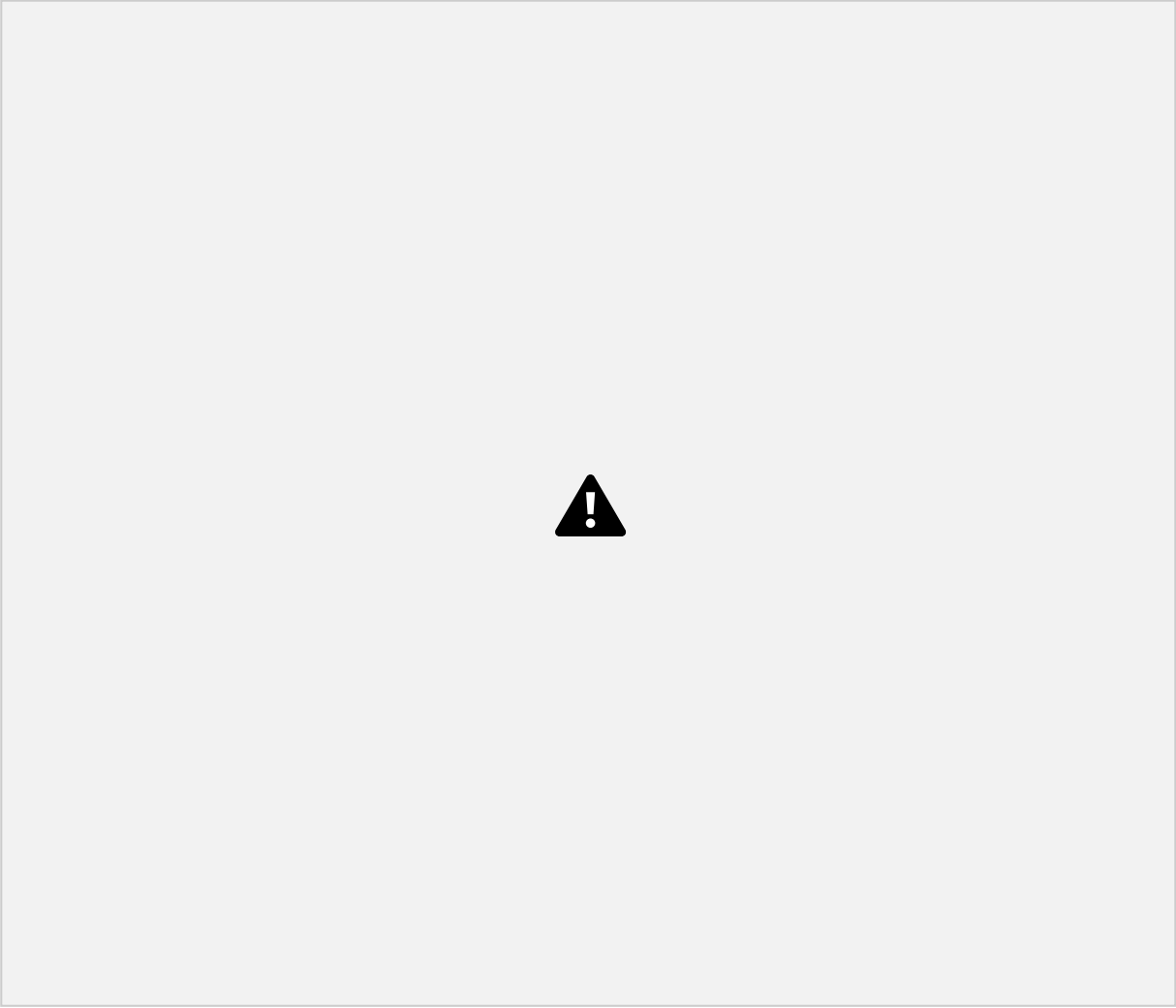
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Identify the viewpoints of characters in a text</p> <p>Compare and contrast the characters' points-of view</p> <p>Trace how the author created and conveyed the similar and/or dissimilar characters</p> <p>Analyze the impact of the author's point of view</p> <p>choices on the reader</p> <p>Evaluate the effectiveness of the author's point of view choices</p>	<p>Which words from the text show that it is written in person?</p> <p>The selection is told from the point of view of.</p> <p>What perspective or point of view does each character have?</p> <p>How/why does _____'s point of view differ from that of another character?</p> <p>Which sentence from the text best shows that the narrator's point of view is subjective/objective?</p> <p>How does the author's word choice help to develop the narrator's or speaker's point of view?</p>	<p>Determine the differences in point of view between the story from the textbook and the informational pieces chosen for supplemental purposes.</p> <p>Have students justify claims based on a graphic organizer and back up the claims using Accountable Talk.</p>
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<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Mid Group</p>	<p>Point of view</p> <p>Author's purpose</p> <p>Characterization</p> <p>Word choice</p>	<p>What is the character's point of view?</p> <p>Is the character's point of view different from that of the audience?</p> <p>What is the effect of different points of view?</p> <p>Could my point of view differ from the author's?</p>	<p>Model for students how to identify characters' point of view based on a short, adapted text.</p> <p>In a 'think-pair-share', students will discuss with a partner a point of view that is different from those of other characters.</p> <p>Have students complete a graphic organizer outlining different points of views, i.e., narrator's point of view, characters' point of view, and students' point of view.</p> <p>After reading a passage, students will identify the author's purpose, and explain their choice.</p> <p>After reading a text, use a graphic organizer to chart words and/ phrases found in the passage that gave the clues about the author's purpose.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Point of view</p> <p>Author's purpose</p> <p>Characterization</p> <p>Word choice</p>	<p>Which sentence in the paragraph shows the character's point of view?</p> <p>Which of the following represents a point of view different from the author's?</p>	<p>Model for students how to identify the character's point of view based on a short, adapted text.</p> <p>Teacher and students will choose books from the class library and categorize them by the author's purpose.</p> <p>After reading a short text, teacher will provide students with sentence strips</p> <p>Match phrases with author's purpose</p>
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			<p>After reading aloud and comprehending an appropriately leveled text, students will be given a multiple-choice activity to choose the character's point of view.</p> <p>Students can also be asked to go back to the text and highlight the sentence featuring the character's point of view.</p>
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Sample Test Released Item: (4273_A EBSR) Associated Text: “The Georges and the Jewels”



