



English Language Arts 2018 – Seventh Grade

Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
Unit 1 (pgs. 4-81) The Choices We Make <u>1st Quarter 8/14-10/13</u> (typically, 30 periods-50 min model)	How do authors use narrative elements to create a story? What are the elements of effective revision?	effect effective coherence internal coherence external coherence	EA 1: Revising a Personal Narrative about Choice <i>(2 class periods)</i> EA 2: Creating an Illustrated Myth <i>(4 class periods)</i>	<ul style="list-style-type: none"> To analyze genres and their organizational structures To examine the function of narrative elements To apply techniques to create coherence and sentence variety in writing To apply revision techniques in preparing drafts for publication
Unit 2 (pgs. 86-169) What Influences My Choices? <u>2nd Quarter 10/16-12/21</u> (typically, 32 periods-50 min model)	What role does advertising play in the lives of youth? What makes an effective argument?	claim counterclaim credibility primary source secondary source text features valid	EA 1: Writing an Expository Essay and Participating in a Collaborative Discussion <i>(2 class periods)</i> EA 2: Writing an Argumentative Essay <i>(4 class periods)</i>	<ul style="list-style-type: none"> To understand how our lives are affected by media and advertising To engage in collaborative discussions To write an expository essay To identify and analyze the use of appeals, language, and rhetorical devices in informational and argumentative texts To write an argumentative essay
Unit 3 (pgs. 174-260) Choices & Consequences <i>Tangerine (Novel)</i> <u>3rd Quarter 1/9-3/9</u> (typically, 31 periods-50 min model)	What is the relationship between choices and consequences? What makes a great leader?	interpret perspective subordinate	EA 1: Writing an Literary Analysis Essay <i>(2 class periods)</i> EA 2: Creating a Biographical Presentation <i>(2 class periods)</i>	<ul style="list-style-type: none"> To use textual evidence to support analysis and inferences To write a literary analysis essay To evaluate, analyze, and synthesize a variety of informational texts To create and present a biographical research project
Unit 4 (pgs. 266-353) How We Choose to Act <i>Twelfth Night (Drama)</i> <u>4th Quarter 3/12-5/24</u> (typically, 44 periods-50 min model)	How do writers and speakers use language for effect? How do performers communicate meaning to an audience?	precise structure improvise diagram	EA 1: Creating and Presenting a Monologue <i>(4 class periods)</i> EA 2: Performing a Shakespearean Dialogue <i>(4 class periods)</i>	<ul style="list-style-type: none"> To increase textual analysis skills across genres To strengthen verbal and nonverbal communication skills To improve oral fluency and presentation skills To collaborate on a Shakespearean performance

Red = Core Text

See Unit “Planning the Unit” for a complete listing of resources

KEY TEXTS - Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)	STRATEGIES FOCUS - Explicit teaching of effective strategies that provide scaffolding for all students while moving toward independent learning	
<p>Poetry: "The Road Not Taken," by Robert Frost</p> <p>Poem: "Choices," by Nikki Giovanni</p> <p>Personal Narrative: "The Scholarship Jacket," by Marta Salinas</p> <p>Personal Narrative: "Why Couldn't I Have Been Named Ashley?" By Imma Achilike</p> <p>Myth: "Arachne," by Olivia E. Coolidge</p> <p>Informational Text : "A Note from the Author," by Virginia Hamilton</p> <p>Fable: "The Burrow and the Fox" by Angel Vigil</p> <p>Myth: "Huveane and Clay People," from <i>Voices of the Ancestors: African Myth</i>, by Tony Allan, Fergus Fleming, and Charles Phillips</p> <p>Informational Text: "Facts About Marketing to Children," The Center for a New American Dream</p> <p>Article: "Marketing to kids gets more savvy with new technologies"</p> <p>Essay: "America the Not-So-Beautiful," by Andrew A. Rooney</p> <p>Informational Text: "Another study highlights the insanity of selling junk food in school vending machines," by Karen Kaplan</p> <p>Speech: "Ain't I a Woman?" by Sojourner Truth</p> <p>Speech: "Remarks to the U.N. 4th World Conference on Women Plenary Session" (excerpt), by Hillary Rodham Clinton</p> <p>Novel: <i>Tangerine</i>, by Edward Bloor</p> <p>Biography: Nobel Peace Prize Biography of Nelson Mandela</p> <p>Autobiography: Excerpt from <i>Long Walk to Freedom</i> by Nelson Mandela</p> <p>Poetry: "Invictus," by William Ernest Henley</p> <p>Speech: Nelson Mandela's Nobel Peace Prize Acceptance Speech</p> <p>Poetry: "Stopping by Woods on a Snowy Evening," by Robert Frost</p> <p>Poetry: "maggie and milly and molly and may," by E.E. Cummings</p> <p>Monologue: "Eye Contact," by Deborah Karczewski</p> <p>Drama: Excerpts from <i>Twelfth Night</i>, by William Shakespeare</p>	<ul style="list-style-type: none"> • Metacognitive Markers • Adding by Looping • Diffusing • SOAPSTone 	<ul style="list-style-type: none"> • Questioning the Text • SIFT • Choral Reading • RAFT
	<p>LANGUAGE AND WRITER'S CRAFT/LANGUAGE CHECKPOINTS Instruction that provides grammar support and instruction in the context of actual reading and writing. Each unit contains additional grammar instruction in Grammar and Usage call-out boxes</p>	
	<ul style="list-style-type: none"> • Creating Coherence • Sentence Variety • Punctuating Coordinate Adjectives • Pronouns and Antecedents • Revising for Cohesion and Clarity • Revising for Precise Language and Formal Style • Sentence Variety • Sentence Structure and Transitions • Using Rhetorical Devices • Phrases and Clauses • Revising with Subordinate Clauses • Revising with Coordinating Conjunctions • Understanding Phrases • Active versus Passive Voice • Adjectival and Prepositional Phrases • Dangling and Misplaced Modifiers • Varying Syntax for Effect • Using Possessive Nouns and Pronouns • Writing Parallel Lists • Placing Modifiers • Using Pronouns 	

