

Hillsborough Township Public Schools
Grade 7

ELA Curriculum Map

Essential Questions	Enduring Understandings	New Jersey Student Learning Standards	Progress Indicators for Standard	Learning Targets	ASI/ PRO Assessment	ADV Assessment	Interdisciplinary Connections	21 st Century Connections
Unit I: Realistic Fiction Narrative PRO: 4 weeks ASI: 4 weeks								
What do good readers do? Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.RL1. NJSLSA.RL2. NJSLSA.RL3. NJSLSA.RL4. NJSLSA.RL5. NJSLSA.RL10.	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. RL.7.2- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3- Analyze how particular elements of a story or drama	Paraphrase evidence from text. Correctly cite evidence. Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim. Use evidence from the text to make and check predictions as you read. Make personal connections, connections to other texts, and/or global connections, when relevant. Gather evidence from the text to support inferences or explicit meaning. Read and analyze a	OEQ of Mentor Text- “Thank You M’am”	OEQ of Mentor Text- “Hunger”	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively. 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.D.1 Understand and model appropriate	

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			<p>interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.10- By the end of the year read and comprehend</p>	<p>variety of literary genres and informational texts.</p> <p>Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings.</p> <p>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>Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence.</p> <p>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>online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	
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			literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text. Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text. Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and				
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				<p>events.</p> <p>Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central ideas of a 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> <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>				
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				<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 author's word choice or sound device.</p> <p>Describe the form and structure of a drama or poem.</p> <p>Describe the structure used to organize a nonfiction text texts.</p> <p>Explain how text structure impacts overall meaning of text.</p> <p>Identify how the differing form or</p>				
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				<p>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 different if the form changed?)</p> <p>Evaluate the effectiveness of the chosen form or structure.</p>				
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<p>What makes writing “clear”?</p> <p>What makes a difference?</p> <p>Final Product: What does it task?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>NJSLSA.W3. NJSLSA.W4. NJSLSA.W5. NJSLSA.W7. NJSLSA.W9. NJSLSA.W10.</p>	<p>W.7.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.3a- 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.</p> <p>W.7.3b- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>Engage the reader with a story hook</p> <p>Introduce a narrator and/or characters</p> <p>Establish a point of view and background story</p> <p>Organize an event sequence that unfolds naturally and logically</p> <p>Use narrative techniques effectively to develop experiences, events, and/or characters</p> <p>Transition from one idea to the next by using appropriate words and phrases</p> <p>Use figurative language to aid in description</p> <p>Describe ideas by using sensory and specific language</p> <p>Write a conclusion that brings the story events to a meaningful close</p> <p>Clearly convey a</p>	<p>Baseline-Grammar</p> <p>Baseline-On-Demand</p>	<p>Baseline-Grammar</p> <p>Baseline-On-Demand</p>	<p>SCI. 8.5.1.8.C.2 - [Cumulative Progress Indicator] - Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models.</p> <p>SS 6.2.8.C.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures</p>	
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			<p>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.</p> <p>W.7.3d- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3e- Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.7.4- Produce clear and coherent writing in which the development, organization, voice and style</p>	<p>conflict and a resolution to the conflict</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>Revise and edit intentionally to improve writing.</p> <p>Generate ideas to develop topic</p>				
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			<p>are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.7- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further</p>	<p>Revise writing with a partner or self-editing checklists</p> <p>View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</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>				
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			<p>research and investigation.</p> <p>W.7.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.9a- <i>Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</i></p> <p>W.7.10- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and</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>Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</p> <p>Reflect on and be able to explain decisions made while crafting a piece of writing</p> <p>Produce written reflections</p> <p>Write for a variety of audiences and purposes on an array of cross-curricular topics</p>				
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			revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					
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<p>What makes collaboration meaningful? Making meaning from a variety of sources: What will help?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3. NJSLSA.SL4. NJSLSA.SL6.</p>	<p>SL.7.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.1a- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.7.1b- Follow rules for collegial discussions, track</p>	<p>Read required texts prior to discussions</p> <p>Prepare for discussions</p> <p>Use previous knowledge to expand discussions about a topic</p> <p>Engage in conversations about grade-appropriate topics and texts</p> <p>Participate in a variety of rich, structured conversations</p> <p>Define and identify rules for discussions, including group and individual roles</p> <p>Model appropriate behavior during discussions</p> <p>Craft and respond to specific questions based on the topic or text, elaborating when necessary</p> <p>Reflect on and paraphrase what was discussed</p> <p>Summarize the ideas expressed.</p> <p>Extract the main ideas</p>			<p>SCI. 8.5.1.8.D.1 - [Cumulative Progress Indicator] - Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences</p>	
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			<p>progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1c-</p> <p>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>SL.7.1d-</p> <p>Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.2-</p> <p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,</p>	<p>and the details used to support it presented in different media formats</p> <p>Synthesize the information, sorting between the main points and smaller details that work to support the main points</p> <p>Use a graphic organizer (e.g., web, outline, etc)to analyze presented information</p> <p>Explain how the main idea and supporting details help to clarify a topic, text, or issue</p>				
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			<p>orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>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.</p> <p>SL.7.4- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.6- Adapt speech to a variety of contexts and</p>					
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			tasks, demonstrating command of formal English when indicated or appropriate.					
Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	NJLSA.L1. NJLSA.L2. NJLSA.L3. NJLSA.L5. NJLSA.L6.	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. L.7.1b- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	· Identify phrases and clauses in sentences when reading Accurately use phrases and clauses within a sentence in writing Recognize and correct misplaced and dangling modifiers. Identify a series of adjectives in writing. Use a comma to separate adjectives in a series. Apply common rules and patterns to spell words correctly. Select precise language Revise writing for wordiness and redundancies Define and identify				