New Jersey Student Learning Standard (NJSLS) RL.7.10

NJSLS: RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Essential Element of the NJSLS: Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
General Education <i>ESL Levels 4-5</i> WIDA 2: Reading, Speaking Special Education Students - High Group	Read various forms of literature fluently Demonstrate comprehension of various forms of literary text Read independently and comprehend complex texts Make an effort to independently read texts of increasing complexity Monitor comprehension	What have you read independently lately? What genres have you recently read? What genre did you enjoy the most? Have you read multiple books by the same author? Who is your favorite author? Do you think you are ready to read a more complex text or different type of literature? What is the Lexile level of this text? Briefly summarize the plot and theme of the text	Students will answer text dependent questions in order to demonstrate understanding of complex grade level texts

ESL Levels 2.5-3.9	Read and comprehend,	What have you read	Students will read and comprehend, with
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<p>WIDA 2: Reading, Speaking Special Education Students - Mid Group</p>	<p>with scaffolding a variety of literature with increasing complexity in L1 Illustrate excerpts from a grade-level text using selected single words in key phrase patterns. Read various forms of literature fluently Demonstrate comprehension of various forms of literary text</p>	<p>independently lately? What genres have you recently read? What genre did you enjoy the most? Have you read multiple books by the same author?</p>	<p>scaffolding, a variety of adapted literature with increasing complexity using key vocabulary in a series of simple, related sentences. Have students identify and summarize the main idea(s) of a text using simple sentences.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Read independently and comprehend complex texts</p> <p>Make an effort to independently read texts of increasing complexity</p> <p>Monitor comprehension</p>	<p>Who is your favorite author?</p> <p>Do you think you are ready to read a more complex text or different type of literature?</p> <p>What made this text or reading complex?</p> <p>Briefly summarize the plot and theme of the text.</p>	<p>Students will read and comprehend, with scaffolding, a variety of literature with increasing complexity in L1 and/or in illustrated excerpts from a grade-level text using selected single words in key phrase patterns.</p> <p>Have students identify and summarize the main idea(s) of a text using simple sentences.</p> <p>Allow students to write responses in their L1 and use dictionaries to translate as necessary.</p>
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<p>New Jersey Student Learning Standard (NJSLS)RI.7.1</p> <p>NJSLS: 7.1 (Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.).</p> <p>Essential Element of the NJSLS: Analyze text to identify where information is explicitly stated and where inferences must be drawn.</p>			
Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Paraphrase evidence from text</p> <p>Correctly cite evidence Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</p> <p>Use evidence from the text to make and check predictions as you read</p> <p>Make personal connections, connections to other texts, and/or global connections, when relevant</p> <p>Gather evidence from the text to support inferences or explicit meaning</p> <p>Read and analyze a variety of informational texts</p> <p>Probe a segment of text in order to study and</p>	<p>What textual evidence did you identify to support your analysis of the text?</p> <p>Cite several examples of textual evidence.</p> <p>According to lines (x-x), what can you infer...?</p> <p>What inferences can you draw from your analysis of the text?</p> <p>Show me in the text what makes you think that?</p> <p>What can you conclude from the text?</p> <p>Which evidence is most relevant?</p> <p>What can you infer from this paragraph?</p> <p>Explain your thinking.</p>	<p>Use a graphic organizer to chart details.</p> <p>Use a double entry journal to chart details and make inferences.</p> <p>In pairs, have students chart details to summarize the text.</p> <p>Use the summary to extrapolate a theme.</p>
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	<p>evaluate its multiple, deeper, and varied meanings Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</p> <p>Refer to the text for support when analyzing and drawing inferences.</p>		
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Identifying the main idea</p> <p>Identifying supporting details</p> <p>Drawing inference</p> <p>Supporting inferences using pieces from the text</p>	<p>What can you infer from what you have read?</p> <p>What can I interpret or understand from the text?</p> <p>What is the author telling us?</p> <p>Is my understanding of the text correct based on the text details?</p> <p>How do my experiences help me to understand</p>	<p>After reading a short read aloud, the teacher will model how to draw inferences and chart on an anchor chart.</p> <p>Students will identify details and give examples by using pre-taught words or phrases on a graphic organizer.</p> <p>Given sentence frames students will draw inferences. For example,</p> <p>From the text I can tell that <u>because</u> on page it states, .”</p> <p>After reading a leveled text, in pairs students will highlight statements that explain what the text is about.</p>

