

Course Overview

Course: English Language Arts 7, Honors, GATE/Genres, and Language Arts Literacy 7 (LAL)

Name of Department: English

Course Descriptions:

ELA 7:

Prerequisite: Placement by PARCC Score and current grades

The English Language Arts 7 curriculum will focus on the elements of literature, reading of short stories, novels, plays, and informational text. There will be a focus on a student-centered learning environment where learners will analyze text, cite evidence, and respond critically about their reading. The student will improve their close reading and compositional skills through Research Simulation Tasks, Literary Analysis Tasks, and Narrative Writing. Writing assignments will be related to the literature studied in class and through independent student research. The teacher will guide the students through the reading and writing processes and work toward acquiring a plethora of strategies that will impact greater independence and confidence when students read and write on their own. Students will strengthen their critical thinking skills, ability to interact in small and large groups, and knowledge of self and the world around them. Students will recognize the ways in which the English language is a part of their everyday lives. The New Jersey Student Learning Standards for English Language Arts 7 will frame the curricular goals of this course.

Honors:

Prerequisite: Placement by PARCC Score and current grades

The English Language Arts 7 Honors curriculum will focus on a more rigorous study of the elements of literature, reading of short stories, novels, plays, and informational text. There will be a focus on a student-centered learning environment where learners will analyze text, cite evidence, and respond critically about their reading. The student will improve their close reading and compositional skills through Research Simulation Tasks, Literary Analysis Tasks, and Narrative Writing. Writing assignments will be related to the text studied in class and through independent student research. The teacher will guide the students through the reading and writing processes and work toward acquiring a plethora of strategies that will impact greater independence and confidence when students read and write on their own. Students will strengthen their critical thinking skills, ability to interact in small and large groups, and gain knowledge of self and the world around them. Students will recognize the ways in which the English language is a part of their everyday lives. The New Jersey Student Learning Standards for English Language Arts 7 will frame the curricular goals of this course.

PRSD Revision: January 2018

NJ DOE Adopted: May 4, 2016

BOE Approved: April 2018

NJ Standards Adopted by PRSD: September 2017

LAL 7:

This semester course is supplemental to the English Language Arts 7 class. Teachers will continue to provide students with the skills needed to address the New Jersey Student Learning Standards. Reading, Writing, Listening, Speaking, and Viewing exercises will be a focus. Students will be exposed to short reading passages, close reading strategies, academic vocabulary, and open-ended questions. Argumentative, literary analysis, and narrative writing tasks will be drafted, revised and edited through the peer and teacher conferencing process. Individualized instruction in reading and writing will be provided. Edmentum will be used to enhance skills in Reading and Writing. Students will learn the strategies needed to succeed on text dependent questions as they familiarize themselves with the items and tasks found on state assessments.

GATE:**Prerequisite:** STAR GATE Program Selection

English 7 GATE is a rigorous program for students with exceptional intelligence levels. The three focus areas are grammar, writing, and literature. There will be a focus on a student-centered learning environment where learners will analyze text, cite evidence, and respond critically about their reading. Students will be expected to move at a faster pace than the other skill level English classes while studying a variety of genres of literature such as drama, fiction, and non-fiction. The types of literature studied are short stories, drama, and novels. Students will conduct critical analysis of text and be able to recognize multiple literary devices. The student will improve their close reading and compositional skills through Research Simulation Tasks, Literary Analysis Tasks, and Narrative Writing. The teacher will facilitate individualized instruction that will enhance each student's already advanced proficiencies in reading, writing, speaking, and listening. Students will strengthen their critical thinking skills, ability to interact in small and large groups, and gain knowledge of self and the world around them. Students will recognize the ways in which the English language is a part of their everyday lives. The New Jersey Student Learning Standards for English Language Arts 7 will frame the curricular goals of this course.

Genres:

This course is designed to provide students with the skills needed supplement the New Jersey Student Learning Standards in Language Arts Literacy. This course is designed to complement English 7 GATE and includes, but is not limited to, the following genres of writing: narrative, literary analysis, research simulation, argumentative, expository, reflective, autobiographical, cause and effect, comparison and contrast, and response to literature. Students will be exposed to short reading passages, close reading strategies, academic vocabulary, and open-ended questions. Individualized instruction in reading and writing will be provided. Graphic organizers, peer editing, cooperative learning and technology are some of the tools employed to further develop and enhance student writing. The New Jersey Student Learning Standards for English Language Arts 7, especially in writing and language, will frame the curricular goals of this course.