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			<p>L.7.1c- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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[,] green shirt</i>).</p> <p>L.7.2b- Spell correctly.</p> <p>L.7.3- Use knowledge of language and its conventions when</p>	<p>figures of speech</p> <p>Determine the meaning of and purpose of figures of speech in context</p> <p>Identify the relationship of words</p> <p>Clarify words by using the relationship between them</p> <p>Discern the difference in meaning between closely related words</p> <p>Understand and apply conversational, academic, and domain specific vocabulary</p> <p>Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.</p>				
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			<p>writing, speaking, reading, or listening.</p> <p>L.7.3a-</p> <p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.5-</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5Aa-</p> <p>. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5b-</p> <p>Use the relationship between particular words (e.g., synonym / antonym,</p>					
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			<p>analogy) to better understand each of the words.</p> <p>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>).</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					
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Essential Questions	Enduring Understandings	New Jersey Student Learning Standards	Standard	Learning Targets	ASI/ PRO	ADV	Inter-disciplinary Connections	21st Century Connections
Unit II: Informational/Companion Books PRO: 6 weeks ASI: 6 weeks Sci-Fi/Fantasy								
Author's Choice: Why does it matter? What makes a good story a "great" story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding	NJSLSA.RL1 NJSLSA.RL2 NJSLSA.RL3 NJSLSA.RL4 NJSLSA.RL5 NJSLSA.RL6	RL.7.1- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.7.2- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3- Analyze how	Paraphrase evidence from text. Correctly cite evidence. Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim. Use evidence from the text to make and check predictions as you read. Make personal connections, connections to other texts, and/or global connections, when relevant. Gather evidence from the text to support inferences or explicit meaning. Read and analyze a variety of literary genres	OEQ of Mentor Text- "All Summer in a Day" and "Dark They Were and Golden-Eyed"	OEQ of Mentor Text- "All Summer in a Day", "Dark They Were and Golden-Eyed", and choice novel	8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to	

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			<p>particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.7.5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the</p>	<p>and informational texts.</p> <p>Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings.</p> <p>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>Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</p> <p>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>solve a real world problem.</p> <p>8.2.8.D.4 Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension</p>	
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			<p>whole.</p> <p>RL.7.6- Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL7.10- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</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 a text</p> <p>Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)</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>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</p>				
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				<p>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>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</p>				
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				<p>the text be different if the form changed?)</p> <p>Evaluate the effectiveness of the chosen form or structure.</p> <p>Identify the viewpoints of characters in a text 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 choices on the reader.</p> <p>Evaluate the effectiveness of the author's point of view choices.</p>				
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<p>What do good writers do? What's my purpose and how do I develop it?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>NJSLSA.W2. NJSLSA.W4. NJSLSA.W5. NJSLSA.W9. NJSLSA.W10.</p>	<p>W.7.2- Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.2.a- Introduce a topic; organize ideas, concepts, and information, using 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.</p> <p>W.7.2.b- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</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 what is to follow</p> <p>Organize ideas, concepts, 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>On-Demand Informational Expert Writing</p>	<p>On-Demand Informational Expert Writing</p>		
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			<p>W.7.2.c- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2.d- Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2.e- Establish and maintain a formal style/academic style, approach, and form.</p> <p>W.7.2.f- Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.4- Produce clear and coherent writing</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 bring the text to a close.</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>				
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			<p>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.)</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</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>Revise and edit intentionally to improve writing.</p> <p>Generate ideas to develop topic</p> <p>Revise writing with a partner or self-editing checklists</p> <p>View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</p> <p>Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</p> <p>Reflect on and be able to explain decisions made while crafting a piece of</p>				
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			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.	writing. Produce written reflections. Write for a variety of audiences and purposes on an array of cross-curricular topics.				
What makes a presentation “great”? “What I say versus “how I say it”, does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language.	NJSLSA.SL1. NJSLSA.SL2 NJSLSA.SL3 NJSLSA.SL6	SL.7.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL.7.1a-	Read required texts prior to discussions Prepare for discussions Use previous knowledge to expand discussions about a topic Engage in conversations about grade-appropriate topics and texts Participate in a variety of rich, structured conversations			SCI. 8.5.1.8.D.1 - [Cumulative Progress Indicator] - Engage in multiple forms of discussion in order to process, make sense of and learn from others' ideas, observations, and experiences	

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			<p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.7.1b- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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</p>	<p>Define and identify rules for discussions, including group and individual roles</p> <p>Model appropriate behavior during discussions</p> <p>Craft and respond to specific questions based on the topic or text, elaborating when necessary</p> <p>Reflect on and paraphrase what was discussed Summarize the ideas expressed</p> <p>Orally present information, using appropriate speech, in a variety of situations</p> <p>Recognize and consider the audience</p> <p>Determine if the topic and language style correspond appropriately</p> <p>Reflect on the use of</p>				
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			<p>needed.</p> <p>SL.7.1d- Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.2- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>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.</p> <p>SL.7.6- Adapt speech to a variety of contexts</p>	<p>language and revise as needed</p>				
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			and tasks, demonstrating command of formal English when indicated or appropriate.					
<p>When a word doesn't make sense, what can I do to figure it out? How do I use what I know to figure out what I don't know?</p> <p>How does the situation affect meaning?</p> <p>How does an author's choice impact an audience?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>NJSLS AL1.</p> <p>NJSLS A.L2.</p> <p>NJSLS A.L3.</p> <p>NJSLS A.L4.</p>	<p>AL7.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>AL7.1a- Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>AL7.1b- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>AL7.1c- Place phrases and</p>	<p>Identify phrases and clauses in sentences in reading</p> <p>Explain the function of phrases and clauses in general</p> <p>Explain the function of phrases and clauses in specific sentences</p> <p>Apply common rules and patterns to spell words correctly</p> <p>Select precise language</p> <p>Revise writing for wordiness and redundancies</p> <p>Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases</p> <p>Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a</p>				