		<p>what I am reading?</p> <p>What is the most</p>	<p>After reading a short text, students will</p>
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		<p>important information in the text?</p> <p>Are my inferences accurate based on the text details?</p> <p>What are the most important facts?</p> <p>Why did the author want the reader to learn these?</p>	<p>complete a T- chart to write their inferences and support their answers.</p> <p>In pairs, students will read short paragraphs and answer yes/no or multiple choices questions.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Identify details and examples</p> <p>Draw inferences based on textual evidence and illustrations</p> <p>Explain what the text says with drawings and simple answers to WH question:</p> <p>Cite one or two examples using word bank and illustrations to explain an inference.</p>	<p>What are the facts in the text?</p> <p>Where in the text does it show it/tells you?</p> <p>(Teacher will use characters, plot, and events from appropriately leveled text when asking these questions)</p>	<p>After reading a leveled text, students will use visual representations or sentence starters to identify the most important information in the text. For example,</p> <p>On page it states that ” -</p> <p>Was the text about or ? In the text, did happen?</p> <p>In the beginning, middle and end of the text, did happen?</p> <p>Students will use pre-taught words or illustrations or point to pictures to draw inferences based on textual evidence.</p> <p>Students will answer WH questions to explain what the text says.</p> <p>Teacher will model how to cite examples in making inferences with the aid of</p>
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			graphic organizers.
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Sample Test Released Item: (VF557766 EBSR) “The Benefits of Breakfast”



New Jersey Student Learning Standard (NJSLs) RI.7.2

NJSLs: RL.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.

Essential Element of the NJSLs: Determine two or more central ideas in a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text Summarize the text objectively, capturing the main ideas Distinguish between essential and</p>	<p>What is the theme or central idea?</p> <p>Is there more than one central idea?</p> <p>How are the central ideas developed?</p> <p>Cite evidence from the text to support your determination of the theme/central idea.</p> <p>best captures the theme.</p> <p>An example of how the theme recurs/is developed in the text is</p> <p>-</p> <p>How can you objectively summarize the text?</p> <p>What makes a summary objective?</p>	<p>Underline and mark provided text for key points and supporting details during active/sustained silent reading.</p> <p>Use a whip-around to determine different student interpretations of the text.</p> <p>In pairs, have students chart details to summarize the text. Use the summary to extrapolate the theme.</p>

	nonessential details of a text to create an objective summary of the text.		
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<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Mid</p> <p>Group</p>	<p>Determine central ideas</p> <p>Formulate an objective summary of the text</p> <p>Reading Comprehension</p>	<p>What is the main/central idea?</p> <p>How are the main/central ideas developed?</p>	<p>Highlight and underline key words that help support the main/central ideas. Circle supporting details.</p> <p>Main/Central Idea</p> <p>Supporting detail 1</p> <p>Supporting detail 2 =</p> <p>Supporting detail 3 =</p> <p>In groups, complete objective summary, using main/central idea graphic organizer.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Determine central ideas</p> <p>Formulate an objective summary of the text</p> <p>Reading Comprehension</p>	<p>Which one of the following sentences summarizes the main idea?</p> <p>Given the main idea, which of the following sentences is supporting evidence?</p>	<p>After listening to an audio of an appropriately leveled text, match possible main/central ideas with corresponding pictures or statements.</p> <p>Students will identify important details by answering Yes/ No or multiple choice questions.</p> <p>In pairs, use a flow chart and pre-taught word bank to show the development of a central idea in a simple text.</p> <p>Students will use pictures to complete a storyboard.</p>
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New Jersey Student Learning Standard (NJSL) RI.7.4

NJSL: 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.

Essential Element of the NJSL: Determine how words or phrases are used to persuade or inform a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</p> <p>Analyze the impact of specific word choice on meaning and/or tone</p> <p>Analyze why the author used a specific word choice or sound device</p> <p>Analyze the impact of a word choice or sound device on the reader</p> <p>Evaluate the effectiveness of the author's word choice or sound device</p>	<p>What does the word/phrase mean in this selection?</p> <p>Without changing the meaning of the sentence, which word can best be used to replace the underlined part?</p> <p>Which of the following synonyms is closest in the meaning to the word ?</p> <p>The author uses connotation to .</p> <p>What is the technical meaning of the word?</p> <p>What message does the author convey?</p> <p>What is the tone of the selection?</p> <p>How does the author's word choice impact</p>	<p>Create a graphic organizer noting literal and implied meanings of words.</p> <p>Have students Think-Pair-Share in regard to why the author chose to use specific words.</p> <p>Use visual representation to compare a word's literal and figurative meaning.</p>

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		meaning and tone of the passage?	
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Mid Group</p>	<p>Identify and interpret connotations</p> <p>Figurative Language</p> <p>Word Choice</p> <p>Tone</p>	<p>What is connotation?</p> <p>What is the literal meaning of the word?</p> <p>How do you know the difference between a literal meaning and a figurative meaning?</p> <p>What is the tone of the reading selection?</p>	<p>Given sentences with underlined words and phrases, students will determine positive or negative connotations.</p> <p>With teacher's prompt and support, students will utilize a graphic organizer to chart literal and figurative meanings of words from an appropriately leveled passage.</p> <p>Students will draw literal and figurative meanings.</p> <p>After reading a paragraph as a class, the teacher will model by highlighting context clues in order to determine the meaning of unknown words.</p> <p>Given a word web, students will chart words with corresponding context clues.</p> <p>Using a short, leveled excerpt, identify words or phrases in the text that illustrate the author's tone.</p>

			Using a tone reference sheet, students will complete a T-chart, citing evidence to support the author's tone.
ESL Levels 1-2.4 WIDA 2: Reading,	Identify and interpret connotations	What is connotation? What is the literal	Using index cards, students will sort words and phrases into positive and negative

<p>Speaking</p> <p>Special Education</p> <p>Students - Low</p> <p>Group</p>	<p>Figurative Language</p> <p>Word Choice</p> <p>Tone</p>	<p>meaning of the word?</p> <p>How do I know the difference between a literal meaning and a figurative meaning?</p> <p>What is the tone of the passage?</p> <p>Which word best completes the sentence?</p>	<p>connotation.</p> <p>Match context clues to words or pictures.</p> <p>In groups, students will discuss examples of figurative language in text and create a visual representation of the meaning.</p> <p>Model tone identification of a text.</p> <p>Given the tone, students will finish partially completed T-chart, citing evidence to support the author's tone.</p> <p>Using an appropriate leveled sentence, students will select grade-level vocabulary word from the word bank to complete a statement. (i.e., bad, horrible, grotesque).</p>
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Sample Test Released Item: (4161_A EBSR) Associated Text: “The Klondike Gold Rush”



New Jersey Student Learning Standard (NJSLS) RI.7.5

NJSLS: 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.
Essential Element of the NJSLS: Determine how a fact, step, or event fits into the overall structure of the text.

