

**Quinton Township School District  
English Language Arts Literacy-Language  
Grade 7**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Grammar - Parts of Speech & Sentence Structure	<b>Pacing:</b>	8 weeks September to the beginning of November
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**Unit Summary:**

In this unit, students will review and build on their grammar knowledge from last year on the Parts of Speech and Sentence Structure. We will expand on their knowledge base from last year by introducing how to correct Dangling Modifiers and other, more complex grammar concepts. Toward the end of the unit, we will review the material and take a quiz on the Parts of Speech and Sentence Structure.

We will accomplish these mini-lessons and activities through morning warm ups which will integrate with instruction in the Writer's and Reader's Workshops.

**Objectives:**

SWBAT use correct sentence structure.

SWBAT identify phrases and clauses.

SWBAT use commas correctly.

SWBAT use correct verb tense.

SWBAT identify modifiers and correct placement.

SWBAT distinguish simple, compound, and complex sentences.

SWBAT identify declarative, interrogative, exclamatory, and imperative sentences.

SWBAT identify subjects, predicates, direct objects, indirect objects, and clauses within sentences.  
SWBAT identify and correct errors in run-on sentences and sentence fragments.  
SWBAT vary sentence structures to enhance the style and tone of their writing.

**Essential Questions:**

- Why is punctuation important?
- As a writer, and as a reader, why is verb tense important?
- Why are modifiers important?
- Why is it important to know what the parts of a sentence are?
  - How can the knowledge of different sentence types and the parts of a sentence make us better writers?
  - Why should we vary sentence structure in our writing?

**Common Core State Standards/Learning Targets:**

CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.7.1.A

Explain the function of phrases and clauses in general and their function in specific sentences.

CCSS.ELA-LITERACY.L.7.1.B

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CCSS.ELA-LITERACY.L.7.1.C

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.7.2.A

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

CCSS.ELA-LITERACY.L.7.3

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

CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.7.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.7.4.B

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

CCSS.ELA-LITERACY.L.7.4.C

Consult general and specialized 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.

CCSS.ELA-LITERACY.L.7.4.D

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

**CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY**

<b>CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY</b>		
<b>Interdisciplinary Connections</b>	<b>Including 21st Century Themes and Skills</b>	
Math Science Social Studies Art Music	Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy	<b>Creativity &amp; Innovation</b> <b>Critical Thinking &amp; Problem Solving</b> <b>Communication &amp; Collaboration</b> <b>Media Literacy</b> Information Literacy

Technology Spanish	Environmental Literacy	Information, Communication & Technology Life & Career Skills
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Nouns, Pronouns, and Verbs	Pearson Reality Central: Real World Writing Journal (189-215) <a href="#">Grammar Bytes</a>	<ul style="list-style-type: none"> <li>● Grammar Worksheets [p 190-207]</li> <li>● IXL Exercises: 7th Grade</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● 1:1 Device</li> <li>● IXL</li> </ul>
Week 2: Adjectives, Adverbs, and Articles	Pearson Reality Central: Real World Writing Journal (189-215) <a href="#">Grammar Bytes</a>	<ul style="list-style-type: none"> <li>● Grammar Worksheets [p 208-12]</li> <li>● IXL Exercises: 7th Grade</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● 1:1 Device</li> <li>● IXL</li> </ul>
Week 3: Conjunctions and Prepositions	Pearson Reality Central: Real World Writing Journal (189-215) <a href="#">Grammar Bytes</a>	<ul style="list-style-type: none"> <li>● Grammar Worksheets [p 213-5]</li> <li>● IXL Exercises: 7th Grade</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● 1:1 Device</li> <li>● IXL</li> </ul>
Week 4: Complete Sentences, Sentence Types, and Clauses	Pearson Reality Central: Real World Writing Journal (216-218)	<ul style="list-style-type: none"> <li>● Grammar Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> </ul>