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			<p>clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>AL7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>AL7.2a- Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>AL7.2b- Spell correctly.</p> <p>7.3. Use knowledge of language and its conventions when writing, speaking,</p>	<p>word</p> <p>Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</p> <p>Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</p> <p>Consult reference materials that are both printed and digital</p>				
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			<p>reading, or listening.</p> <p>AL7.3a- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>AL7.4- 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.</p> <p>AL7.4a- 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</p>					
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			<p>word or phrase.</p> <p>AL7.4b-</p> <p>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>).</p> <p>AL7.4c-</p> <p>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.</p> <p>AL7.4d-</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a</p>					
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			dictionary).					
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Essential Questions	Enduring Understandings	New Jersey Student Learning Standards	Standard	Learning Targets	ASI/ PRO	ADV	Interdisciplinary Connections	21st Century Connections
Unit III: Nonfiction Text/Argument 6 Weeks								
Author's Choice: How do you develop an argumentative essay? What factors in an argumentative essay help make your claim reliable?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLS W7.1 NJSLS W7.1a NJSLS W7.1b NJSLS W7.1c NJSLS W7.1d NJSLS W7.1e NJSLS W7.4 NJSLS W7.5 NJSLS W7.7 NJSLS W7.8 NJSLS W7.9 NJSLS W7.10	W7.1- Write arguments to support claims with clear reasons and relevant evidence. W7.1a- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W7.1b- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W7.1c- Use words, phrases, and	Write arguments to support claims Support arguments with clear reasons and relevant evidence Introduce claim(s) Write a clear thesis statement Address opposing claims Organize the reasons and evidence logically. Choose appropriate reasoning and evidence to support claims Evaluate sources for accuracy and reliability Demonstrate an understanding of the topic or text Use transitional words and phrases Use transitions to clarify the relationships among claim(s), counterclaims,	Argument On-Demand	Argument On-Demand	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results 8.1.8.B.1 Synthesize and publish information about a local or global issue or event 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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			<p>clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W7.1d- Establish and maintain a formal style/academic style, approach, and form.</p> <p>W7.1e- Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W7.4- Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>W7.5- Develop and strengthen</p>	<p>reasons, and evidence</p> <p>Choose a consistent style, approach, and form for the task</p> <p>Close the text with a conclusion</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 what is to follow.</p> <p>Organize ideas, concepts, 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>public databases to find information to solve a real world problem.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	
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			<p>writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W7.6- 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.</p> <p>W7.7- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W7.8- Gather relevant</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 bring the text to a close</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>				
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			<p>information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W7.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W7.9b- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>W7.10- Write routinely over extended</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>Revise and edit intentionally to improve writing.</p> <p>Generate ideas to develop a topic.</p> <p>Revise writing with a partner or self-editing checklists.</p> <p>View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</p> <p>Use technology to produce and publish writing.</p> <p>Creating links to and cite sources while interacting and collaborating with others.</p> <p>Use technological resources to enhance writing.</p>				
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			<p>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.</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>Engage in short research projects to answer 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</p>				
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				<p>meaning.</p> <p>Research and synthesize information from several sources.</p> <p>Conduct research and synthesize multiple sources of information.</p> <p>Use search terms effectively.</p> <p>Write a clear thesis statement.</p> <p>Draw evidence from texts to support thesis.</p> <p>Assess the credibility and accuracy of each source.</p> <p>Select direct and indirect quotations that relate to the topic as evidence.</p> <p>Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations.</p> <p>Identify examples of plagiarism in writing.</p> <p>Paraphrase source information to avoid plagiarism in writing.</p>				
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				<p>Incorporate ideas from literary or informational texts to support writing.</p> <p>Deconstruct and reflect upon textual evidence.</p> <p>Identify evidence that supports claims in literary analysis.</p> <p>Logically connect evidence to claims in writing.</p> <p>Select direct and indirect quotations that relate to the topic as evidence.</p> <p>Cite in-text direct and indirect quotations appropriately.</p> <p>Explain quotations used as support to enhance meaning.</p> <p>Recognize and identify multiple organizational models.</p> <p>Apply a specific organizational strategy to a writing.</p>				
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<p>What do good readers do? Am I clear about what I just read? How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in nonfiction text.</p>	<p>NJSLS RI7.1 NJSLS RI7.2 NJSLS RI7.3 NJSLS RI7.4 NJSLS RI7.5 NJSLS RI7.6 NJSLS RI7.8 NJSLS RI7.9 NJSLS RI7.10</p>	<p>RI7.1- 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>RI7.2- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</p> <p>RI7.3- 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</p>	<p>Paraphrase evidence from text</p> <p>Correctly cite evidence</p> <p>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>Gather evidence from the text to support inferences or explicit meaning</p> <p>Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</p> <p>Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the</p>	<p>Multiple Choice</p>	<p>Multiple Choice</p>	<p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>
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			<p>events).</p> <p>RI7.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI7.5- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI7.6- Determine an author's point of view or purpose in a text and analyze how the</p>	<p>form of inferences</p> <p>Refer to the text for support when analyzing and drawing inferences</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</p> <p>Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a 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> <p>Understand how</p>				
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			<p>author distinguishes his or her position from that of others.</p> <p>RI7.8- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI7.9- 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</p>	<p>interactions between individuals, events, and ideas in a text</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>Evaluate the effectiveness of the author's word choice or sound device</p> <p>Describe the structure used to organize a nonfiction text texts</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>				
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			<p>advancing different interpretations of facts.</p> <p>RI7.10- By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</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 different if the form changed?)</p> <p>Evaluate the effectiveness of the chosen form or structure</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>Evaluate claims in an argument.</p>				
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				<p>Support Claims.</p> <p>Find how 2 or more authors write about the same topics and shape their ideas.</p> <p>Evaluate different types of evidence and facts.</p> <p>Read and comprehend a varied level of text complexity.</p>				
<p>What makes writing “clear”?</p> <p>What makes a difference?</p> <p>Final Produce:</p> <p>What does it task?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>NJSLS SL7.1</p> <p>NJSLS SL7.2</p> <p>NJSLS SL7.3</p> <p>NJSLS SL7.4</p> <p>NJSLS SL7.6</p>	<p>SL7.1- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL7.2- Integrate and evaluate information presented in diverse media and formats,</p>	<p>Read required texts prior to discussions</p> <p>Prepare for discussions</p> <p>Use previous knowledge to expand discussions about a topic</p> <p>Engage in conversations about grade-appropriate topics and texts</p> <p>Participate in a variety of rich, structured conversations</p> <p>Define and identify rules for discussions, including group and</p>			<p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters</p>	<p>9.2.8.B.3 Evaluate communication , collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>