Course Expectation:

This course will emphasize skills in reading, writing, speaking, and listening. Students will enhance their critical thinking skills through a survey of literature. Students are expected to recognize the ways in which the English language is a part of their everyday lives.

Course Essential Questions (Big Ideas):

Unit 1: What is the best way to find the truth? What should we learn?

Unit 2: Does every conflict have a winner?

Unit 3: What is the best way to communicate?

Unit 4: Do others see us more clearly than we see ourselves?

Unit 5: Community or Individual... which is more important?

Alignment with New Jersey Student Learning Standards:

RL.7 Reading

RI.7 Informational Text

W.7 Writing

SL.7 Speaking and Listening

L.7 Language

Alignment with 21st Century Life and Career Skills 9.1:

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

Technology; 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Course Requirements:

- Achieve a minimum final average of 70% as determined by the grading system approved by the BOE.
- Be in compliance with the attendance regulations approved by the BOE.

Course Unit/Pacing Guide

Unit #	Unit Title/Major Concepts	Duration: Weeks & School Calendar
1	Types of Fiction and Nonfiction Resource Guides: 1 - 4, 9-12 BM: 1, 2, 5, 6	4-6 weeks (Complete in Marking Period 1)
2	Short Stories Resource Guides: 5 - 8 BM: 3 & 4	4-6 weeks (Complete in Marking Period 3)
3	Poetry Resource Guides: 13 - 16 BM: 7 & 8	4-6 weeks (Complete in Marking Period 4)
4	Drama Resource Guides: 17 - 20 BM: 9 & 10	4-6 weeks (Complete in Marking Period 2)
5	Oral Traditions Resource Guides: 21 - 24 BM: 11 & 12	4-6 weeks (Complete in Marking Period 3)

Course Content Outline

Course Unit 1

Unit Title: Fiction and Nonfiction

Big Question: What is the best way to find the truth?
What should we learn?

Date/Duration: Marking Period 1 4-6 weeks

New Jersey Student Learning Standard(s) addressed:

RL.7 Reading
RI.7 Informational Text
W.7 Writing
SL.7 Speaking and Listening
L.7 Language

Alignment with 21st Century Life and Career Skills 9.1:

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

Technology; 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Transfer

Students will be able to independently use their learning to:

Key Ideas and Details:

RL.7.1 Cite the textual evidence that most strongly supports an 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, including its relationship to the characters, setting, and plot; provide an

objective summary of the text.

RL.7.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure:

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 specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.7.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.7.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Range of Reading and Level of Text Complexity:

RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

WRITING

Text Types and Purposes:

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.

Meaning	
Understandings: <ul style="list-style-type: none">-There are rules for grammar that must be followed to be an effective communicator-Grammar lays the foundation for both oral and written expression	Essential Questions: <ul style="list-style-type: none">-How does a knowledge of grammar improve reading, writing and speaking?-When does improper grammar hamper communication?-How does the use of grammar and vocabulary differ between written and oral expression?
Acquisition	
Student will know..... Students will know for Unit 1... (Study Island and Pearson skills) <ul style="list-style-type: none">-how to use context clues in a text-how to identify and use organizational structures to comprehend information-how to use structural analysis and context analysis to decode new words.-how to apply knowledge of word structure to read with automaticity-how to expand vocabulary through context	Student will be able to.... Students will be able to...(Study Island and Pearson skills) <ul style="list-style-type: none">-read grade-level text independently-read grade-level text orally with fluency and accuracy-identify author's purpose and relate new learning to background experiences-identify various text types and structure-analyze and locate the elements of theme, character, setting, plot...

clues -how to respond critically to text Students will know for Unit 3... (Study Island and Pearson skills) -how to use context clues in a text -how to identify and use organizational structures to comprehend information -how to use structural analysis and context analysis to decode new words. -how to apply knowledge of word structure to read with automaticity -how to expand vocabulary through context clues -how to respond critically to text	-produce written and oral work that demonstrates comprehension of materials
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks: -Providing citation of several pieces of textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. -Providing a statement of a theme or central idea of a text. -Providing an analysis of the development of the theme or central idea over the course of the text. -Providing an objective summary of the text. -Providing an analysis of how particular elements of a story interact. -Analysis of how an author develops and contrasts the points of view of different characters or narrators in a text. -Compare and contrast of a written story, to its audio, filmed, or multimedia version, including an analysis of the effects of techniques unique to each medium. -Provides a comparison and contrast of a fictional portrayal of a time and a historical account of the same period as a means of understanding how authors of fiction use or	Other Evidence: -Summative -Formative-i.e. exit tickets, learning logs -SGO Assessments -Benchmark Assessments -INDEPENDENT READING -Narrative Writing -Reflection Log/Journal -Individual and Group Projects -Large and Small group Discussion -Think/Pair/Share -Socratic Seminar

alter history.

