

Domain: <i>Strand: Language</i>		
Cluster: <i>Conventions of Standard English</i>		
<ul style="list-style-type: none"> • Standards: <i>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> <ul style="list-style-type: none"> a. <i>Explain the function of phrases and clauses in general and their function in specific sentences.</i> b. <i>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</i> c. <i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</i> 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>To what extent do the rules of language affect communication?</p> <p>To what extent does the complexity of a sentence impact written communication?</p>	<p>Rules, the conventions of English grammar, help readers understand what is being communicated.</p> <p>Knowledge of sentence complexity facilitates writing for different purposes.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Construct different versions of the same sentence through the use of post-it notes (each post-it will denote one of the 5 Ws) • Enact teacher selected simple sentences; elaborate with additional details (adverbs, adjectives, etc.) to construct complex sentences • Construct illustrations of sentences with dangling misplaced modifiers, emphasizing the humor of the sentence, each should include incorrect and correct versions of the sentence (complete activity at: http://www.educationoasis.com/curriculum/LP/LA/dangling_modifier.htm)
Content Statements		
Students will demonstrate command of Standard English grammar during oral and written communication.		

Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <p>Formal:</p> <ul style="list-style-type: none">• Process writing of an essay• Skit performance <p>Informal:</p> <ul style="list-style-type: none">• Teacher observation• Anecdotal notes	<p>New Jersey Registered Speaking Rubric</p> <p>Purdue Online Writing Lab (http://owl.english.purdue.edu/)</p> <p>Sentence Diagramming (http://grammar.ccc.commnet.edu/grammar/diagrams/diagrams.htm)</p>	
<p>Equipment Needed</p>		
<p>Post-it Notes Construction Paper Markers, Crayons, etc.</p> <p>Assistive Technology (if available): Document Camera Projector SmartBoard Flip Camera</p>		

Domain: <i>Strand: Language</i>		
Cluster: <i>Conventions of Standard English</i>		
<p>1. Standards: <i>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>a) <i>Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</i></p> <p>b) <i>Spell correctly.</i></p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
To what extent are proper mechanics integral to scholarly writing?	Application of proper mechanics in writing promotes effective written communication.	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> Engage in small collaborative group-mechanics circles, whereby each student is assigned a specific role (punctuation protector, spelling seeker, capitalization captain) editing first drafts) Model a mini-lesson for their peers, teaching one rule specific to capitalization, punctuation, or spelling Engage in process writing utilizing proper mechanics Participate in editing a teacher selected passage using the correct spelling, punctuation and capitalization Engage in peer editing by projecting student writing samples onto whiteboard/SmartBoard, thereby allowing students to apply knowledge of editing symbols
Content Statements		
Students will demonstrate command of standard English capitalization, punctuation, and spelling when writing.		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may:	<ul style="list-style-type: none"> New Jersey Registered Holistic Scoring Rubric Writer's Checklist 	
Formal: <ul style="list-style-type: none"> Writing samples 		

<ul style="list-style-type: none">• Portfolio <p>Informal:</p> <ul style="list-style-type: none">• Mechanics checklist• Teacher conferencing• Teacher observations	<ul style="list-style-type: none">• List of Editing Symbols• Purdue Online Writing Lab (http://owl.english.purdue.edu/)
Equipment Needed	
Mechanics Checklist (teacher- or student-generated) List of Editing Symbols Colored Pens/Highlighters Assistive Technology: Document Camera Projector SmartBoard Internet	

Domain: Strand: Language		
Cluster: Knowledge of Language		
Standards: L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>To what extent do the rules of language affect communication?</p> <p>To what extent does word choice affect the message being conveyed?</p>	Effectively use the conventions of Standard English when writing, speaking, reading, or listening.	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> Engage in a debate of a controversial issue and support their position with precise content-specific concepts, words, and phrases Engage in peer assessment of debates using NJ Registered Speaking Rubric, offering classmates feedback based on rubric criteria Construct a persuasive/argumentative essay implementing peer feedback
Content Statements		
Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.		
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <p>Formal:</p> <ul style="list-style-type: none"> Debate Persuasive/Argumentative Essay (process writing) Portfolio <p>Informal:</p>	<ul style="list-style-type: none"> New Jersey Registered Speaking Rubric New Jersey Registered Holistic Scoring Rubric Writer's Checklist Purdue OWL 	

<ul style="list-style-type: none">• Teacher conferencing• Small group conferencing• Teacher observations	(http://owl.english.purdue.edu/)
Equipment Needed	
Informational texts related to selected controversial issues Assistive Technology: Document Camera Projector SmartBoard Internet Flip Camera	