	<a href="#">Grammar Bytes</a>	<p>[p 216]</p> <ul style="list-style-type: none"> <li>● IXL Exercises: 7th Grade</li> </ul>	<ul style="list-style-type: none"> <li>● Google Applications</li> <li>● 1:1 Device</li> <li>● IXL</li> </ul>
Week 5: Subjects and Predicates; Direct and Indirect Objects	<p>Pearson Reality Central: Real World Writing Journal (216-218)</p> <p><a href="#">Grammar Bytes</a></p>	<ul style="list-style-type: none"> <li>● Grammar Worksheets [p 216]</li> <li>● IXL Exercises: 7th Grade</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● 1:1 Device</li> <li>● IXL</li> </ul>
Week 6: Run-ons and Fragments; Identifying Errors in Sentences	<p>Pearson Reality Central: Real World Writing Journal (216-218)</p> <p><a href="#">Grammar Bytes</a></p>	<ul style="list-style-type: none"> <li>● Grammar Worksheets [p 217-218]</li> <li>● IXL Exercises: 7th Grade</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● 1:1 Device</li> <li>● IXL</li> </ul>
Week 7: Dangling Modifiers	<p>Pearson Reality Central: Real World Writing Journal (216-218)</p> <p><a href="#">Grammar Bytes</a></p>	<ul style="list-style-type: none"> <li>● Grammar Worksheets [p 217-218]</li> <li>● IXL Exercises: 7th Grade L.5,6,7</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● 1:1 Device</li> <li>● IXL</li> <li>● <a href="#">Chomp Chomp</a></li> </ul>
Week 8: Review & Summative Assessment	<p>Pearson Reality Central: Real World Writing Journal (189-215)</p>	<ul style="list-style-type: none"> <li>● Grammar Worksheets [p 217-218]</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google</li> </ul>

	<a href="#">Grammar Bytes</a>	<ul style="list-style-type: none"> <li>IXL Exercises: 7th Grade</li> </ul>	Applications <ul style="list-style-type: none"> <li>1:1 Device</li> <li>IXL</li> </ul>
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>            Monitor student participation during warm ups and check for accurate completion of grammar worksheets. Students will complete specified IXL activities as classwork outside of the daily warm up time. Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>            For a quiz grade, students will define the eight parts of speech (noun, pronoun, verb, adjective, adverb, conjunction, preposition, article) and identify each part of speech in sentences. Students will also define and identify the different sentence types (simple, compound, complex; declarative, imperative, interrogative, exclamatory).</p> <p><b>Suggested skills to be assessed:</b>            L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.             L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>

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| <ul style="list-style-type: none"><li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Utilize auditory reminders as deemed necessary.</li><li>• Provide breaks to allow for refocusing as necessary.</li><li>• Establish a consistent and daily routine.</li></ul> |  |  |  |
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**Quinton Township School District  
English Language Arts Literacy-Language  
Grade 7**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	2	<b>Unit Title:</b>	Capitalization, Punctuation, Formatting, and Spelling	<b>Pacing:</b>	10 weeks Beginning of November to end of December
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**Unit Summary:**

In this unit, students will review grammar rules and reinforce proper punctuation and capitalization. Students will review why certain rules are in place and what can happen when those rules are broken. From this point, we will introduce and practice how to use more complex punctuation such as semicolons, ellipses, hyphens, and dashes. Toward the end of the unit, students will formally review commonly misspelled words (which will be addressed prior to this point throughout the year) that programs like spellcheck will overlook. There will be two types of summative assessment for this unit. The first summative assessment will require students to achieve at least an 80 on specified IXL skills by the end of the unit. The second summative assessment will be a mini-project where students create and present posters illustrating the ways that they remember the correct spelling of frequently confused words. We will accomplish these mini-lessons and activities through morning warm ups which will integrate with instruction in the Writer's and Reader's Workshops.

\*After successful completion of this unit, we will continue to review the grammar concepts covered throughout the year during daily grammar warm-ups called "M.U.G. shots" (Mechanics, Usage, and Grammar). Mistakes made in students writing will be addressed through one-on-one conferences and small group instruction if needed.

**Objectives:**

SWBAT identify and correct mistakes in capitalization, punctuation, and spelling.

SWBAT include appositives in their writing by using commas or dashes.

SWBAT effectively use semicolons, hyphens, dashes, and ellipses in their own writing.

**Essential Questions:**

- Why is correct spelling important?
- How can incorrect spelling affect your reader?
- Why is proper punctuation important?
- How can punctuation completely change the intended meaning of a sentence?

**Common Core State Standards/Learning Targets:**CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.7.1.A

Explain the function of phrases and clauses in general and their function in specific sentences.

CCSS.ELA-LITERACY.L.7.1.B

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CCSS.ELA-LITERACY.L.7.1.C

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.7.2.A

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

CCSS.ELA-LITERACY.L.7.3

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

CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.7.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.7.4.B

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

CCSS.ELA-LITERACY.L.7.4.C

Consult general and specialized 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.