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			<p>including visually, quantitatively, and orally.</p> <p>SL7.3- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL7.4- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL7.6- Adapt speech to a variety of contexts and communicative tasks, demonstrating</p>	<p>individual roles</p> <p>Model appropriate behavior during discussions</p> <p>Craft and respond to specific questions based on the topic or text, elaborating when necessary</p> <p>Reflect on and paraphrase what was discussed</p> <p>Summarize the ideas expressed</p> <p>Analyze main ideas and supporting details</p> <p>Understand the speaker's argument and claims, as well as the reasoning of the argument.</p> <p>Present information using sound, detailed, and relevant evidence in a coherent manner.</p> <p>Build arguments to prepare for persuasive speeches on topics of interest or address the class on a</p>			<p>in professional public databases to find information to solve a real world problem.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	
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			<p>command of formal English when indicated or appropriate.</p>	<p>teacher-assigned topic</p> <p>Use practices that engage the audience (ie: eye contact, volume, pronunciation)</p> <p>Emphasize important points with different pitch or volume</p> <p>Elaborate on a point that listeners may need more explanation to understand</p> <p>Orally present information, using appropriate speech, in a variety of situations</p> <p>Recognize and consider the audience</p> <p>Determine if the topic and language style correspond appropriately</p> <p>Reflect on the use of language and revise as needed</p>				
Why do the rules of	Effective communicati	NJSLS L.7.1	L.7.1- Demonstrate	Identify phrases and clauses in sentences			8.1.8.A.1 Demonstrate	9.2.8.B.3

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<p>language matter? Communicating clearly: What does it take?</p>	<p>on of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>NJSLS L.7.1b NJSLS L.7.1c NJSLS L.7.2 NJSLS L.7.2a NJSLS L.7.2b NJSLS L.7.3 NJSLS L.7.4 NJSLS L.7.5 NJSLS L.7.6-</p>	<p>command of the conventions of standard English grammar and usage when writing or speaking. L.7.1b- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. L.7.1c- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>when reading. Accurately use phrases and clauses within a sentence in writing. Recognize and correct misplaced and dangling modifiers Identify a series of adjectives in writing. Use a comma to separate adjectives in a series. Apply common rules and patterns to spell words correctly Select precise language. Revise writing for wordiness and redundancies. Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases. Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word.</p>			<p>knowledge of a real world problem using digital tools. 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results 8.1.8.B.1 Synthesize and publish information about a local or global issue or event 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore</p>	<p>Evaluate communication, collaboration, and leadership skills that can be developed through school, homework, and extracurricular activities for use in a career.</p>
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			<p>L.7.2a- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not. He wore an old[,] green shirt).</p> <p>L.7.2b- Spell correctly.</p> <p>L.7.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.5- Demonstrate</p>	<p>Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</p> <p>Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses.</p> <p>Consult reference materials that are both printed and digital</p> <p>Define and identify figures of speech.</p> <p>Determine the meaning of and purpose of figures of speech in context.</p> <p>Identify the relationship of words Clarify words by using the relationship between them.</p> <p>Discern the difference in meaning between closely related words</p> <p>Understand and apply conversational, academic, and domain specific vocabulary.</p>			<p>a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	
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			<p>understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</p>				
Essential Questions	Enduring Understandings	New Jersey Student Learning Standards	Standard	Learning Targets	<u>ASI/ PRO</u>	<u>ADV</u>	Interdisciplinary Connections	21st Century Connections
Unit IV: Poetry 4 weeks ASI & PRO								

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<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>NJSLS R.7.4</p> <p>NJSLS R.7.5</p> <p>NJSLS R.7.7</p>	<p>R.7.4- Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>R.7.5- Analyze how a drama’s or poem’s form of structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>R.7.7- Compare and contrast a written story, drama, or poem to its audio, filmed, or staged, or multimedia version,</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 author’s word choice or sound device</p> <p>Determine keywords or</p>	<p>Multiple Choice</p>	<p>Multiple Choice</p>	<p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters</p>	
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			<p>analyzing the effects of techniques unique to each medium (lighting, sound, color, or camera focus and angles in a film.)</p>	<p>topics for each question Read Poems to notice specific, comparative thinking, hyperbole, rhyme, rhythm, simile, metaphor, onomatopoeia, etc...</p> <p>Engage the reader Organize an event sequence that unfolds naturally and logically</p> <p>Use narrative techniques effectively to develop experiences, events, and/or character</p> <p>Use figurative language to aid in description Describe ideas by using sensory and specific language</p> <p>Practice writing Poetry</p> <p>Reflect on and be able to explain decisions made while crafting a piece of writing</p> <p>Produce written reflections</p>			<p>in professional public databases to find information to solve a real world problem.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	
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				<p>Write for a variety of audiences and purposes on an array of cross-curricular topics</p> <p>Read required texts prior to discussions</p> <p>Prepare for discussions</p> <p>Use previous knowledge to expand discussions about a topic</p> <p>Engage in conversations about grade-appropriate topics and texts</p> <p>Participate in a variety of rich, structured conversations</p> <p>Define and identify rules for discussions, including group and individual roles</p> <p>Model appropriate behavior during discussions</p> <p>Craft and respond to specific questions based on the topic or text, elaborating when</p>				
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				<p>necessary</p> <p>Reflect on and paraphrase what was discussed</p> <p>Summarize the ideas expressed</p> <p>Select precise language</p> <p>Revise writing for wordiness and redundancies</p>				
<p>What makes writing clear? What makes a difference? Final product: What does it take?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>NJSLS W.7.3.D</p> <p>NJSLS W.7.3.E</p> <p>NJSLS W.7.10</p>	<p>W.7.3d- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3e- Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Clearly convey a conflict and a resolution to the conflict</p> <p>Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</p> <p>Reflect on and be able to explain decisions made while crafting a piece of writing</p> <p>Produce written reflections</p> <p>Write for a variety of audiences and purposes on an array of cross-curricular topics</p>	<p>On-Demand Narrative Vignette</p>	<p>On-Demand Narrative Vignette</p>		

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			W.7.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					
What makes collaboration meaningful? Making meaning from a variety of sources. What will help?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLS SL.7.1 NJSLS SL.7.1.C NJSLS SL.7.1.D NJSLS SL. 7.3 NJSLS SL. 7.3A	SL. 7.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, or teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL. 7.1.c- Pose questions that elicit elaboration and respond to others' questions and comments	Read required texts prior to discussions Prepare for discussions Use previous knowledge to expand discussions about a topic Engage in conversations about grade-appropriate topics and texts Participate in a variety of rich, structured conversations Define and identify rules for discussions, including group and individual roles Model appropriate				