- Provides a comparison and contrast of a fictional portrayal of a place and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

- Provides a comparison and contrast of a fictional portrayal of a character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

- For RST 7, provides an integration of quantitative information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

- For RST 7, demonstrates an integration of technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

- For RH 7, provides integration of visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

- Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone.

- For RST 4, demonstrates the ability to determine the symbols and key terms that are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

- FOR DIAGNOSTIC ONLY:

Demonstrates the ability to determine the meaning of vocabulary specific to domains related to history/social studies.

- FOR DIAGNOSTIC ONLY:

Demonstrates the ability to determine the meaning of domain-specific words and phrases as they are used in a specific

<p>scientific or technical context relevant to grades 6-8 texts and topics.</p> <ul style="list-style-type: none"> - Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). - Demonstrates ability to interpret figures of speech in context. - Demonstrates the ability to determine the relationship between particular words (e.g., synonym/antonym, analogy). -Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. -Written Expression: <ul style="list-style-type: none"> -Development of Ideas: The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. - Organization: The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. -Clarity of Language: The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain specific vocabulary. -Knowledge of Language and Conventions: The student response 	
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demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors.

<file:///home/chronos/u-e8aa4ece4328cfff9933775bc32eb3b2c7551b62/Downloads/Grade7-ReadingEvidenceTables-December2014.pdf>

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction:

Week 1- Introduction to the BIG Question through Socratic Seminar

Week 2- Unit notes and academic vocabulary

Week 3-6 Actively/Independently read, discuss/outline chosen selections within our Pearson Textbook (see Specific Resources). Use Practice and Assess (Resource Guides) with online assessments at the end of the unit through Pearson Benchmark Assessments and project choice boards.

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework

- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

Pearson Textbook- Units 1 & 3

- Three Century Woman (F)
- Tragedy Strikes
- Fall of Hindenburg (NF)
- Papa's Parrot (F)
- MK (NF)
- All Summer in a Day (F)
- What Makes a Rembrandt a Rembrandt (NF)
- Life Without Gravity (NF)
- Conversational Ballgames (NF)
- I am a Native (NF)
- Volar: To Fly (NF)
- The Real Story of a Cowboy's Life (NF)
- A Rattlesnake Hunt (NF)
- Resource Guides
 - Week 1 (pg 2-11)
 - Week 2 (pg 12- 21)
 - Week 3 (pg 26-35)
 - Week 4 (pg 36-45)
 - Week 5 (pg 52-61)
- Benchmarks 1, 2, 5 & 6
- The Giver (novel & movie)
- Study Island
 - Pre-Test
 - Characters
 - Setting
 - Figurative Meanings
 - Author's Point of View
 - Pronouns
 - Context Clues
 - Evaluating Arguments
 - Adjectives and Adverbs
 - Spelling
 - Connotation and Denotation
 - Root words
- Character Counts Movies: *Rudy*, *Remember the Titans*, *Eddie the Eagle*, *Cool Runnings*

General Resources for Course

- Pearson Textbook
- Pearson Reading Kit
- YouTube/ TeacherTube
- Study Island
- American Reading Company (ARC) Classroom Leveled Libraries
- Scope Magazines
- ReadWorks
- Grading Rubrics
- Internet
- Teacher Generated Resources and Materials

Course Unit 2

Unit Title: Short Stories

Big Question: Does every conflict have a winner?