CCSS.ELA-LITERACY.L.7.4.D

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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week One: Comma Review	Pearson Reality Central: Real World Writing Journal (220-222)  IXL & Grammar Bytes	<ul style="list-style-type: none"><li>● M.U.G. Shots</li><li>● IXL: F Skills F.1,2,3,4,7</li></ul>	<ul style="list-style-type: none"><li>● Smart Board Applications</li><li>● Google Applications</li><li>● IXL</li></ul>

Week Two: Semicolons	Pearson Reality Central: Real World Writing Journal (220-222)  IXL & Grammar Bytes	<ul style="list-style-type: none"> <li>● M.U.G. Shots</li> <li>● IXL: F Skills F.8,9</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● IXL</li> </ul>
Week Three: Dashes and Hyphens	Pearson Reality Central: Real World Writing Journal (220-222)  IXL & Grammar Bytes	<ul style="list-style-type: none"> <li>● M.U.G. Shots</li> <li>● IXL: F Skills F.10,11</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● IXL</li> </ul>
Week Four: Using Ellipses Properly	Pearson Reality Central: Real World Writing Journal (220-222)  IXL & Grammar Bytes	<ul style="list-style-type: none"> <li>● M.U.G. Shots</li> <li>● IXL: F Skills F. 12</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● IXL</li> </ul>
Week Five: Capitalization	Pearson Reality Central: Real World Writing Journal (219)  IXL & Grammar Bytes	<ul style="list-style-type: none"> <li>● M.U.G. Shots</li> <li>● IXL: F Skills F.13</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● IXL</li> </ul>
Week Six: Formatting Quotations and Dialogue, a Review from Writer's Workshop; Formatting Titles Review	Writer's Workshop Units of Study  IXL & Grammar Bytes	<ul style="list-style-type: none"> <li>● M.U.G. Shots</li> <li>● IXL: F Skills F.16, 18</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● IXL</li> </ul>

Week Seven: Punctuation Review	Pearson Reality Central: Real World Writing Journal (220)  IXL & Grammar Bytes	<ul style="list-style-type: none"> <li>● M.U.G. Shots</li> <li>● IXL: F Skills</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● IXL</li> </ul>
Week Eight: Frequently Confused Words Continued	Pearson Reality Central: Real World Writing Journal (224-226)  IXL & Grammar Bytes	<ul style="list-style-type: none"> <li>● M.U.G. Shots</li> <li>● IXL: M.1, 2</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● IXL</li> </ul>
Week Nine: Correcting Common Errors	Pearson Reality Central: Real World Writing Journal (223)  IXL & Grammar Bytes	<ul style="list-style-type: none"> <li>● M.U.G. Shots</li> <li>● IXL: M.3, 4</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● IXL</li> </ul>
Week Ten: Review of Common Errors and Corrections	Pearson Reality Central: Real World Writing Journal (223)  IXL & Grammar Bytes	<ul style="list-style-type: none"> <li>● M.U.G. Shots</li> <li>● IXL: All M Skills</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● IXL</li> </ul>

CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY		
Interdisciplinary Connections	Including 21st Century Themes and Skills	
Math	Global Awareness	<b>Creativity &amp; Innovation</b>

Science Social Studies Art Music Technology Spanish	Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	<b>Critical Thinking &amp; Problem Solving</b> <b>Communication &amp; Collaboration</b> <b>Media Literacy</b> Information Literacy Information, Communication & Technology Life & Career Skills
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>            Monitor student participation during warm ups and check for accurate completion of grammar worksheets. Students will complete specified IXL activities as classwork outside of the daily warm up time. Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>            Part I: Over the course of the unit, students will achieve, at least, a score of 80 on the following IXL skills: F.5, F.9, I.14, M.1, M.2             Part II: Students will create posters illustrating the ways that they remember the correct spelling of frequently confused words. They will present these to the class and hang them up.</p> <p><b>Suggested skills to be assessed:</b>            L.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

<b>Differentiation</b>
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<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of the unit, students can create posters illustrating the ways that they remember the correct spelling of frequently confused words. They can present these to the class and hang them up.</li> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Allow students to assist peers or teach a lesson on a grammar concept to the class</li> </ul>
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<ul style="list-style-type: none"><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District  
English Language Arts Literacy-Language  
Grade 7**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	2-3	<b>Unit Title:</b>	Prefixes, Suffixes, and Roots	<b>Pacing:</b>	10 weeks Beginning of January to the beginning of April
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**Unit Summary:**

In this unit, students will use their knowledge of Prefixes, Suffixes, and Greek and Latin Roots to determine the meaning of unknown words. Students will build on their prior knowledge from 6th grade through IXL activities. At the end of the unit, students should have earned at least an 80 on each IXL skill; this will count as the summative assessment for the unit.

**Objectives:**

SWBAT determine the meaning of unknown words through context clues and their knowledge of prefixes, suffixes, and Greek and Latin roots.

SWBAT use print and digital dictionaries to determine the meaning of unknown words.

**Essential Questions:**

- How can we use Greek and Latin roots in our daily lives?
- What are some strategies we can use when we come across words we do not recognize?