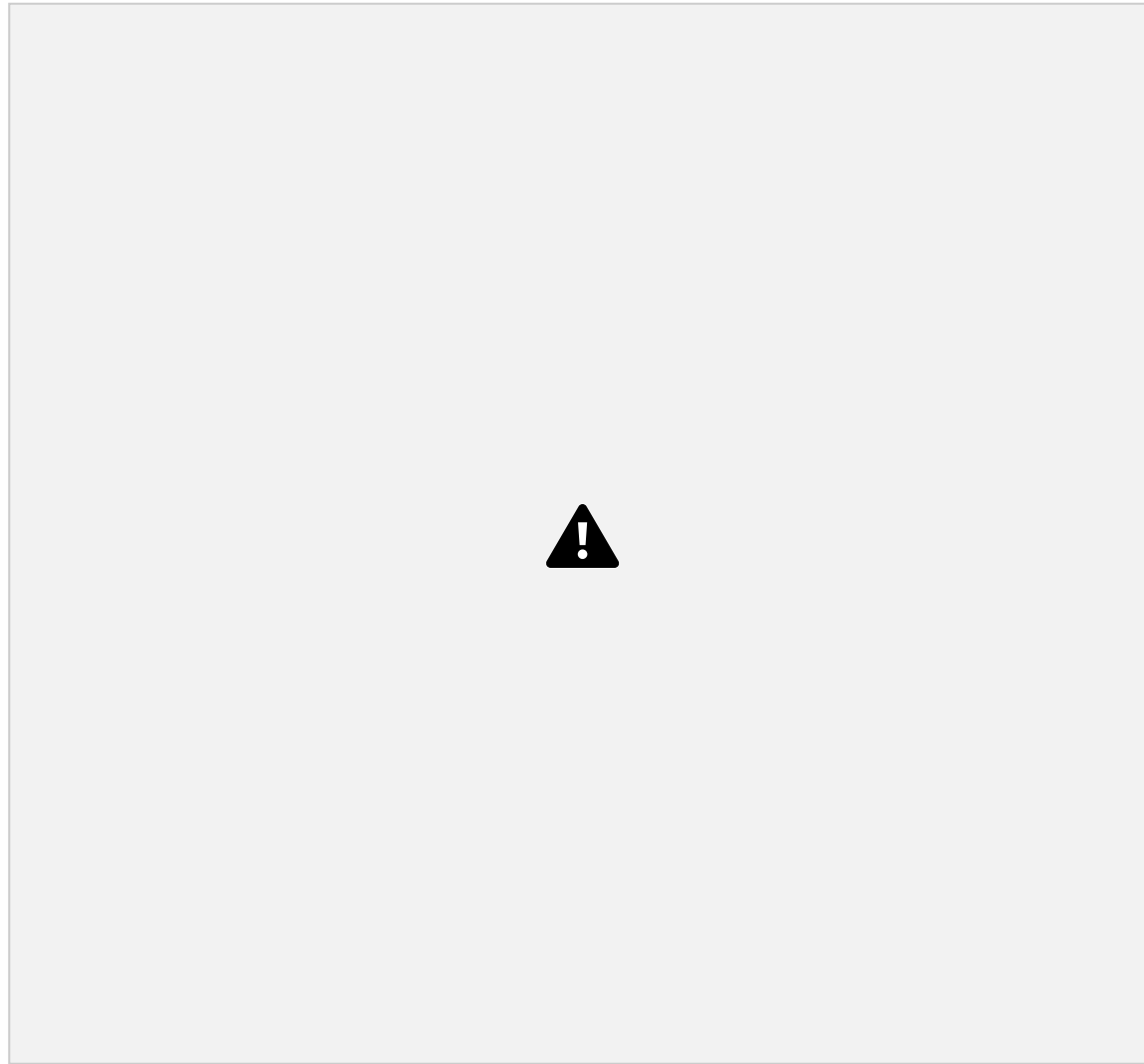
Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Describe the structure used to organize a nonfiction text</p> <p>Explain how text structure impacts overall meaning of text</p> <p>Identify how the differing form or structure of a text contributes to its meaning</p> <p>Analyze how parts of a text contribute to meaning</p> <p>Explain why the author chose a specific form or structure</p> <p>Analyze the impact of the form or structure on the reader (how would the text be</p>	<p>What is the structure of the text?</p> <p>What is the meaning of the text?</p> <p>How does the structure of the text contribute to its meaning?</p> <p>How does the sentence, chapter, scene, or stanza fit into the overall structure of a _____ ?</p> <p>How would the meaning of the poem /drama have been different if it were written as a _____ ?</p>	<p>With a partner analyze a text and determine the text features.</p> <p>Compare and contrast two or more informational texts.</p> <p>After examining a drama's or poem's form or structure, students can analyze how specific structures impact meaning.</p>

	different if the form changed?) Evaluate the effectiveness of the chosen form or structure		
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Analyze text structures Compare and Contrast Analyze text features	What is text structure? What are the different types of text structure in an informational text? What is the text structure? How do I compare and contrast two texts? What text features does the author use to develop his / her ideas?	Model and create anchor charts about the different text structures: chronological, sequence, cause and effect, problem and solution, compare and contrast. Model the reading of two short leveled texts and complete a corresponding graphic organizer. In pairs, read a leveled passage. Students will match the passage with the created anchor chart. With a partner, determine the text structure of two short leveled passages using the anchor chart. Use a three Column chart to compare and contrast. Given sentence stems, compare and contrast two short leveled passages: The text structure of is similar to in that both are_.