Reading Literary Text 45% (16-20 pts) • Key Ideas/Details RL.7.1, RL.7.2, RL.7.3 • Craft & Structure RL.7.4, RL.7.5, RL.7.6 • Integration of Knowledge/Ideas RL.7.7, RL.7.9 • Vocabulary L.7.4, L.7.5

Reading Informational Text 55% (20-24 pts) • Key Ideas/Details RI.7.1, RI.7.2, RI.7.3 RH.7.1, RH.7.2, RH.7.3 RST.7.1, RST.7.2, RST.7.3 • Craft/Structure RI.7.4, RI.7.5, RI.7.6 RH.7.5, RH.7.6 RST.7.5, RST.7.6 • Integration of Knowledge/Ideas RI.7.7, RI.7.8, RI.7.9 RH.7.7, RH.7.8, RH.7.9 RST.7.7, RST.7.8, RST.7.9 • Vocabulary L.7.4, L.7.5, RST.7.4, RH.7.4

Writing (20 pts) • Argument W.7.1, W.7.4 – W.7.9 WHST.7.1, WHST.7.4 – WHST.7.9 L.7.1, L.7.2, L.7.3, L.7.5, L.7.6 • Informative/Explanatory W.7.2, W.7.4 – W.7.9 WHST.7.2, WHST.7.4 – WHST.7.9 L.7.1, L.7.2, L.7.3, L.7.5, L.7.6

ENGLISH LANGUAGE ARTS GRADE 7

Unit 1: students will focus on refining these important skills and knowledge areas for AP/College Readiness/ODE Blue Print

- Analyzing literature using the language of literary analysis (Activities 1.3, 1.11)
- Making careful observations of textual detail (Activities 1.11, 1.14)
- Reading widely from fiction and nonfiction (Activity 1.4, 1.5, 1.8, 1.15)
- Creating reflective writing (Activities 1.7, 1.8, 1.9)
- Using strategies to revise the content and organization of a text (Activities 1.6, 1.7, 1.8, 1.9)

Embedded Assessment 1: Revising a Personal Narrative About Choice	Embedded Assessment 2: Creating an Illustrated Myth
<p>Skills and Knowledge: Narrative Writing</p> <ul style="list-style-type: none"> • Describe an incident relating to <i>choice</i> and <i>consequence</i>. • Explain response to the incident. • Reflect on lesson learned. • Organize a logical sequence of events. • Use transitions to signal shifts and to create coherence. • Use connotative words & descriptive details (sensory & figurative language) for effect. • Use precise diction and a variety of sentence structures. • Demonstrate command of conventions. • Work through all stages of the writing process. <p>Revision</p> <ul style="list-style-type: none"> • Collaborate in Writing Groups to give and receive specific feedback. • Outline and implement an effective revision plan. • Explain reasons for revisions. 	<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Describe a natural phenomenon that teaches a lesson. • Use dialogue to develop characters. • Use visual techniques and symbols for effect. • Use elements of plot to create a logical event sequence. • Use transitions to signal shifts and to create coherence. • Use connotative words and descriptive details (sensory and figurative language) to create characters, setting, and events. • Use a variety of sentence structures. • Demonstrate command of conventions. • Work through all stages of the writing process.

