

Grade Seven Language Arts Curriculum

Unit 1: Identity

The students will read/write a variety of fiction focusing on how our environment and people around us influence and impact us as individuals. Different literary elements writers use to craft a good story will be focused on, as well.

Unit 2: Informational Text

The students will read/write about a variety of informational texts.

Unit 3: Social Issues

Unit 4: Poetry

The students will read a variety of poetry selections. Students will read closely, discuss, analyze, and write about poetry.

Unit 5: Research and Inquiry

Grade: 7 Unit 1	Subject: Language Arts Pacing: approximately 6 weeks Unit Theme: Identity
Overarching Standards	Reading for Literature Standards CC.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards CC.W.10 Write routinely over extended time frames(time for research, reflection, and revision) and shorter time frames(a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. Speaking and Listening CC.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Language Standards CC.L.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
Enduring Understanding	<ol style="list-style-type: none"> 1. Identity is influenced by our environment, the people around us, and experiences. 2. Identity is continually developing. 3. Authors reveal identity through story elements.
Essential Questions	<ol style="list-style-type: none"> 1. What influences the development of our identity? 2. Is your identity ever complete? 3. How do authors reveal identity?
Priority Standards CCSS	CC.7.R.L.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC.7.R.L.3 Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). CC.7.R.L.6 Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. CC.7.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.7.SL.1 Speaking and Listening: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics texts, and issues</i> , building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments

	<p>with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>CC.7.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Supporting CCSS</p>	<p>CC.7.RL.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text</p> <p>CC.7.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrase, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.7.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)</p> <p>CC.7.SL.2 Comprehension and Collaboration: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CC.7.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CC.7L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>CC.7.L.2.a Conventions of Standard English: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>CC.7.L.2.b Conventions of Standard English: Spell correctly.</p> <p>CC.7.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

	<p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>CC.7.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>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.</p> <p>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).</p> <p>CC.7.L.5. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p>CC.7.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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<p>Suggested Strategies/Modes</p> <ul style="list-style-type: none"> ● Independent Reading ● Reciprocal Teaching Strategies ● Concept Circles ● Front Load Vocabulary ● Student Choice ● Reader’s/Writer’s Notebook ● Stop and Jot ● Lift a Line ● Narrative Process Writing ● Collaborative Groups 	<p>Suggested Materials/Resources</p> <ul style="list-style-type: none"> ● Novels – Student Choice, Varied Levels <p><i>The Outsiders</i>-S.E. Hinton</p> <p><i>Hatchet</i> (LL)-Gary Paulsen</p> <p><i>The Crossing</i>- Gary Paulsen</p> <p><i>Homecoming</i>-Cynthia Voigt</p> <p><i>Dacey’s Song</i>-Cynthia Voigt</p> <p><i>That Was Then, This is Now</i>-S.E. Hinton</p> <ul style="list-style-type: none"> ● Pg. 242- <i>Three Century Woman</i> ● Pg. 250- <i>Charles</i> ● Pg. 64- <i>Thank you Ma’am</i> 	<p>Suggested Assessments</p> <ul style="list-style-type: none"> ● Narrative Writing Piece focusing on personal identity ● Class Discussion(informal assessment) ● Accountable Talk (small group)SL1.RL2 ● Informal/formal constructed responses to novel RL2. RL9. W4. L2. ● Rubric *(see SBAC rubric)
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Grade: 7 Unit 2	Subject: Language Arts Pacing: approximately 6 weeks Unit Theme: Informational Text
Overarching Standards	Reading for Information Standards CC.R.I.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards CC.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames(a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. Speaking and Listening CC.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Language Standards CC.L.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
Enduring Understanding	<ol style="list-style-type: none"> 1. Readers use knowledge of nonfiction text features and structures to support comprehension. 2. Readers think critically and ask questions to interpret, analyze, and evaluate informational text and author’s purpose. 3. Authors use text features and specific word choice to reveal the internal structure of the text. 4. Authors use researched evidence to support a claim when writing informational text.
Essential Questions	<ol style="list-style-type: none"> 1. How do text features and structures help authors communicate their information to readers? 2. How do readers think critically and ask questions to interpret, analyze, and evaluate informational text and author’s purpose? 3. How do authors use text features and specific word choice to reveal the internal structure of the text? 4. How does an author use evidence to support a claim?
Priority Standards CCSS	CC.7.R.I.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC.7.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.7.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CC.7.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	<p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
<p>Supporting Standards CCSS</p>	<p>C.C.7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>C.C.7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events.)</p> <p>C.C.7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>C.C.7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>C.C.7.RI.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>C.C.7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>C.C.7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>C.C.7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CC.7.SL.1 Speaking and Listening: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>CC.7.SL.2 Comprehension and Collaboration: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CC.7.SL.3 Comprehension and Collaboration: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.7.SL.5 Presentation of Knowledge and Ideas: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CC.7.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CC.7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
 - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
- CC.7.L.2** Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.7.L.2.a** Conventions of Standard English: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- CC.7.L.2.b** Conventions of Standard English: Spell correctly.
- CC.7.L.4** Vocabulary Acquisition and Use: 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).
- CC.7.L.5.**
- 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*).
- CC.7.L.6** Vocabulary Acquisition and Use: 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. **CC.7W.2**
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CC7 W.2A** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- C.C7 W.2B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C.C7 W.2C** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- C.C7 W.2D** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- C.C7 W.2E** Establish and maintain a formal style.
- C.C7 W.2F** Provide a concluding statement or section that follows from and supports the information or explanation presented.

Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ul style="list-style-type: none">● Independent Reading● Reciprocal Teaching Strategies● Variety of Informational Articles● Front Load Vocabulary● Variety of graphic organizers● Student Choice● Reader’s and Writer’s notebooks	<ul style="list-style-type: none">● Anthology Book short stories● pgs. 872-902 <p>-“What do you know About Sharks?”, “Great White Sharks”, “Like Black Smoke”, “A World Turned Upside Down”</p> <ul style="list-style-type: none">● A variety of feature articles	<ul style="list-style-type: none">● Compare/contrast chart RI1● Performance task geared around 3 articles based on the same topic

<p>Grade: 7 Unit 3</p>	<p>Subject: Language Arts Pacing: approximately 6 weeks Unit Theme: Social Issues</p>
<p>Overarching Standards</p>	<p>Reading for Literature Standards R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading for Information Standards R.I.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Standards W.10 Write routinely over extended time frames(time for research, reflection, and revision) and shorter time frames(a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>Speaking and Listening SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>
<p>Enduring Understanding</p>	<ol style="list-style-type: none"> 1. A social issue is a common problem in the world. 2. Social issues affect individuals, groups, and society in general. 3. Social issues can be seen in the world around us and in a variety of texts. 4. Writing about social issues can bring about awareness to the topic itself.
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. What is a social issue? 2. Who does social issues affect? 3. How do we become informed about social issues? 4. How can we bring about awareness to different social issue topics?
<p>Priority Standards CCSS</p>	<p>CC.7.R.L.6Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>CC.7.R.I.2Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CC.7.R.I.3Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CC.7.W.1Write arguments to support claims with clear reasons and relevant evidence.</p>

	<p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.7.W.10 Write routinely over extended time frames(time for research, reflection, and revision) and shorter time frames(a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>CC.7.SL.1Speaking and Listening: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>CC.7.SL.6Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CC.7L.1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>
<p>Supporting Standards CCSS</p>	<p>CC.7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CC.7.RL.3 Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>CC.7.RL.6 Analyze how an author develops and contrasts the point of view of different characters or narrators in a text.</p> <p>CC.7.RL.7 Integration of Knowledge and Ideas: Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>

CC.7.R.L.9 Integration of Knowledge and Ideas: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CC.7.RI.6 Craft and Structure: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CC.7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CC.7.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)

CC.7.W.9. Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”)

b. Apply grade 7 Reading standards to literary nonfiction (e.g. ”Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

CC.7.SL.2 Comprehension and Collaboration: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

CC.7.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.7.L.2.a Conventions of Standard English: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

CC.7.L.2.b Conventions of Standard English: Spell correctly.

CC.7.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

CC.7.L.4 Vocabulary Acquisition and Use: 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).

CC.7.L.5. 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*).

CC.7.L.6 Vocabulary Acquisition and Use: 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.

Suggested Strategies/Modes

- Independent reading
- Reciprocal Teaching strategies
- Anticipatory Guide
- Reader’s/Writer’s Notebooks (on-going) making connections, identifying conflicts, effects of choices made, influence on characters and society

Suggested Materials/Resources

- **Novels-Student**
- Choice-Variou Levels
- *The Giver* – Lois Lowry
- *Staying Fat for Sarah Byrne*- Chris Crutcher
- *Drums, Girls, and Dangerous Pie*- Jordan Sonnenblick
- *When Zachary Beaver Came to Town*- Kimberly Willis Holt
 - Anthology (tone in fiction Unit 4)
 - *The Lottery*- Shirley Jackson

Suggested Assessments

- Written responses to text dependant questions
- Argumentative paragraphs
- Argumentative essay
- Notebook checks
- Classroom discussions

	<p>-Informational articles on social issues (social media, homelessness, hunger, gun control, immigration, peer pressure, and cheating in sports)</p>	
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Grade: 7 Unit 4	Subject: Language Arts Pacing: approximately 6 weeks Unit Theme: Poetry
Overarching Standards	Reading for Literature Standards CC.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards CC.W.10 Write routinely over extended time frames(time for research, reflection, and revision) and shorter time frames(a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. Speaking and Listening CC.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Language Standards CC.L.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
Enduring Understanding	<ol style="list-style-type: none"> 1. Poets use figurative language to 2. A reader uses figurative language and structure in order to convey meaning in a poem.
Essential Questions	<ol style="list-style-type: none"> 1. How does a poet use figurative language to convey meaning in their poem? 2. How does the structure of a poem contribute to its meaning? 3. How does a reader analyze and interpret the meaning of poetry?
Priority Standards CCSS	CC.7.RL.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC.7.RL.3 Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). CC.7.RL.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. CC.7.RL.5 Craft and Structure: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. CC.7.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.7.SL.1 Speaking and Listening: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics texts, and issues</i> , building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