Domain: Strand: Language

Cluster: Vocabulary Acquisition and Use

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

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why do readers need to pay attention to a writer's choice of words?</p> <p>To what extent does knowledge of etymology enlarge the scope of one's vocabulary?</p> <p>How does knowledge of language assist in drawing multiple meanings of words and phrases?</p>	<p>Words powerfully affect meaning.</p> <p>Knowledge of language assists in learning new words and their multiple meanings through the use of context, patterns of word changes, and resources.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Create a personal dictionary using vocabulary cues such as illustrations, synonyms, antonyms, sensory associations, etc. • Construct meaning of words based on context clues provided within the given passage • Create bookmarks that identify multiple strategies students can use when determining the meaning of a word (such as: examine context clues within a passage; referring to a list of common prefixes, roots, and suffixes; consulting a thesaurus or dictionary) • Create a PowerPoint to demonstrate understanding and

Content Statements	<p>Students will use both written and on-line resources to examine how varying vocabulary helps present ideas in a more constructive manner.</p> <p>Students will determine the proper part of speech which will effectively convey their intended message.</p>	<p>appropriate application of Greek and/or Latin roots, prefixes, and suffixes</p> <ul style="list-style-type: none"> • Collaborate to navigate and explain how to use various reference sites such as (www.dictionary.com, http://www.visuwords.com/) • Collaborate to generate multiple words using a set of given prefixes, roots, and suffixes
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <p>Formal:</p> <ul style="list-style-type: none"> • Teacher generated vocabulary tests • Vocabulary Stories • Podcast <p>Informal:</p> <ul style="list-style-type: none"> • Teacher Observation • Exit Slip 	<ul style="list-style-type: none"> • www.myvocabulary.com • http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html • http://vocabtest.com/ • http://www.merriam-webster.com/ • NJ Technology Readiness Rubric http://www.nj.gov/education/techno/techlit/tapin/2bii_rubric.pdf 	
Equipment Needed		
<p>Variety of Reading Materials</p> <p>Assistive Technology: Document Camera Projector</p>	<ul style="list-style-type: none"> • http://www.wordle.net/ • http://www.visuwords.com/ 	

SmartBoard Internet Flip Camera	
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Domain: Strand: Language

Cluster: Vocabulary Acquisition and Use

1.Standards: *L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.*
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.*
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).*

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences		
<p>Why is figurative language essential to written creativity?</p> <p>How do good readers construct meaning from text?</p>	<p>Knowledge of figurative language, word relationships, and nuances in word meanings aids in communication and analysis skills.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Create a skit enacting the meaning of an idiom • Construct flashcards that identify lines of poetry on one side and the type of figurative language being utilized on the other side • Describe sensory details of a particular type of object utilizing specific forms of figurative language • Explain an artist’s application of figurative language within his/her song lyrics • Compare and contrast how connotation and denotation changes the meaning of a sentence 		
<p>Content Statements</p>				
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>				

Assessments	Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <p>Formal:</p> <ul style="list-style-type: none">• Writing Samples that effectively utilize literary devices• Responses to literature that demonstrate understanding of how literary devices enhance writing/meaning of a passage• Oral presentation utilizing technological tools highlighting creative use of literary devices <p>Informal:</p> <ul style="list-style-type: none">• Teacher Observation	<p>www.readwritethink.org</p> <p>http://www.idiomconnection.com/</p> <p>http://www.azlyrics.com/</p> <p>http://owl.english.purdue.edu/</p>
Equipment Needed	
<p>Variety of Reading Materials</p> <p>Assistive Technology: Document Camera Projector SmartBoard Internet Flip Camera</p>	

<i>Domain:</i> Strand: Language		
<i>Cluster:</i> Vocabulary Acquisition and Use		
<i>1. Standards: 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.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
To what extent does word choice affect one's intended message?	Academic and domain specific words enable individuals to effectively expand their communication and comprehension.	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> Collaborate in small groups to use domain specific vocabulary to construct a summary or story Create a speech appropriately applying domain specific vocabulary Engage in completing concept webs (such as KWHL charts)
Content Statements		
Students will acquire academic and domain specific words to effectively communicate.		
Assessments	<p>Teacher Resources</p> <p>New Jersey Registered Speaking Rubric</p> <p>New Jersey Registered Holistic Scoring Rubric</p> <p>http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html</p>	
To show evidence of meeting this standard, students may:		
<p>Formal:</p> <ul style="list-style-type: none"> PowerPoint Presentation to augment speech Writing Samples <p>Informal:</p> <ul style="list-style-type: none"> Teacher Observation 		
Equipment Needed		
Variety of Reading Materials Chart Paper PowerPoint		

Assistive Technology: Document Camera Projector SmartBoard Internet	
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