**Common Core State Standards/Learning Targets:**

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.7.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.7.4.B

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

CCSS.ELA-LITERACY.L.7.4.C

Consult general and specialized 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.

CCSS.ELA-LITERACY.L.7.4.D

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

**CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY**

<b>CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY</b>		
<b>Interdisciplinary Connections</b>	<b>Including 21st Century Themes and Skills</b>	
Math Science Social Studies Art Music Technology Spanish	Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	<b>Creativity &amp; Innovation</b> <b>Critical Thinking &amp; Problem Solving</b> <b>Communication &amp; Collaboration</b> <b>Media Literacy</b> Information Literacy Information, Communication & Technology Life & Career Skills

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Weeks One through Five: Prefixes and Suffixes	IXL - G Skills	<ul style="list-style-type: none"> <li>● IXL</li> <li>● 7th Grade G.1, G.2, G.3, G.4, G.5, G.6, G.7, G.8</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● IXL</li> </ul>
Weeks Six through Ten: Greek and Latin Roots	IXL - H Skills	<ul style="list-style-type: none"> <li>● IXL</li> <li>● 7th Grade H.1, H.2, H.3, H.4</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● IXL</li> </ul>

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b> Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments. Incorporate identification of prefixes, suffixes, roots, and stems into other areas of class; prompt students draw from prior knowledge on a regular basis.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Students will earn a score of 80 on each IXL skill in the unit.</p> <p><b>Suggested skills to be assessed:</b> L.7.4.B 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>

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>

<p>instructional practices.</p> <ul style="list-style-type: none"><li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li><li>● Create modified assessments.</li><li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District  
English Language Arts Literacy-Language  
Grade 7**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Vocabulary	<b>Pacing:</b>	April through June
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**Unit Summary:**

In this unit, students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. In addition, students will 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. Students will build on their prior knowledge from 6th grade through IXL activities. At the end of the unit, students should have earned at least an 80 on each IXL skill; this will count as the summative assessment for the unit.

**Objectives:**

SWBAT interpret figures of speech (e.g. verbal irony, puns) in context.

SWBAT use the relationship between particular words to better understand each of the words.

SWBAT distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

SWBAT 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.

**Essential Questions:**

- Why is improving your vocabulary important?
- How do figures of speech enhance writing?

**Common Core State Standards/Learning Targets:**

CCSS.ELA-LITERACY.L.7.5

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

CCSS.ELA-LITERACY.L.7.5.A

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

CCSS.ELA-LITERACY.L.7.5.B

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

CCSS.ELA-LITERACY.L.7.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

CCSS.ELA-LITERACY.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.

**CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY**

<b>Interdisciplinary Connections</b>	<b>Including 21st Century Themes and Skills</b>	
<p><b>Math</b>  <b>Science</b>  <b>Social Studies</b>  <b>Art</b>  <b>Music</b>  <b>Technology</b>  <b>Spanish</b></p>	<p>Global Awareness                      Financial, Economic, Business and Entrepreneurial Literacy                      Civic Literacy                      Health Literacy                      Environmental Literacy</p>	<p><b>Creativity &amp; Innovation</b>  <b>Critical Thinking &amp; Problem Solving</b>  <b>Communication &amp; Collaboration</b>  <b>Media Literacy</b>                      Information Literacy                      Information, Communication &amp; Technology                      Life &amp; Career Skills</p>

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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Figures of speech	IXL - R Skills	<ul style="list-style-type: none"> <li>● IXL</li> <li>● 7th Grade R.1,2,3,4,5,6,7,8</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● IXL</li> </ul>
Using word relationships to determine meaning	IXL - J Skills	<ul style="list-style-type: none"> <li>● IXL</li> <li>● 7th Grade J.1,2,3,4,5,6,7,8,9</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● IXL</li> </ul>
Denotative and Connotative Meaning	IXL - K Skills	<ul style="list-style-type: none"> <li>● IXL</li> <li>● 7th Grade K.1,2,3,4,5</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● IXL</li> </ul>

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b> Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments. Incorporate identification of</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Students will earn a score of 80 on each IXL skill in the unit. Students will aim to consistently improve upon ABRA Vocabulary scoring through use of Quizlet and Quizlet Live.</p> <p><b>Suggested skills to be assessed:</b></p>



figures or speech and determining word meaning and encouraging vocabulary development throughout readers' and writers' workshops.

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people,</li> </ul>

<p>instructional texts.</p> <ul style="list-style-type: none"><li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li><li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li><li>• Create modified assessments.</li><li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			<p>societal institutions, nature and culture.</p>
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