

**Grade Seven English Language Arts
Unit 1 Reading and Writing**

Subject(s)	English Language Arts
Unit of Study	Unit #1 – The Making of a Good Story
Pacing	30 days (25 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)

Reading

CCR.7.RL.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.

CCR.7.RI.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

CCR.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.

Speaking and Listening

CCR.7.SL.6 ADAPT speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

CCR.7.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.

Priority and Supporting CCSS

CCR.7.RL.3 ANALYZE how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCR.7.RL.6 ANALYZE how an author develops and contrasts the points of view of different characters or narrators in a text.

CCR.7.W.3b USE narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCR.7.W.3d USE precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCR.7.SL.1c 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.

CCR.7.L.4b USE common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

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<p>CCR.7.W.3 WRITE narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCR.7.W.3a 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>CCR.7.W.3c USE a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>CCR.7.W.3e PROVIDE a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CCR.7.SL.1 ENGAGE effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, BUILDING on others' ideas and expressing their own clearly.</p> <p>CCR.7.SL.1a 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>CCR.7.SL.1b FOLLOW rules for collegial discussions, TRACK progress toward specific goals and deadlines, and DEFINE individual roles as needed.</p> <p>CCR.7.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR.7.L.1a EXPLAIN the function of phrases and clauses in general and their function in specific sentences.</p> <p>CCR.7.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR.7.L.2b SPELL correctly.</p> <p>CCR.7.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCR.7.L.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.</p> <p>CCR.7.L.4a 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>
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Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>RL.3</p> <ul style="list-style-type: none"> • Story Elements <ul style="list-style-type: none"> ○ Plot (e.g., rising action, falling action, flashback, foreshadowing, climax/turning point, resolution) ○ Episodes ○ Conflicts ○ Character types (e.g., flat/round, static/dynamic) and character roles (e.g., protagonist/antagonist, hero/villain) ○ Setting 	<p>RL.3</p> <p>EXPLAIN (how characters interact and how settings change)</p> <p>EXPLAIN (how plot elements interact and create mood)</p> <p>ANALYZE (how particular elements of a story or drama interact)</p>	<p>2</p> <p>2</p> <p>4</p>

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<ul style="list-style-type: none"> ○ Mood ● Drama Elements <ul style="list-style-type: none"> ○ Acts ○ Scenes ○ Dialogue ● Character actions and feelings 		
<p>RL.6</p> <ul style="list-style-type: none"> ● Author's purpose ● point of view <ul style="list-style-type: none"> ○ first-person ○ third-person ○ third-person limited ○ third-person omniscient ● character ● narrator 	<p>RL.6 DESCRIBE (author's purpose for writing text) 1 IDENTIFY (different characters' points of views) 1 ANALYZE (how author develops point of view of characters or narrators) 4 ANALYZE (how author contrasts point of view of characters or narrators) 4</p>	
<p>W.3b</p> <ul style="list-style-type: none"> ● Awareness of audience ● Topic ● Effective narrative techniques <ul style="list-style-type: none"> ○ dialogue ○ elaboration ○ description ● Experiences ● Well-structured event sequence ● Characters 	<p>W.3b USE (narrative techniques) 3 DEVELOP (experiences, events, and/or characters) 6</p>	
<p>W.3d</p> <ul style="list-style-type: none"> ● Precise words and phrases ● Relevant descriptive details ● Figurative language ● Plot Development <ul style="list-style-type: none"> ○ Action ○ Experiences ○ Events 	<p>W.3d USE (precise words and phrases) 3 USE (relevant descriptive details) 3 USE (sensory language to capture action) 3, 6 CAPTURE (experiences) 3 CONVEY (experiences and events) 3</p>	

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<p>SL.1c</p> <ul style="list-style-type: none"> • questions that elicit elaboration • relevant observations • relevant ideas <p>L.4b Greek or Latin affixes Greek or Latin roots</p>	<p>SL.1c POSE (questions that elicit elaboration)</p> <p>RESPOND (with relevant observations and ideas)</p> <p>L.4b USE (Greek or Latin affixes and roots as clues to the meaning of a word)</p>	<p align="center">2, 4</p> <p align="center">5</p> <p align="center">3</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What makes a story worth reading? 2. How do we engage in meaningful conversation? 3. How can a word reveal its meaning? 	<ol style="list-style-type: none"> 1. Writers depend on a variety of devices and techniques to craft a good story. 2. Listening actively, synthesizing the ideas of others, and responding appropriately generate meaningful conversation. 3. Word parts are clues to word meaning.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Learning Activities	
<p><u>Focus of Unit</u> (Stories)</p> <ul style="list-style-type: none"> • Analyzing elements of story/drama and points of view • Writing well-structured narratives using techniques to develop events and characters • Applying word choice: using descriptive details and sensory language • Posing and responding to others' questions • Greek and Latin affixes <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Reading and classroom expectations and routines will be established. 2. Grammar mini-lessons can be incorporated throughout the unit with a focus of using Greek and Latin 	<p align="center"><u>Teacher Notes</u></p>

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affixes using Lesson 26 from *CROSSWALK Coach*, pages 226-231 and additional grammar resources.