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			<p>with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>SL.7.1.d- Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL. 7.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SL. 7.3.a- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>behavior during discussions</p> <p>Craft and respond to specific questions based on the topic or text, elaborating when necessary</p> <p>Reflect on and paraphrase what was discussed</p> <p>Summarize the ideas expressed</p>				
Effective readers and writers use knowledge of the structure	Determine or clarify the meaning of unknown and	NJSLS L.7.3 NJSLS L.7.3a	L.7.3- Use knowledge of language and its conventions when writing,	Select precise language Revise writing for wordiness and				

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and context of language to acquire, clarify, and appropriately use vocabulary,	multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		speaking, reading, or listening. L.7.3a- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	redundancies				
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Essential Questions	Enduring Understandings	New Jersey Student Learning Standards	Standard	Learning Targets	<u>ASI/ PRO</u>	<u>ADV</u>	Inter- disciplinary Connections	21st Century Connections
Unit V: Mystery and Informational Books Pro & ASI 4 weeks								
What do good readers do? Am I clear about what I just read? How do I know? In what ways does creative choice impact an audience?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text. To gain keener insight into the integration of knowledge	NJSLS RL.7.1 NJSLS RL.7.2 NJSLS RL 7.3 NJSLS RL 7.6	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. RL.7.2- Determine a theme or central idea of a	Make personal connections, connections to other texts, and/or global connections, when relevant Gather evidence from the text to support inferences or explicit meaning Read and analyze a variety of literary genres and	Multiple Choice	Multiple Choice	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills

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	<p>and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats</p>		<p>text and analyze its development over the course of the text; provide an objective</p> <p>RL.7.3- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). summary of the text</p> <p>RL.7.6- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>informational texts</p> <p>Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</p> <p>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>Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</p> <p>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</p>				
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				<p>theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text</p> <p>Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)</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>Analyze the impact specific story elements have on the text</p> <p>Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting)</p>				
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				<p>Analyze how the plot and setting affect the actions/choices of the characters</p> <p>Explain why the author chose to have elements of a story interact in a specific way</p> <p>Analyze the impact of the relationship between characters, setting, and plot on the reader</p> <p>Evaluate the author's effectiveness in determining the interactions between character, setting, and plot</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>				
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				<p>choices on the reader</p> <p>Evaluate the effectiveness of the author's point of view choices</p>				
<p>Author's choice: Why does it matter?</p> <p>What makes a story a "great" story?</p> <p>In what ways does creative choice impact an audience? Whose story is it, and why does it matter?</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding .</p>	<p>NJSLSA.R1.</p> <p>NJSLSA.R2.</p> <p>NJSLSA.R3.</p> <p>NJSLSA.R4.</p> <p>NJSLSA.R5.</p> <p>NJSLSA.R7.</p> <p>NJSLSA.R9</p> <p>NJSLSA.R10.</p>	<p>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.</p> <p>RI.7.2- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3- Analyze the interactions</p>	<p>Paraphrase evidence from text.</p> <p>Correctly cite evidence.</p> <p>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</p>			<p>SS 6.2.8.D.4.b Analyze how religion both unified and divided people</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom</p>

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			<p>between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>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 evaluate its multiple, deeper, and varied meanings.</p> <p>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>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</p>				
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			<p>RI.7.7- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.9- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>events.</p> <p>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.</p> <p>Distinguish between essential and nonessential details of a text to create an objective summary of the text.</p> <p>Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</p> <p>Explain the relationships between individuals, events, and ideas in a text.</p> <p>Analyze why the author chose to describe the</p>				
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			<p>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.</p>	<p>interaction between ideas, individuals, and events in a particular way.</p> <p>Analyze the impact of the interaction between ideas, individuals, and events on the reader.</p> <p>Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author's central idea.</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</p>				
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				<p>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>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</p>				
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				<p>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 different if the form changed?)</p> <p>Evaluate the effectiveness of the chosen form or structure.</p> <p>Analyze how content differs depending on the medium in which it is presented.</p> <p>Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats</p> <p>Identify techniques present in each format</p> <p>Compare / contrast two or more formats' portrayal of the same subject.</p> <p>Reflect upon how the</p>				
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				<p>techniques within all mediums utilized affect and/or shape/color the particular segment of text.</p> <p>Track key individuals, events, and/or ideas in informational texts from two or more authors.</p> <p>Investigate how one topic may be presented in different ways.</p> <p>Compare and contrast two or more authors' presentations of key information.</p> <p>Analyze the importance of the different information each author emphasized and excluded.</p> <p>Analyze how the authors use the same information, but produce different texts because of interpretation</p>				
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				<p>Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text.</p> <p>Evaluate the effectiveness of the authors' emphasis of specific evidence and different interpretations of facts for promoting their view</p>				
<p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p> <p>What do good researchers do?</p> <p>What's the problem with "Cut and Paste?"</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Effective research presents an</p>	<p>NJSLSA.W2.</p> <p>NJSLSA.W4.</p> <p>NJSLSA.W5.</p> <p>NJSLSA.W7.</p> <p>NJSLSA.W8.</p> <p>NJSLSA.W10.</p>	<p>W.7.2- Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.2a- Introduce a topic clearly, previewing what is</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 what is to follow.</p> <p>Organize ideas,</p>				<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p> <p>9.1.8.F.1 Demonstrate how productivity</p>