Date/Duration: Marking Period 3/4-6 weeks

New Jersey Student Learning Standard(s) addressed:

RL.7 Reading
RI.7 Informational Text
W.7 Writing
SL.7 Speaking and Listening
L.7 Language

Alignment with 21st Century Life and Career Skills 9.1:

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

Technology; 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Stage 1: Desired Results	
Transfer	
<p>Key Ideas and Details:</p> <p>-RL.7.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>-RL.7.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>Craft and Structure:</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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.7.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.7.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>-RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p> <p>WRITING</p> <p>Text Types and Purposes:</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</p>	
Meaning	
<p>-Understandings:</p> <p>Students will understand that:</p> <p>-Reading independently is an important life skill that is necessary for improving comprehension</p> <p>-Text features, structure, and characteristics to facilitate the reader's ability to make meaning of the text.</p> <p>-To use language, structure, and content clues to identify the intending meaning of words and phrases as they are used in text.</p> <p>-It is important to become a fluent reader</p>	<p>Essential Questions:</p> <p>(BIG IDEA)</p> <p>-Does every conflict have a winner?</p>

<p>who can group root words quickly to help them gain meaning from what they've read.</p> <ul style="list-style-type: none"> -Employ strategies to help them understand text. -To develop, select, and apply strategies to enhance comprehension. -Words powerfully affect meaning. -Vocabulary instruction -Compare, infer, synthesize and make connections to make text personally relevant and useful. -Gather research and critique information from different sources for specific purposes. 	
Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> -how to use context clues in a text -how to identify and use organizational structures to comprehend information -how to use structural analysis and context analysis to decode new words. -how to apply knowledge of word structure to read with automaticity -how to expand vocabulary through context clues -how to respond critically to text 	<p>Students will be able to...</p> <ul style="list-style-type: none"> -read grade-level text independently -read grade-level text orally with fluency and accuracy -identify author's purpose and relate new learning to background experiences -identify various text types and structure -analyze and locate the elements of theme, character, setting, plot... -produce written and oral work that demonstrates comprehension of materials
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> -Providing citation of several pieces of textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. -Providing a statement of a theme or central idea of a text. -Providing an analysis of the development of the theme or central idea over the course of the text. -Providing an objective summary of the text. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> -Summative -Formative-i.e. exit tickets, learning logs -SGO Assessments -Benchmark Assessments -Narrative Writing -Reflection Log/Journal -Individual and Group Projects -Large and Small group Discussion -Think/Pair/Share -Socratic Seminar

<ul style="list-style-type: none"> -Providing an analysis of how particular elements of a story interact. -Analysis of how an author develops and contrasts the points of view of different characters or narrators in a text. -Compare and contrast of a written story, to its audio, filmed, or multimedia version, including an analysis of the effects of techniques unique to each medium. -Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone. - Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). - Demonstrates ability to interpret figures of speech in context. - Demonstrates the ability to determine the relationship between particular words (e.g., synonym/antonym, analogy). -Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. -Written Expression: <ul style="list-style-type: none"> -Development of Ideas: The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. - Organization: The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. 	
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-Clarity of Language: The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain specific vocabulary.

-Knowledge of Language and Conventions: The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in

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Stage 3- Learning Plan

Summary of Key Learning Events and Instruction:

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Week 2- Unit notes and academic vocabulary

Week 3-6 Actively/Independently read, discuss/outline chosen selections within our Pearson Textbook (see Specific Resources). Use Practice and Assess (Resource Guides) with online assessments at the end of the unit through Pearson Benchmark Assessments and project choice boards.

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group

- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

- Pearson Textbook- Unit 2
 - Lemon Brown
 - Bear Boy
 - Rikki Tikki Tavi
 - Letters from Rifka
 - The Two Kinds
 - 7th Grade
 - The Melting Pot
 - The Third Wish
 - Amigo Brothers
 - Zoo
 - Ribbons
- Resource Guides
 - Week 5 (pg 52-61)
 - Week 6 (pg 62-71)
 - Week 7 (pg 74- 83)
 - Week 8 (pg 84- 93)
- Benchmarks 3 & 4
- The Call of The Wild (novel & movie)
- Study Island
 - Plot
 - Theme
 - Inferences
 - Compare and Contrast

- Text Structure
- Character Counts Movies: *Rudy*, *Remember the Titans*, *Eddie the Eagle*, *Cool Runnings*

General Resources for Course

- Pearson Textbook
- Pearson Reading Kit
- YouTube/ TeacherTube
- Study Island
- Leveled Libraries American Reading Company (ARC)
- Scope Magazines
- ReadWorks
- Grading Rubrics
- Internet
- Teacher Generated Resources and Materials

Course Unit 3

Unit Title: Poetry

Big Question: What is the best way to communicate?