			<p>The text structure of is different from in that-is and is . Create a teacher-guided –text-structure</p>
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			<p>anchor chart based on selected text.</p> <p>In pairs, read a short leveled passage and identify the text features the author used by circling the appropriate feature.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Analyze text structures Compare and Contrast Analyze text features</p>	<p>How does the author organize the text?</p> <p>What are the differences between the text structures?</p> <p>What do you see that is different?</p> <p>What text features does the author use to develop his ideas?</p>	<p>Model and chart one text structure at a time. Have students match the passage with text structure.</p> <p>Students will finish a partially completed graphic organizer for each text structure.</p> <p>Given a leveled passage, students will use a check list to answer Yes/ No questions about the features that the author used throughout the texts.</p> <p>Using a short leveled text, model highlighting and identifying signal words and phrases that correspond with the text features. Provide students with a reference sheet of signal words and phrases.</p>
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New Jersey Student Learning Standard (NJSL) RI.7.6

NJSL: 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. **Essential Element of the NJSL: Determine an author's purpose or point of view.**

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Identify the author's point of view</p> <p>Explain the techniques the author uses to distinguish his/her point of view from others</p> <p>Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others</p>	<p>What is the author's point of view or purpose?</p> <p>How does the author's word choice help develop the point of view/purpose?</p> <p>How does the author distinguish his/her position from that of others?</p>	<p>After reading an informational excerpt, determine the author's point of view.</p> <p>Read multiple articles. Have students pair at identified points and complete the phrase: This section/paragraph is about ; and the point is .</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Point of view</p> <p>Analyze purpose</p> <p>Narrator</p>	<p>How can you define an author's purpose?</p> <p>How can you define an author's point of view?</p> <p>What is the author's purpose?</p> <p>What is the author's point of view?</p>	<p>After listening to a short leveled text, model how to find the author's/ narrator's point of view. Highlight words or phrases that support the author's/narrator's point of view.</p> <p>Using an appropriately leveled passage, students in groups will identify the author's/ narrator's point of view by highlighting reasons and evidence</p>

		How does the author distinguish his/her	that support particular points. Complete a graphic organizer with the
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		position from that of others? How does the author distinguish his/her position from that of others?	author's point of view and evidence.
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Point of view</p> <p>Analyze purpose</p> <p>Narrator</p>	<p>What is an author's purpose?</p> <p>What is an author's point of view?</p> <p>How does the author distinguish his/her position from that of others?</p>	<p>After listening and comprehending an appropriately leveled text, students will answer multiple choice questions about the author's point of view.</p> <p>Given sentence strips, students will place the author's point of view with corresponding visual representation.</p>
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New Jersey Student Learning Standard (NJSLS) RI.7.10

NJSLS: RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Essential Element of the NJSLS: Demonstrate understanding while actively reading or listening to literary nonfiction.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
General Education <i>ESL Levels 4-5</i> WIDA 2: Reading, Speaking Special Education Students - High Group	Read various forms of literary nonfiction fluently Demonstrate comprehension of various forms of literary text Read independently and comprehend complex texts Make an effort to independently read texts of increasing complexity Monitor comprehension	What have you read independently lately? What are the topics/central ideas of the nonfiction texts that you have recently read? What topic did you enjoy the most? Have you read multiple books by the same author? Who is your favorite author? Do you think you are ready to read a more complex text or different type of literary nonfiction? What is the lexile level of this text? Briefly summarize the central idea of the text.	Students will answer text dependent questions in order to demonstrate understanding of complex grade level texts

<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Mid</p> <p>Group</p>	<p>Read and comprehend, with scaffolding a variety of literature with increasing complexity in L1</p> <p>Illustrate excerpts from a grade-level text using selected single words in key phrase patterns.</p> <p>Read various forms of literature fluently</p> <p>Demonstrate comprehension of various forms of literary text</p>	<p>What have you read independently lately?</p> <p>What genres have you recently read?</p> <p>What genre did you enjoy the most?</p> <p>Have you read multiple books by the same author?</p>	<p>Students will read and comprehend, with scaffolding, a variety of adapted literature with increasing complexity using key vocabulary in a series of simple, related sentences.</p> <p>Have students identify and summarize the main idea(s) of a text using simple sentences.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Read independently and comprehend complex texts</p> <p>Make an effort to independently read texts of increasing complexity</p> <p>Monitor comprehension</p>	<p>Who is your favorite author?</p> <p>Do you think you are ready to read a more complex text or different type of literature?</p> <p>What made this text or reading complex?</p> <p>Briefly summarize the plot and theme of the text.</p>	<p>Students will read and comprehend, with scaffolding, a variety of literature with increasing complexity in L1 and/or in illustrated excerpts from a grade-level text using selected single words in key phrase patterns.</p> <p>Have students identify and summarize the main idea(s) of a text using simple sentences.</p> <p>Allow students to write responses in their L1 and use dictionaries to translate as necessary.</p>
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New Jersey Student Learning Standard (NJSLS) W.7.2 A,B,C,D,E,F

NJSLS: 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.