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	<p>answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p>		<p>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).</p> <p>W.7.2b- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2c- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2d- Use precise language and domain-specific vocabulary to inform about or</p>	<p>concepts, 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. 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>and accountability contribute to realizing individual or group work goals within or outside the classroom</p>
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			<p>explain the topic.</p> <p>W.7.2e- Establish and maintain a formal academic style, approach, and form.</p> <p>W.7.2f- Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.4- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>W.7.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by</p>	<p>bring the text to a close.</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>Revise and edit intentionally to improve writing. Generate ideas to develop topic.</p> <p>Revise writing with a partner or self-editing checklists.</p> <p>View writing from the vantage point of the</p>				
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			<p>planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>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.</p> <p>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</p>	<p>audience in order to determine the effectiveness of their words, organization, etc.</p> <p>Engage in short research projects to answer self-selected or teacher-assigned questions.</p> <p>Develop research questions.</p> <p>Determine keywords or topics for each question 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>				
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			<p>plagiarism and following a standard format for citation.</p> <p>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.</p>	<p>Use search terms effectively.</p> <p>Write a clear thesis statement.</p> <p>Draw evidence from texts to support thesis.</p> <p>Assess the credibility and accuracy of each source.</p> <p>Select direct and indirect quotations that relate to the topic as evidence.</p> <p>Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations.</p> <p>Identify examples of plagiarism in writing.</p> <p>Paraphrase source information to avoid plagiarism in writing.</p>				
		<p>NJSLS SL 7.1</p> <p>NJSLS SL 7.1a</p> <p>NJSLS SL 7.1b</p> <p>NJSLS SL 7.1c</p>	<p>SL.7.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with</p>	<p>Read required texts prior to discussions.</p> <p>Prepare for discussions.</p> <p>Use previous knowledge to expand</p>				

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		NJSLS SL 7.1d	diverse partners on grade 7 topics,	discussions about a topic.				
		NJSLS SL 7.3	texts, and issues,					
		NJSLS SL 7.4	building on others' ideas and	Engage in conversations about grade-appropriate topics and texts.				
		NJSLS SL 7.5	expressing their own clearly.					
		NJSLS SL 7.6	SL.7.1.A- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Participate in a variety of rich, structured conversations. Define and identify rules for discussions, including group and individual roles. Model appropriate behavior during discussions. Craft and respond to specific questions based on the topic or text, elaborating when necessary.				
			SL.7.1.B- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Reflect on and paraphrase what was discussed. Summarize the ideas expressed.				
			SL.7.1.C- Pose questions that elicit elaboration and respond to others'	Determine the speaker's argument and claims. Evaluate whether the				

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			<p>questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>SL.7.1.D- Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.3- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.</p> <p>SL.7.4- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye</p>	<p>speaker's reasoning is rational and legitimate.</p> <p>Evaluate whether there is enough evidence to support the claims.</p> <p>Present information using sound, detailed, and relevant evidence in a coherent manner.</p> <p>Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic.</p> <p>Use practices that engage the audience (ie: eye contact, volume, pronunciation)</p> <p>Emphasize important points with different pitch or volume.</p> <p>Elaborate on a point that listeners may need more explanation to understand.</p> <p>Use multimedia and visual displays to enhance work.</p> <p>Identify the various</p>				
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			<p>contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props)</p> <p>Find meaningful ways to include these tools in presentations.</p> <p>Identify where to incorporate multimedia and visual displays, as well as implement specific video clips to enhance audience interest and learning.</p> <p>Use multimedia to help make claims and findings clear and to emphasize important points for the audience.</p> <p>Determine when it is appropriate to use informal language versus formal English.</p> <p>Orally present information, using appropriate speech, in a variety of situations.</p> <p>Recognize and consider the audience.</p>				
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				<p>Determine if the topic and language style correspond appropriately.</p> <p>Reflect on the use of language and revise as needed.</p>				
<p>Why do the rules of language matter? Communicating clearly: What does it take?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>NJSLS L7.1 NJSLS L7.2 NJSLS L7.3 NJSLS L7.6</p>	<p>L7.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking .</p> <p>L7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L7.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L7.6-</p>	<p>Identify phrases and clauses in sentences in reading</p> <p>Explain the function of phrases and clauses in general</p> <p>Explain the function of phrases and clauses in specific sentence</p> <p>Apply common rules and patterns to spell words correctly</p> <p>Select precise language</p> <p>Revise writing for wordiness and redundancies</p> <p>Understand and apply conversational, academic, and domain specific vocabulary</p> <p>Interpret unknown</p>			<p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom</p>