Date/Duration: Marking Period 4/4-6 weeks

New Jersey Student Learning Standard(s) addressed:

RL.7 Reading
 RI.7 Informational Text
 W.7 Writing
 SL.7 Speaking and Listening
 L.7 Language

Alignment with 21st Century Life and Career Skills 9.1:

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

Technology; 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Stage 1: Desired Results	
Transfer	
<p><i>Students will be able to independently use their learning to:</i></p> <p>Key Ideas and Details:</p> <p>-RL.7.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>-RL.7.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>Craft and Structure:</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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.7.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.7.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>-RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p> <p>WRITING</p> <p>Text Types and Purposes:</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</p>	
Meaning	
<p>Understandings:</p> <p>Students will Understand That</p> <p>-Reading independently is an important life skill that is necessary for improving comprehension</p> <p>-Text features, structure, and characteristics to facilitate the reader's ability to make meaning of the text.</p> <p>-To use language, structure, and content clues to identify the intending meaning of</p>	<p>Essential Questions:</p> <p>(BIG IDEA)</p> <p>-What is the best way to communicate?</p>

<p>words and phrases as they are used in text.</p> <ul style="list-style-type: none"> -It is important to become a fluent reader who can group root words quickly to help them gain meaning from what they've read. -Employ strategies to help them understand text. -To develop, select, and apply strategies to enhance comprehension. -Words powerfully affect meaning. -Vocabulary instruction -Compare, infer, synthesize and make connections to make text personally relevant and useful. -Gather research and critique information from different sources for specific purposes 	
Acquisition	
<p>Students will know for Pearson Unit 4 ... (Study Island and Pearson skills)</p> <ul style="list-style-type: none"> -how to use context clues in a text -how to identify and use organizational structures to comprehend information -how to use structural analysis and context analysis to decode new words. -how to apply knowledge of word structure to read with automaticity -how to expand vocabulary through context clues -how to respond critically to text 	<p>Students will be able to...(Study Island and Pearson skills)</p> <ul style="list-style-type: none"> -read grade-level text independently -read grade-level text orally with fluency and accuracy -identify author's purpose and relate new learning to background experiences -identify various text types and structure -analyze and locate the elements of theme, character, setting, plot... -produce written and oral work that demonstrates comprehension of materials
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> -Providing citation of several pieces of textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. -Providing a statement of a theme or central idea of a text. -Providing an analysis of the development of 	<p>Other Evidence:</p> <ul style="list-style-type: none"> -Summative -Formative-i.e. exit tickets, learning logs -SGO Assessments -Benchmark Assessments -Narrative Writing -Reflection Log/Journal -Individual and Group Projects

<p>the theme or central idea over the course of the text.</p> <ul style="list-style-type: none"> -Providing an objective summary of the text. -Providing an analysis of how particular elements of a poem interacts. -Provides an analysis of how a poem's form or structure contributes to meaning. -Analysis of how an author develops and contrasts the points of view of different characters or narrators in a text. -Compare and contrast of a written story, to its audio, filmed, or multimedia version, including an analysis of the effects of techniques unique to each medium. -Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone. - Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). - Demonstrates ability to interpret figures of speech in context. - Demonstrates the ability to determine the relationship between particular words (e.g., synonym/antonym, analogy). -Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. -Written Expression: -Development of Ideas: The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. - Organization: The student response demonstrates purposeful coherence, clarity, 	<ul style="list-style-type: none"> -Large and Small group Discussion -Think/Pair/Share -Socratic Seminar
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and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.

-Clarity of Language: The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain specific vocabulary.

-Knowledge of Language and Conventions: The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in

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Stage 3- Learning Plan

Summary of Key Learning Events and Instruction:

Week 1- Introduction to the BIG Question through Socratic Seminar

Week 2- Unit notes and academic vocabulary

Week 3-6 Actively/Independently read, discuss/outline chosen selections within our Pearson Textbook (see Specific Resources). Use Practice and Assess (Resource Guides) with online assessments at the end of the unit through Pearson Benchmark Assessments and project choice boards.

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals

- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

- Pearson Textbook- Unit 4
 - All Poems in textbook
- Resource Guides
 - Week 13 (pg 150-159)
 - Week 14 (pg 160-169)
 - Week 15 (pg 174- 183)
 - Week 16 (pg 184- 193)
- Benchmarks 7 & 8
- The Cay, Timothy of The Cay & Fever 1793
- The Miracle Worker
- Study Island
 - Text Evidence
 - Sound & Structure
 - Literary Point of View
 - Central Ideas
 - Technical Meaning
 - Phrases and Clauses

- Varied Sentence Structure
- Character Counts Movies: *Rudy*, *Remember the Titans*, *Eddie the Eagle*, *Cool Runnings*

General Resources for Course

- Pearson Textbook
- Pearson Reading Kit
- YouTube/ TeacherTube
- Study Island
- Leveled Libraries American Reading Company (ARC)
- Scope Magazines
- ReadWorks
- Grading Rubrics
- Internet
- Teacher Generated Resources and Materials

Course Unit 4

Unit Title: Drama

Big Question: Do others see us more clearly than we see ourselves?