W.7.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

W.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and

examples. W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2.E. Establish and maintain a formal style/academic style, approach, and form.

W.7.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Essential Element of the NJSLS: Write to share information supported by details.

a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.

b. Provide facts, details, or other information related to the topic.

c. Not applicable

d. Select domain-specific vocabulary to use in writing about the topic.

e. Not applicable

f. Not applicable

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Focus writing on thoroughly describing or explaining a topic</p> <p>Identify the defining elements of this specific writing genre</p> <p>Explore topics from their content area classes.</p> <p>Introduce a topic clearly, previewing</p>	<p>Identify the thesis statement in the selection.</p> <p>What is the author's thesis?</p> <p>Which sentences best support the author's thesis?</p> <p>How does the author organize his ideas?</p> <p>List the details used</p>	<p>After reading an informative/explanatory writing determines the thesis and identifies the relevant facts.</p> <p>With a partner read each other's writing and determine the audience, thesis statement, and highlight the supportive relevant facts.</p> <p>Given an informative writing piece determine the concrete details.</p>

	what is to follow Organize ideas, concepts,	by the author to convey his	Analyze a peer's writing and explain the
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	<p>and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect</p> <p>Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p>Include relevant supporting facts, information, and details</p> <p>Transition between ideas using appropriate words and phrases</p> <p>Select precise language and domain-specific vocabulary</p> <p>Consistently use an appropriate style</p> <p>Create language that is appropriate to one's audience and follows a formal tone</p> <p>Write a conclusion to</p>	<p>ideas.</p> <p>What charts & tables does the author provide to support his thesis?</p> <p>How could the author use multimedia to aid in comprehension?</p> <p>How could the author use cause/effect to better convey his ideas?</p> <p>What additional comparisons could the author make to analyze the content?</p> <p>Is research cited? If so, how?</p> <p>How does the author conclude?</p> <p>Does the conclusion support the information or explanation presented?</p>	<p>thesis statement, supporting details and examine the topic.</p> <p>Given informative/ explanatory writing incorporate transitions to organize the writing.</p> <p>With a partner read an informative/explanatory writing and determine if the topic has been explained using specific details.</p> <p>Given several writing pieces determine if they are written using a formal style.</p> <p>Given a writing piece change the concluding statement and share with your classmates. As a class determine if the revised concluding statement is adequate.</p>
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	bring the text to a close		
ESL Levels 2.5-3.9 WIDA 2: Reading,	Topic	Identify the thesis statement in the	After reading an appropriately leveled informative/explanatory writing, students

<p>Speaking</p> <p>Special Education</p> <p>Students - Mid Group</p>	<p>Thesis statement</p> <p>Relevant facts</p> <p>Informative/ explanatory writing</p> <p>Cause/effect</p> <p>Formatting</p> <p>Concrete details</p> <p>Quotations</p> <p>Examples to support writing</p> <p>Relevant content</p> <p>Understand how to write a cohesive, precise thesis</p> <p>Transitions</p> <p>Temporal words</p> <p>Word Choice</p> <p>Precise language</p> <p>Vocabulary</p> <p>Explain the topic</p> <p>Establish a formal style to writing</p> <p>Write a strong conclusion</p>	<p>selection?</p> <p>What is the author's thesis?</p> <p>Which sentences best support the author's thesis?</p> <p>How does the author organize his ideas?</p> <p>Does your explanatory writing have concrete details?</p> <p>Did you include enough examples to support your topic sentence?</p> <p>How can you show time shifting from one period to another?</p> <p>When can you include transition words in your writing?</p> <p>How do you know if you are using specific language and vocabulary?</p> <p>How can you develop a formal style in writing?</p>	<p>will determine the topic sentence and identify supporting details.</p> <p>Students will use a prior graphic organizer featuring a topic sentence and supporting details in order to write a short, explanatory paragraph.</p> <p>During whole class instruction, teacher and students will determine the concrete details supporting a topic sentence in an informative / explanatory paragraph.</p> <p>In a think-pair-share format, partners will analyze peer's topic sentence and supporting details.</p> <p>Given an adapted explanatory text, have students include transition words by referring to a transition word wall.</p> <p>With teacher's prompt and support, have students apply specific language and content-based vocabulary in informative/explanatory texts by using expanded and some complex sentences.</p> <p>With teacher's prompt and support, have students write to apply formal stylistic conventions of standard English by using key, content-related vocabulary in</p>
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		Why is it important to	<p>simple sentences, a language reference sheet, peer support, and technological resources.</p> <p>Have students compose a conclusion statement that follows from the information</p>
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	<p>Supportive details</p> <p>Organization of ideas</p>	<p>add a conclusion statement?</p> <p>How can you ensure that your writing is organized?</p>	<p>or explanation presented in an adapted text.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Topic</p> <p>Thesis statement</p> <p>Relevant facts</p> <p>Informative/ explanatory writing</p> <p>Cause/effect</p> <p>Formatting</p> <p>Concrete details</p> <p>Quotations</p> <p>Examples to support writing</p> <p>Relevant content</p> <p>Understand how to write a cohesive, precise thesis</p> <p>Transitions</p> <p>Temporal words</p> <p>Word Choice</p>	<p>What is the topic sentence in the selection?</p> <p>Which details best support the author's topic sentence?</p> <p>Which group of details supports my topic sentence?</p> <p>Which group of words helps you understand change in a sequence of events?</p> <p>Which group of words helps you see change in time of events?</p> <p>Which of the following words can best fit my informative sentence?</p> <p>Which of the following high-frequency words can complete my</p>	<p>Teacher will model for students how to write a topic sentence for informative / explanatory writing.</p> <p>Have students complete a cloze pattern with single high-frequency words in order to make up a topic sentence.</p> <p>Provide students with a multiple-choice activity and have students select an appropriate topic sentence for informative / explanatory writing.</p> <p>Using pre-taught words and phrases, students can be asked to complete sentence frames to make up a topic sentence for informative / explanatory writing.</p> <p>Students will match a topic sentence with pre-selected images that explain a simple paragraph.</p> <p>With teacher's prompt and support, students will develop a topic sentence with relevant details in simple sentences.</p> <p>Have students complete cloze sentences using transition words.</p>
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	<p>Precise language</p> <p>Vocabulary</p> <p>Explain the topic</p> <p>Establish a formal style to writing</p> <p>Write a strong conclusion</p> <p>Supportive details</p> <p>Organization of ideas</p>	<p>illustrated cloze sentence?</p> <p>Which of the following sentences can best fit as a concluding statement?</p>	<p>With teacher's prompt and support, have students apply specific high frequency language and key, content-based vocabulary in informative/ explanatory sentences by using single words and drawings or pictures.</p> <p>With teacher's prompt and support, have students complete cloze sentences by applying high-frequency words.</p> <p>With teacher's prompt and support, have students write a concluding statement that follows from the information or explanation presented in an appropriately leveled paragraph.</p> <p>Using a pre-taught bank of words and phrases, students will complete a cloze concluding sentence.</p>
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Sample Test Released Item: (4127 PCR)