	<p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>CC.7.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Supporting CCSS</p>	<p>CC.7.RL.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CC.7.RI.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>CC.7.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).</p> <p>CC.7.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)</p> <p>CC.7.W.6 Production and Distribution of Writing: Use technology, including the internet, to produce and publish writing and link to cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CC.7.SL.2 Comprehension and Collaboration: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CC.7.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CC.7.L.2.a Conventions of Standard English: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>CC.7.L.2.b Conventions of Standard English: Spell correctly.</p> <p>CC.7.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>CC.7.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p>

	<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>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.</p> <p>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).</p> <p>CC.7.L.5.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p>CC.7.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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<p>Suggested Strategies/Modes</p> <ul style="list-style-type: none"> ● Independent Reading ● Reciprocal Teaching Strategies ● Concept Circles ● Front Load Vocabulary ● Student Choice ● Reader’s/Writer’s Notebook ● Stop and Jot ● Lift a Line ● Narrative Process Writing ● Collaborative Groups 	<p>Suggested Materials/Resources</p> <ul style="list-style-type: none"> ● Novels – Student Choice, Varied Levels <p><i>The Outsiders</i>-S.E. Hinton</p> <p><i>Hatchet</i> (LL)-Gary Paulsen</p> <p><i>The Crossing</i>- Gary Paulsen</p> <p><i>Homecoming</i>-Cynthia Voigt</p> <p><i>Dacey’s Song</i>-Cynthia Voigt</p> <p><i>That Was Then, This is Now</i>-S.E. Hinton</p> <ul style="list-style-type: none"> ● Pg. 242- <i>Three Century Woman</i> ● Pg. 250- <i>Charles</i> ● Pg. 64- <i>Thank you Ma’am</i> 	<p>Suggested Assessments</p> <ul style="list-style-type: none"> ● Narrative Writing Piece focusing on personal identity ● Class Discussion(informal assessment) ● Accountable Talk (small group)SL1.RL2 ● Informal/formal constructed responses to novel RL2. RL9. W4. L2. ● Rubric *(see SBAC rubric)
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<p>Grade: 7 Unit 5</p>	<p>Subject: Language Arts Pacing: Approximately 6 weeks Unit Theme: Research and Inquiry</p>
<p>Overarching Standards</p>	<p>Reading for Information Standards R.I.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards W.10 Write routinely over extended time frames(time for research, reflection, and revision) and shorter time frames(a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. Speaking and Listening SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Language Standards L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Enduring Understanding</p>	<ol style="list-style-type: none"> 1. Researchers use a variety of sources when gathering information. 2. Researchers determine what they want to know about a topic and develop inquiry questions that they will investigate. 3. Researchers review and synthesize their research to develop and communicate an evidence based perspective on their area of investigation.
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. How do we know if a resource is reliable? 2. How do researchers determine and develop a topic for their research? 3. How do researchers organize and present the information gathered?
<p>Priority Standards CCSS</p>	<p>CC.7.RI.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC.7.W.2Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CC.7.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. CC.7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>

	<p>as: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CC.7.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.7.SL.2 Comprehension and Collaboration: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CC.7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>
<p>Supporting Standards CCSS</p>	<p>CC.7.RI.2 Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CC.7.RI.5 Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CC.7.RI.6 Craft and Structure: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CC.7.RI.7 Integration of Knowledge and Ideas: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CC.7.RI.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CC.7.RI.9 Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CC.7.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)</p> <p>CC.7.SL.2 Comprehension and Collaboration: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>CC.7.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

CC.7.L.2.a Conventions of Standard English: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

CC.7.L.2.b Conventions of Standard English: Spell correctly.

CC.7.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

CC.7.L.4 Vocabulary Acquisition and Use: 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).

CC.7.L.5. 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*).

CC.7.L.6 Vocabulary Acquisition and Use: 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.

Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ul style="list-style-type: none"> ● Graphic organizers for note taking ● Independent Reading/Research ● Reciprocal Teaching Strategies ● Citing sources properly ● Peer-editing ● Student choice topic ● Outlining ● -mini-lesson on citations, works cited page, plagiarism, etc ● -notes on various research topics, including thesis statements and paraphrasing ● -computer lab usage for research and typing papers ● -write a research report using different components of the writing process ● -utilize the media center, the internet, and other resources for research and citation development ● student/teacher conferencing 	<ul style="list-style-type: none"> ● Internet ● Library ● Non-fiction books ● Personal observations and interviews ● Visit web-sites to enhance learning of places studied ● Anthology(unit 9) p.967 <p>Research</p> <ul style="list-style-type: none"> · p.918 nonfiction(Athlete's Salaries) 	<ul style="list-style-type: none"> ● Final research paper ● Self-assessment ● See Rubric ● Research writing ● Graphic organizers ● Student notes