Date/Duration: Marking Period 2/4-6 weeks

New Jersey Student Learning Standard(s) addressed:

RL.7 Reading
 RI.7 Informational Text
 W.7 Writing
 SL.7 Speaking and Listening
 L.7 Language

Alignment with 21st Century Life and Career Skills 9.1:

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

Technology; 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Stage 1: Desired Results	
Transfer	
<p><i>Students will be able to independently use their learning to:</i></p> <p>Key Ideas and Details:</p> <p>-RL.7.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>-RL.7.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>Craft and Structure:</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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.7.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style</p> <p>.RL.7.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>-RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p> <p>WRITING</p> <p>Text Types and Purposes:</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</p>	
Meaning	
<p>Understandings:</p> <p><i>Students will understand that:</i></p> <p>-reading can be fun, improve growth in sentence structure, grammar, vocabulary, and comprehension.</p>	<p>Essential Questions:</p> <p>-What theme or idea might the author be exploring? What Literary devices does the author use, and what seems to be the purpose for using them? Why is it important to use English effectively? How does English affect my life now and in the future? How does knowledge of grammar improve reading, writing, speaking in my life? How does discussion improve understanding of literature? How can reading affect my life and my world view? Do others see us more clearly</p>

	than we see ourselves?
Acquisition	
Students will know for Unit 5... (Study Island and Pearson skills) -Reading is an important life skill. -Elements of drama & literary elements, setting, theme, conflict & plot. -Literary terms: dialogue, characterization, foreshadowing, symbols, flashback, similes, metaphor, & personification. -History that goes with the story,	Students will be able to... -analyze and respond to literary elements -develop vocabulary -apply grammar skills -develop writing proficiency -strengthen listening and speaking skills -apply reading skills: ask questions, connect details, read aloud according to punctuation to paraphrase & reread and restate to paraphrase -Write a solid paragraph with meaning.
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks: -Provides an analysis of how a drama's form or structure contributes to meaning. -Providing citation of several pieces of textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. -Providing a statement of a theme or central idea of a text. -Providing an analysis of the development of the theme or central idea over the course of the text. -Providing an objective summary of the text. -Analysis of how an author develops and contrasts the points of view of different characters or narrators in a text. -Compare and contrast of a written story, to its audio, filmed, or multimedia version, including an analysis of the effects of techniques unique to each medium. -Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the	Other Evidence: -Summative -Formative-i.e. exit tickets, learning logs -SGO Assessments -Benchmark Assessments -Narrative Writing -Reflection Log/Journal -Individual and Group Projects -Large and Small group Discussion -Think/Pair/Share -Socratic Seminar

impact of specific word choice on meaning and/or tone.

- Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- Demonstrates ability to interpret figures of speech in context.
- Demonstrates the ability to determine the relationship between particular words (e.g., synonym/antonym, analogy).
- Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases.
- Written Expression:
 - Development of Ideas: The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.
 - Organization: The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.
 - Clarity of Language: The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain specific vocabulary.
 - Knowledge of Language and Conventions: The student response demonstrates command of the conventions of standard English consistent with effectively

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Stage 3- Learning Plan

Summary of Key Learning Events and Instruction:

Week 1- Introduction to the BIG Question through Socratic Seminar

Week 2- Unit notes and academic vocabulary

Week 3-6 Actively/Independently read, discuss/outline chosen selections within our Pearson Textbook (see Specific Resources). Use Practice and Assess (Resource Guides) with online assessments at the end of the unit through Pearson Benchmark Assessments and project choice boards.