Associated Texts: “The Georges and the Jewels” and “Black Beauty: The Autobiography of a



Horse”

New Jersey Student Learning Standard (NJSLS) W.7.4

NJSLS: W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Essential Element of the NJSLS: Produce writing that is appropriate for the task, purpose, or audience.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Identify defining characteristics of different genres of writing</p> <p>Unpack the writing prompt</p> <p>Write for a specific purpose and audience</p> <p>Select an appropriate text structure or format for the task</p> <p>Use language that is precise and powerful to create voice in writing</p> <p>Create a tone that is appropriate for one's audience</p>	<p>What form of writing does the writing prompt call for? How do you know?</p> <p>Who is the audience?</p> <p>How will you organize your thinking before beginning to write?</p> <p>Will your writing include a thesis statement?</p> <p>How will you conclude your writing?</p> <p>What is your purpose for writing?</p> <p>What style will you use? Formal? Informal?</p> <p>What can you add in this paragraph to make your writing clearer?</p>	<p>Create an outline that will organize your thoughts before you begin writing.</p> <p>Teacher can model how to develop an outline.</p> <p>Given a writing piece determine the audience and the thesis statement.</p>

ESL Levels 2.5-3.9 WIDA 2: Reading,	Organize ideas Understand the writing	Does your writing respond to the writing	With the teacher's prompt and support, have students develop and organize writing appropriate to task, purpose and
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Speaking Special Education Students - Mid Group	task Understand the audience Write well-constructed sentences	prompt? Who is going to be the reader of your writing piece? How can you organize your ideas before you start writing?	audience by using key, content-based vocabulary in simple sentences.
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Organize ideas</p> <p>Understand the writing task</p> <p>Understand the audience</p> <p>Write well-constructed sentences</p>	<p>Does your writing respond to the writing prompt?</p> <p>Who is going to be the reader of your writing piece?</p> <p>How can you organize your ideas before you start writing?</p>	<p>Have students use high-frequency, content-related, single words or phrases to complete captions.</p>
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Sample Test Released Item: (4127 PCR)

Associated Texts: “The Georges and the Jewels” and “Black Beauty: The Autobiography of a



Horse”

New Jersey Student Learning Standard (NJSLS) W7.5

NJSLS: 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.

Essential Element of the NJSLS: With guidance and support from adults and peers, plan before writing and revise own writing.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
General Education <i>ESL Levels 4-5</i> WIDA 2: Reading, Speaking Special Education Students - High Group	Revise and edit intentionally to improve writing. Generate ideas to develop topic Revise writing with a partner or self-editing checklists View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.	Which would be the best opening sentence? Which would be the best thesis statement? What is the best title for this selection? What sentence best concludes this selection? Which sentence can be deleted without changing the meaning of the selection?	Given a written piece, engage in peer critique that focuses on how well the purpose and audience has been addressed. Engage in revising, editing, and rewriting based on feedback from peers and adults.

<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Transitions</p> <p>Temporal words</p> <p>Word Choice</p> <p>Precise language</p> <p>Vocabulary</p> <p>Explain the topic</p>	<p>How can you show time shifting from one period to another?</p> <p>When can you include transition words in your writing?</p> <p>Which group of words helps you understand change in a sequence of</p>	<p>Assist students with revisions and edits, practice writing short answer responses to improve writing.</p> <p>Students work with partners to generate ideas and develop a list of topics.</p> <p>Practice revisions with writing with a partner or self-editing checklists.</p> <p>Have students acquire and accurately use grade-appropriate general academic and</p>
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		<p>events?</p> <p>Which group of words helps you see change in time of events?</p> <p>Which words selected are appropriate for my audience?</p>	<p>domain specific words and phrases in L1, and have them translate into their L2.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Transitions</p> <p>Temporal words</p> <p>Word Choice</p> <p>Transitions</p> <p>Temporal words</p> <p>Word Choice</p> <p>Precise language</p> <p>Vocabulary</p> <p>Explain the topic</p>	<p>How can you show time shifting from one period to another?</p> <p>When can you include transition words in your writing?</p> <p>Which group of words helps you understand change in a sequence of events?</p> <p>Which group of words helps you see change in time of events?</p> <p>Which words selected are appropriate for my audience?</p>	<p>Assist students with revisions and edits, practice writing short answer responses to improve writing.</p> <p>Students work with partners to generate ideas and develop a list of topics.</p> <p>Practice revisions with writing with a partner or self-editing checklists.</p> <p>Have students acquire and accurately use grade-appropriate general academic and domain specific words and phrases in L1, and have them translate into their L2.</p>
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Sample Test Released Item: (4501 PCR)

Associated Texts : “The Klondike Gold Rush,” “A Woman Who Went to Alaska,” and “City of



Gold”

New Jersey Student Learning Standard (NJSLS) W.7.6

NJSLS 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.