Unit 2: students will focus on refining these important skills and knowledge areas for AP/College Readiness:

- Analyzing the connection between content, purpose, and audience (Activities 2.4, 2.5, 2.12)
- Analyzing and interpreting samples of good writing (Activities 2.2, 2.12, 2.13, 2.14, 2.15)
- Identifying and explaining an author’s use of rhetorical strategies and techniques (Activities 2.13, 2.14)
- Creating and sustaining an argument based on readings, research, and/or personal experience (Activities 2.12, 2.13, 2.14, 2.15)
- Producing effective explanatory compositions (Activities 2.4, 2.5, 2.6, 2.8)

Embedded Assessment 1: Writing an Explanatory Essay & Participating in Collaborative Discussion	Embedded Assessment 2: Writing an Argumentative Essay
<p>Skills and Knowledge: (Informative/Explanatory-ODE/BP)</p> <ul style="list-style-type: none"> • Gather and synthesize relevant information from credible print and non-print sources. • Establish a controlling idea & support it with facts, details, & examples from experience and research. • Sequence ideas and use transitions to create coherence. • Provide a clear and focused introduction and conclusion. • Use precise diction and a variety of sentence structures. • Demonstrate command of conventions. • Engage effectively in a collaborative discussion. 	<p>Skills and Knowledge: (Argument ODE/BP)</p> <ul style="list-style-type: none"> • Gather and synthesize relevant information from credible print and non-print sources. • Establish a clear claim and support it with valid reasoning, relevant and sufficient evidence, and counterclaims. • Sequence ideas logically and use transitions to create coherence. • Provide a clear and focused introduction and conclusion. • Use a formal style and tone. • Use a variety of rhetorical devices, appeals, and sentence structures for effect. • Demonstrate command of conventions (e.g., when citing textual evidence).

Unit 3: students will focus on refining these important skills and knowledge areas for AP/College Readiness:

- Using AP strategies and close reading to analyze how a literary text conveys meaning (Activities 3.3, 3.8, 3.17)
- Analyzing literature using the language of literary analysis (Activities 3.5, 3.8, 3.12, 3.20)
- Writing a literary-response essay that discusses the effects of literary elements and uses textual evidence to support analysis (Activities 3.6, 3.9, 3.10, 3.12, 3.14)
- Paying conscious attention to strategies for revising the content and organization of an essay (Activities 3.7, 3.8, 3.11)
- Synthesizing information from a variety of genres (Activities 3.17, 3.18, 3.19, 3.20)

Embedded Assessment 1: Writing a Literary Analysis Essay	Embedded Assessment 2: Creating a Biographical Presentation
<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Write a multiparagraph literary analysis essay that addresses the prompt. • Develop a thesis and supporting topic sentences. • Use textual evidence to support analysis. • Cite sources correctly. • Examine choices based on consequences and impact on character. • Use precise, academic language. • Use a variety of sentence structures. • Work through all stages of the writing process. 	<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Develop a multimedia presentation. • Conduct research and synthesize findings. • Summarize the main points of a leader’s positive changes. • Select relevant examples and visual aids to support presentation. • Work productively in groups to create and present the project. • Evaluate sources of information. • Generate an annotated bibliography.

Unit 4: students will focus on refining these important skills and knowledge areas for AP/College Readiness:

- Analyzing literary texts using the language of literary analysis (Activities 4.2, 4.5, 4.7, 4.11)
- Analyzing the connection between content, purpose, and audience (Activities 4.2-4.5)
- Making meaning of a wide variety of texts of literary merit (Activities 4.2, 4.5, 4.7, 4.13)
- Writing responses to literary texts that discuss the effects of literary elements and using textual evidence to support analysis (Activities 4.2, 4.3, 4.5)
- Writing for a variety of purposes (Activities 4.2, 4.3, 4.4, 4.13, 4.16)

Embedded Assessment 1: Creating and Presenting a Monologue	Embedded Assessment 2: Performing Shakespearean Dialogue
<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Use narrative techniques to create interest and develop a persona. • Sequence ideas logically. • Provide a clear introduction and conclusion. • Use a variety of transitions to convey sequence and signal shifts. • Use poetic and literary devices for effect (e.g., to develop tone, create imagery). • Vary syntax and punctuation for meaning, sound, style, and interest. • Incorporate props, delivery techniques, facial expressions, and/or movement to reinforce or emphasize ideas and engage an audience. • Deliver ideas fluently with appropriate volume, rate, pitch, and inflection. 	<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Determine the figurative and connotative meaning of words and phrases, and analyze the impact of specific word choice on meaning and tone. • Analyze the interactions between individuals, events, and ideas in a text. • Annotate text to indicate choices for vocal and visual delivery. • Explain a plan for a performance. • Communicate meaning through vocal delivery (e.g., through tone, pauses, volume). • Communicate meaning through visual delivery (e.g., through facial expressions, movements, gestures, theatrical elements). • Listen to comprehend and evaluate performances. • Reflect on strengths, challenges, and growth. • Evaluate performances.