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework

- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

- Pearson Textbook- Unit 5 (Drama)
 - Monsters are Due on Maple Street
 - Christmas Carol
 - Julius Caesar (Movie & additional Resources)
 - Lightning Thief (can also be done in Unit 5 Oral Traditions)
- Resource Guides
 - Week 17 (pg 200- 209)
 - Week 18 (pg 210- 219)
 - Week 19 (pg 224- 233)
 - Week 20 (pg 234-243) Benchmarks 9 & 10
- The Call of The Wild (novel & movie)
- Study Island
 - Summary
 - Transitions
 - Task, Purpose and audience
 - Precise Language and Sensory Details
 - Quoting & Paraphrasing data
 - Citing Information
 - Verbs
 - Punctuation
- Character Counts Movies: *Rudy*, *Remember the Titans*, *Eddie the Eagle*, *Cool Runnings*

General Resources for Course

- Pearson Textbook
- Pearson Reading Kit
- YouTube/ TeacherTube
- Study Island
- Leveled Libraries- American Reading Company (ARC)
- Scope Magazines
- ReadWorks
- Grading Rubrics
- Internet
- Teacher Generated Resources and Materials

Course Unit 5

Unit Title: Oral Traditions

Big Question:

Community or Individual, which is more important?

Date/Duration: Marking Period 3/4-6 weeks

New Jersey Student Learning Standard(s) addressed:

RL.7 Reading

RI.7 Informational Text

W.7 Writing

SL.7 Speaking and Listening

L.7 Language

Alignment with 21st Century Life and Career Skills 9.1:

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

Technology: 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

Key Ideas and Details:

-RL.7.1 Cite the textual evidence that most strongly supports an 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, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

-RL.7.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure:

-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 specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.7.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.7.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Range of Reading and Level of Text Complexity:

-RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

WRITING

Text Types and Purposes:

-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

Meaning	
<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> -the importance of critically reading and comprehending oral traditions in relation to the Big Question. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why are oral traditions important? • How can we make text-to-text, text-to-self, text-to-world connections? • How can one be empowered through the spoken word? • How does one extract theme from a text and employ that theme in daily life? • How does the use of good grammar reflect one's ability to communicate? • What makes writing worth reading? • Why is it important for one to speak in clear, concise, organized language that varies in content and form for different audiences and purposes? • Why is it important to listen actively? • Why is it important to be exposed to various media sources?
Acquisition	
<p>Students will know..... -Students will know how to read and analyze tales in the oral tradition. As they read, they will</p>	<p>Students will be able to.... -Students will be able to use and evaluate various types of informational text</p>

think about and discuss answers to the Unit Big Question.	-Students will compare the use of a literary element in two or more works
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks: <ul style="list-style-type: none"> -Provides an analysis of how a drama's form or structure contributes to meaning. -Providing citation of several pieces of textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. -Providing a statement of a theme or central idea of a text. -Providing an analysis of the development of the theme or central idea over the course of the text. -Providing an objective summary of the text. -Analysis of how an author develops and contrasts the points of view of different characters or narrators in a text. -Compare and contrast of a written story, to its audio, filmed, or multimedia version, including an analysis of the effects of techniques unique to each medium. -Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone. - Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). - Demonstrates ability to interpret figures of speech in context. - Demonstrates the ability to determine the relationship between particular words (e.g., 	Other Evidence: <ul style="list-style-type: none"> -Summative -Formative-i.e. exit tickets, learning logs -SGO Assessments -Benchmark Assessments -Narrative Writing -Reflection Log/Journal -Individual and Group Projects -Large and Small group Discussion -Think/Pair/Share -Socratic Seminar

synonym/antonym, analogy).

- Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases.
- Written Expression:
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Recommended Accommodations and Modifications

ELL:

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- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
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- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

- Pearson Textbook- Unit 6

- Grasshopper Logic
- The Other Frog Prince
- Duckbilled Platypus
- Icarus & Daedalus
- Demeter & Persephone
- The Voyage
- Resource Guides
 - Week 21 (pg 244-253)
 - Week 22 (pg 254-263)
 - Week 23 (pg 268- 277)
 - Week 24 (pg 278- 287)
- Benchmarks 11 & 12
- Lightning Thief & Sea of Monsters
- Study Island
 - Capitalization
 - Multiple Meaning Words
 - Word Relationships
 - Meaning & Tone
- Character Counts Movies: *Rudy*, *Remember the Titans*, *Eddie the Eagle*, *Cool Runnings*

General Resources for Course

- Pearson Textbook
- Pearson Reading Kit
- YouTube/ TeacherTube
- Study Island
- Leveled Libraries-American Reading Company (ARC)
- Scope Magazines
- ReadWorks
- Grading Rubrics
- Internet
- Teacher Generated Resources and Materials