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			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.	words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form					
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Essential Questions	Enduring Understandings	New Jersey Student Learning Standards	Standard	Learning Targets	ASI/ PRO	ADV	Interdisciplinary Connections	21st Century Connections
Unit VI: Persuasive/ Non- Fiction 3 Weeks								
How do you develop a persuasive essay? What factors in a persuasive essay help make your claim reliable? How to develop a plan for a persuasive essay?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLS W7.1 NJSLS W7.1a NJSLS W7.1b NJSLS W7.1c NJSLS W7.1d NJSLS W7.1e NJSLS W7.2 NJSLS W7.3a NJSLS W7.4 NJSLS W7.5 NJSLS W7.7 NJSLS W7.8 NJSLS W7.9 NJSLS W7.10	W7.1- Write arguments to support claims with clear reasons and relevant evidence. W7.1a- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W7.1b- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W7.1c- Use words, phrases, and clauses to create cohesion and clarify the	Write arguments to support claims Support arguments with clear reasons and relevant evidence Introduce claim(s) Write a clear thesis statement Address opposing claims Organize the reasons and evidence logically. Choose appropriate reasoning and evidence to support claims Evaluate sources for accuracy and reliability Demonstrate an understanding of the topic or text Use transitional words and phrases Use transitions to clarify the relationships among claim(s), counterclaims,			8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results 8.1.8.B.1 Synthesize and publish information about a local or global issue or event 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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			<p>relationships among claim(s), reasons, and evidence.</p> <p>W7.1d- Establish and maintain a formal style/academic style, approach, and form.</p> <p>W7.1e- Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W7.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W7.3a- Engage and orient the reader by establishing a</p>	<p>reasons, and evidence</p> <p>Choose a consistent style, approach, and form for the task</p> <p>Close the text with a conclusion</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 what is to follow.</p> <p>Organize ideas, concepts, 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</p>			<p>and filters in professional public databases to find information to solve a real world problem.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	
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			<p>context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W7.4- Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>W7.5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W7.6- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate</p>	<p>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 bring the text to a close</p> <p>Use appropriate/ professional language to display content knowledge while providing point of view</p> <p>Identify defining characteristics of different genres of writing.</p> <p>Unpack the writing prompt.</p>				
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			<p>with others, including linking to and citing sources.</p> <p>W7.7- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLS W7.8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W7.9- Draw evidence from literary or informational texts to support analysis,</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>Revise and edit intentionally to improve writing.</p> <p>Generate ideas to develop topic.</p> <p>Revise writing with a partner or self-editing checklists.</p> <p>View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</p> <p>Use technology to produce and publish writing.</p> <p>Creating links to and cite sources while</p>				
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			<p>reflection, and research.</p> <p>W7.9b- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>W7.10- 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.</p>	<p>interacting and collaborating with others.</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>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</p>				
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				<p>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>Use search terms effectively.</p> <p>Write a clear thesis statement.</p> <p>Draw evidence from texts to support thesis.</p> <p>Assess the credibility and accuracy of each source.</p> <p>Select direct and indirect quotations that relate to the topic as evidence.</p> <p>Follow published guidelines (MLA, APA, etc) to cite direct and</p>				
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				<p>indirect quotations.</p> <p>Identify examples of plagiarism in writing.</p> <p>Paraphrase source information to avoid plagiarism in writing.</p> <p>Incorporate ideas from literary or informational texts to support writing.</p> <p>Deconstruct and reflect upon textual evidence.</p> <p>Identify evidence that supports claims in literary analysis.</p> <p>Logically connect evidence to claims in writing.</p> <p>Select direct and indirect quotations that relate to the topic as evidence.</p> <p>Cite in-text direct and indirect quotations appropriately.</p> <p>Explain quotations used as support to enhance meaning.</p> <p>Recognize and identify multiple organizational models.</p>				
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				Apply a specific organizational strategy to a writing.				
What do good readers do? Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of key ideas and details presented in nonfiction text.	NJSLS RI7.1 NJSLS RI7.2 NJSLS RI7.3 NJSLS RI7.4 NJSLS RI7.5 NJSLS RI7.6 NJSLS RI7.8 NJSLS RI7.9 NJSLS RI7.10	RI7.1- 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 RI7.2- 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 RI7.3- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or	Paraphrase evidence from text Correctly cite evidence Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim Use evidence from the text to make and check predictions as you read Gather evidence from the text to support inferences or explicit meaning Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences			8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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			<p>events, or how individuals influence ideas or events).</p> <p>RI7.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI7.5- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI7.6- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his</p>	<p>Refer to the text for support when analyzing and drawing inferences</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</p> <p>Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a 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> <p>Understand how interactions between individuals, events, and ideas in a text</p> <p>Demonstrate the ability</p>			<p>solution and make an informed decision.</p>	
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			<p>or her position from that of others.</p> <p>RI7.8- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI7.9- 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.</p>	<p>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>Evaluate the effectiveness of the author’s word choice or sound device</p> <p>Describe the structure used to organize a nonfiction text texts</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</p>				
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			<p>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.</p>	<p>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>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>Evaluate claims in an argument.</p> <p>Support Claims.</p> <p>Find how 2 or more authors write about the same topics and shape their ideas.</p> <p>Evaluate different types of evidence and facts.</p> <p>Read and comprehend a varied level of text complexity.</p>				
What makes writing	Producing clear ideas as a writer	NJSLS SL7.1	SL7.1- Prepare for and participate	Read required texts prior to discussions			8.1.8.A.1 Demonstrate knowledge of a	9.2.8.B.3 Evaluate

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<p>“clear”? What makes a difference? Final Produce: What does it task?</p>	<p>involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>NJSLS SL7.2 NJSLS SL7.3 NJSLS SL7.4 NJSLS SL7.6</p>	<p>effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. SL7.2- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL7.3- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. SL7.4- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the</p>	<p>Prepare for discussions Use previous knowledge to expand discussions about a topic Engage in conversations about grade-appropriate topics and texts Participate in a variety of rich, structured conversations Define and identify rules for discussions, including group and individual roles Model appropriate behavior during discussions Craft and respond to specific questions based on the topic or text, elaborating when necessary Reflect on and paraphrase what was discussed Summarize the ideas expressed Analyze main ideas and supporting details Understand the</p>			<p>real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and</p>	<p>communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>
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			<p>organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL7.6- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>speaker's argument and claims, as well as the reasoning of the argument.</p> <p>Present information using sound, detailed, and relevant evidence in a coherent manner.</p> <p>Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic</p> <p>Use practices that engage the audience (ie: eye contact, volume, pronunciation)</p> <p>Emphasize important points with different pitch or volume</p> <p>Elaborate on a point that listeners may need more explanation to understand</p> <p>Orally present information, using appropriate speech, in a variety of situations</p> <p>Recognize and consider the audience</p>			<p>make an informed decision.</p>	
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				Determine if the topic and language style correspond appropriately				
				Reflect on the use of language and revise as needed				
Why do the rules of language matter? Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLS L.7.1 NJSLS L.7.1b NJSLS L.7.1c NJSLS L.7.2 NJSLS L.7.2a NJSLS L.7.2b NJSLS L.7.3 NJSLS L.7.4 NJSLS L.7.5 NJSLS L.7.6-	L.7.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1b- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. L.7.1c- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Identify phrases and clauses in sentences when reading. Accurately use phrases and clauses within a sentence in writing. Recognize and correct misplaced and dangling modifiers Identify a series of adjectives in writing. Use a comma to separate adjectives in a series. Apply common rules and patterns to spell words correctly Select precise language. Revise writing for wordiness and redundancies. Use a combination of context clues, structural			8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results 8.1.8.B.1 Synthesize and publish information about a local or global issue or event 8.1.8.D.4 Assess the credibility and accuracy of digital content.	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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			<p>L.7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2a- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>L.7.2b- Spell correctly.</p> <p>L.7.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p>	<p>clues, and the word's position in a sentence to determine the meaning of unknown words or phrases.</p> <p>Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word.</p> <p>Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</p> <p>Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses.</p> <p>Consult reference materials that are both printed and digital</p> <p>Define and identify figures of speech.</p> <p>Determine the meaning of and purpose of figures of speech in context.</p> <p>Identify the relationship of words</p> <p>Clarify words by using</p>			<p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	
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			<p>based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>the relationship between them.</p> <p>Discern the difference in meaning between closely related words</p> <p>Understand and apply conversational, academic, and domain specific vocabulary.</p> <p>Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</p>				
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Hillsborough Township Public Schools
7th Grade Proficient/Advanced/ASI Literature