Essential Element of the NJSLS: Use technology, including the Internet, to produce writing to interact and collaborate with others.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Use technological resources to enhance writing</p> <p>Follow appropriate typing format and conventions</p> <p>Use technology to broaden research base</p> <p>Use evidence found online to support ideas</p> <p>Give and receive feedback using technology</p> <p>Seek out authentic publishing opportunities</p>	<p>Name the software programs available for you to publish your writing.</p> <p>How do you format a document before writing?</p> <p>How can you include a link to resources within your document?</p> <p>What program tools are available for you to check your accuracy of language conventions?</p> <p>What URL would you use to access a moodle account?</p> <p>What search engine do you most prefer to use in researching?</p>	<p>Students will create a research product using Google Docs to share information.</p>
<p>ESL Levels 2.5-3.9 WIDA 2: Reading,</p>	<ul style="list-style-type: none"> • Use technological resources to enhance writing 	<p>How will you use technology to create</p>	<ul style="list-style-type: none"> • Have students use technological resources and model samples to enhance writing skills.

<p>Speaking Special Education Students - Mid Group</p>	<ul style="list-style-type: none"> • Provide websites and utilize technology to broaden research options • Cite and research evidence found online to support ideas • Understand feedback on usage of technology • Learn how to research authentic publishing opportunities 	<p>this document? How do you format a document before writing? How can you include a link to resources within your document?</p>	<ul style="list-style-type: none"> • Demonstrate to students how to navigate websites and utilize technology as they research topics. • Note and use evidence found online to support given ideas. • Give students a rubric to follow and model for students how attain a strong overall score on the use of technology.
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<ul style="list-style-type: none"> • Use technological resources to enhance writing • Provide websites and utilize technology to broaden research options • Cite and research evidence found online to support ideas • Understand feedback on usage of technology • Learn how to research authentic publishing opportunities 	<p>How do you use grammar and spell check? How did you use technology to interact and collaborate with others?</p>	<ul style="list-style-type: none"> • Have students use technological resources and model samples to enhance writing skills. • Demonstrate to students how to navigate websites and utilize technology as they research topics. • Note and use evidence found online to support given ideas. • Give students a rubric to follow and model for students how attain a strong overall score on the use of technology.

<div>New Jersey Student Learning Standard (NJSLS) W.7.7</div> <div>NJSLS W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</div> <div>Essential Element of the NJSLS: Conduct research to answer a question based on multiple sources of information.</div>			
Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Engage in short research projects to answer a self selected or teacher assigned questions</p> <p>Develop research questions</p> <p>Determine keywords or topics for each question</p> <p>Search for informational sources in an effort to answer the question</p> <p>Compose follow-up research questions based on the initial search</p> <p>Explain quotations used as support to enhance meaning</p> <p>Research and synthesize information from several sources</p> <p>Conduct research and synthesize multiple sources of information</p>	<p>If you need information on you could type which key words?</p> <p>You run a key word search on the internet and it comes up with several articles on the subject, which would you check out first?</p> <p>Why?</p> <p>What question does your essay/report answer?</p> <p>Which thesis statement is the best for this essay?</p> <p>Which bibliography entry is cited correctly?</p> <p>How do you cite a bibliography entry for a _?</p>	<p>Students will create a research project drawing on multiple resources that answers questions for the reader.</p>
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<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Mid</p> <p>Group</p>	<p>Know steps of an investigation</p> <p>Know how to use computer or publishing software to research project information.</p> <p>Know how to format and design page layouts</p> <p>Know how to embed links into a document</p> <p>Know how to create a bibliography.</p>	<p>You run a key word search on the internet and it comes up with several articles on the subject, which would you check out first?</p> <p>Why?</p> <p>What question does your essay/report answer?</p> <p>Which thesis statement is the best for this essay?</p> <p>Which bibliography entry is cited correctly?</p> <p>How do you cite a bibliography entry for a _?</p>	<p>During whole-class instruction, model for students how to complete the steps of a research project.</p> <p>With the teacher's prompt and support, students will complete their research project and teacher will model samples of completed projects.</p> <p>Given a variety of leveled research questions, students will be choose to complete.</p> <p>In groups, research and read writing pieces online, students will select and determine how that information will assist them on their project.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Know how to use internet search engines.</p> <p>Know how to research a topic using the internet.</p> <p>Be able to locate resources: online, newspaper, library books, interviews, magazines, speakers.</p>	<p>If you need information on you could type which key words?</p> <p>What new questions do you have?</p> <p>How will you use them in your research?</p>	<p>Given a leveled research questions, students will utilize resources to answer questions and complete activities.</p> <p>Engage in whole group instruction and create anchor chart with specific words and phrases that will assist students with their writing skills.</p> <p>In groups, read one sample articles from library or online sources and underline/highlight specific words and phrases that will assist students with their projects.</p>
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