Unit 1-

Thank You Ma'am by Langston Hughes

<http://staff.esuhsd.org/danielle/english%20department%20lvillage/rt/Short%20Stories/Thank%20You,%20Ma'am.pdf>

7th Grade by Gary Soto, Holt

Holt pg.34

“Raymond’s

Run” <http://www.syracusecityschools.com/tfiles/folder836/raymond's%20run%20text.pdf>

My Grandmother’s Hair by Cynthia Rylant’s

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbncqZW5ueXNyZWZlcuVuY2VzfGd4OjRlM2l1MGUwZmNmYjF1ZDQ>

“**Hunger**” by Richard Wright’s

<http://www.humbleisd.net/cms/lib2/TX01001414/Centricity/ModuleInstance/17009/Hunger.pdf>

From An American Childhood by Annie Dillard

Holt page 122

The Outsiders by S. E. Hinton

Don’t You Dare Read This Mrs. Dunphey, by Margaret Haddix

Unit 2

“All Summer in a Day” by Ray Bradbury

“Dark They Were, and Golden-Eyed” by Ray Bradbury

Holt page 462, Holt Adaptive Reader page 178

The Hunger Games Companion: The Unauthorized Guide to the Series by Lois H. Gresh

The Sorcerer's Companion: A Guide to the Magical World of Harry Potter by Allan Kronzek

"The Stolen Party" Liliana Heker:

http://www.sturgeonenglish.com/uploads/1/3/6/0/13602064/short_story- the_stolen_party.pdf

"The Monsters Are Due on Maple Street" by Rod Serling

Holt page 140

"There Will Come Soft Rains" by Ray

Bradbury [http://schoolsites.schoolworld.com/schools/Cheltenham/webpages/cmanser/files/there%20will%20come%20soft%20rains%20\(bradbury\)1.pdf](http://schoolsites.schoolworld.com/schools/Cheltenham/webpages/cmanser/files/there%20will%20come%20soft%20rains%20(bradbury)1.pdf)

"Harrison Bergeron" by Kurt Vonnegut

<http://www.tnellen.com/westside/harrison.pdf>

The Cold Equations by Tom Godwin

Link: <http://photos.state.gov/libraries/hochiminh/646441/vantl/The%20Cold%20Equations.pdf>

Sound of Thunder by Ray

Bradbury http://teacherweb.com/ON/SacredHeartHighSchool/MrStriukas/A_Sound_of_Thunder.pdf

The Fun They Had by Isaac

Asimov <http://transformingclassrooms.pbworks.com/f/thefuntheyhad.pdf>

The Selection by Kiera Cass

The City of Ember by Jeanne DuPrau

Ender's Game by Orson Scott Card

Uglies by Scott Westerfeld

Gregor the Overlander by Suzanne Collins

Series of Unfortunate Events Book 1 by Lemony Snicket

Unit 3

The Noble Experiment
Holt page 832

“Dirk the Protector”
Holt page 272

I Wanna Iguana Karen Kaufman Orloff
http://wikis.ausd.net/w/mechanicallyinclined/uploads/mechanicallyinclined/I_Wanna_Iguana.pdf

Total Eclipse by Annie Dillard
http://theessayexperiencefall2013.qwriting.qc.cuny.edu/files/2013/12/total-eclipse_annie-dillard.pdf

Unit 4

The Highwayman
Holt pg. 587 (IR pg.225)

The Charge of the Light Brigade
Holt pg. 582

Sarah Cynthia Sylvia Stout Will Not Take the Garbage Out
Holt pg. 608

A Minor Bird
Holt pg. 554

Under the Back Porch
Holt pg. 555

A Word Is Dead
Holt pg. 557

Cynthia in the Snow
Holt pg. 557

The Courage That My Mother Had

Holt pg. 559

The Names

Holt pg.562

The Earth is a Living Thing

Holt pg. 568

Sleeping in the Forest

Holt pg. 570

Gold

Holt pg. 571

The World Is Not a Pleasant Place to Be

Mother to Son by Langston Hughes

<https://www.poetryfoundation.org/poems/47559/mother-to-son>

Miracles by Walt Whitman

<https://www.poets.org/poetsorg/poem/miracles-0>

My Papa's Waltz by Theodore Roethke

<https://www.poetryfoundation.org/poems/43330/my-papas-waltz>

Holt pg. 578

“The Wreck of the Hesperus”

<http://blogs.reeths-puffer.org/geigerr/files/2013/09/The-Wreck-of-the-Hesperus.pdf>

“A Poison Tree”

http://literaryballadarchive.com/PDF/Blake7_Poison_Tree_f.pdf

“Nothing Gold Can Stay”

<http://www.calhoun.k12.il.us/teachers/wdeffenbaugh/collegeprelinks/Nothing%20Gold%20Can%20Stay%20Frost.pdf>

Unit 5

“The Monkey’s Paw” by W.W. Jacobs:

<http://www.breathitt.k12.ky.us/userfiles/46/Classes/7161/The%20Monkeys%20Paw%20pdf.pdf>

“The Dying Detective” https://www.rainbowresource.com/pdfs/products/prod005458_smpl0.pdf

Jamestown Reader: *Phenomena*
“Triangle of Fear” (p. 46 - 48)

Jamestown Reader: *Apparitions*
“The Bell Witch” (14 - 16)

Jamestown Reader: *The Lady in Black*
Frozen for Ten Thousand Years

“The Tell-Tale Heart” by Poe Link:
https://americanenglish.state.gov/files/ae/resource_files/the_tell-tale_heart_0.pdf

“The Cask of Amontillado” by Edgar Alan Poe:
<https://www.ibiblio.org/ebooks/Poe/Amontillado.pdf>

“Annabel Lee”
Holt pg. 579

Unit 6

Pro Athletes' Salaries Aren't Overly Exorbitant
Holt page 958
Do Professional Athletes Get Paid Too Much?
Holt page 962

Scope Paired Texts

Should Kids Do Extreme Sports? And The Science of Thrill Seeking

Scope Scholastic, September 2015

[http://browndigital.bpc.com/publication/?i=265634&p=20#{"page":20,"issue_id":265634}](http://browndigital.bpc.com/publication/?i=265634&p=20#{)

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