3. The following lessons can be imbedded throughout the unit:
 - *CROSSWALK Coach*, Lesson 2, pages 32-37 and Lesson 4 and 5, pages 44-55 (RL.3, RL.6) Lesson 18, pages 166-171 (Writing)
 - *Common Core Coach*, Lesson 2, pages 19-46 (W.3b) and Lesson 8, pages 139-162 (W.3, L.1a, L3)
- Students will analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) and how an author develops and contrasts the points of view of different characters or narrators in a text. **Note:** Students will be informed they will be expected to use these elements of a story or drama in a written narrative piece.
 - As an introduction to the unit, discuss “*What makes good literature?*” *CROSSWALK Coach*, Lesson 1, pages 24-31, focuses on genres within fiction. Discuss types of genres and which students personally find interesting. Students can track a list of the genres and titles that they read throughout the year.
 - Model and conduct close readings of text discussing and analyzing story elements including, conflicts (i.e., character vs. nature, character vs. society), characters (i.e., flat/round, dynamic, hero/villain), setting and mood. Assess student understanding (i.e., *How does the setting shape the character? What examples from the text support your thinking? How does the setting influence the plot? How does an author develop a memorable character? How does the setting influence the main character in this drama?*).
 - During reading, record story elements using a variety of graphic organizers (e.g., character maps, plot diagrams, story charts, conflict-analysis worksheets).
 - Provide opportunities for students to participate in Book Talks to reflect and discuss texts being read focusing on:
 - *What is the author’s purpose is and how do you know.*
 - *Which word best describes the main character(s) in the story? What evidence supports your thinking.*
 - *How does the setting/mood affect the characters?*
 - Choice of Independent Project using Tic-Tac-Toe Board that will develop the events and characters using descriptive word choice.

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- Student will analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
 - Review with students the four types of author’s purpose (to inform, to teach, to persuade, to entertain) and lead a class discussion around the author’s purpose using student selected texts.
 - Model how an author develops and contrasts the different points of view within literature and the benefits and disadvantages of each when it comes to the type of literature.
 - Students will conduct close readings to discuss the various points of view, marking the text for clues that may signal those viewpoints. Discussion and journal responses can include:
 - *What are the advantages/disadvantages of the point of view this story is told in?*
 - *How will the text be different if it were told in a different point of view?*
 - *What is the most likely reason the author decided to have different narrators in the story? Use examples from the story in your analysis.*
 - Towards the end of the unit, students will independently write their own conclusion to the story, “The Lady or the Tiger,” using the taught elements of a story.

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Action- real or fictional events that compromise the subject of a novel, story, poem or play

Affix- a group of letters added to the beginning or end of a word that changes the meaning of the word

Author’s purpose- the reason(s) author has for writing a selection; to inform, to entertain, or persuade

Characterization- the way a writer reveals a character’s personality- through the character’s words and behavior, descriptions of the character’s appearance, thoughts and feelings, and comments made about others in the story

Clause- a group of words having its own subject and predicate but forming only part of a complete sentence

Climax- the highest point of interest, tension, or excitement in a story

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Conclusion- the end of a piece of writing that sums up the text's main points and sometimes leaves the reader with something to think about

Concise language- words used to state information clearly and without repetition

Conflict- the main problem in a story that the characters must solve

Dependent clause- a group of words that cannot stand alone as a sentence, even if it has a subject and a verb

Dialogue- a direct conversation between characters

Event sequence- the order in which events occur

Evidence- information that shows, proves, or gives reasons for making a judgment

Fictional narrative- a story that the author makes up

Figurative Language- words that create images using language that has a deeper meaning than what the actual words express

Imagery- a word or phrase that appeals to the senses

Introduction- the beginning of a piece of writing that captures the reader's attention & presents the text's thesis/statement/main idea

Mood- the atmosphere of a literary work intended to evoke a certain emotion or feeling from the audience or reader

Narrative- a story of description of events that may or may not be true

Point of view/perspective- the position of the narrator in relation to the story derived from the author's depiction of events and attitude towards the character

- **First person-** narrator is telling the story and is a character in the story
- **Third person-** narrator is telling a story from someone else's viewpoint
- **Third person limited-** narrator that reports the facts and interprets events from the perspective of a single character
- **Third person omniscient-** all knowing narrator who reports facts but interprets events and relates feelings of character

Response to literature- a type of writing in which an author describes and analyzes some aspect of a literary work

Sensory language- words in a description that uses the five sense

Sequence- the order in which events or ideas are arranged

Transitions- words, phrases or clauses that connect or move ideas from one subject to another

Word function- the grammatical role or position occupied by a word in written material

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Assessment	Performance Task
<p><u>Formal</u> -Rubrics -End of Unit Assessment -Ending of “The Lady or The Tiger” using Narrative Rubric</p> <p><u>Informal</u> Quizzes Teacher and Student Rubrics Journals Teacher Observation Discussions Conferencing Writing Samples</p>	TBD

Instructional Strategies
<p>-CRISS Strategies</p> <p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p><u>Instructional</u> -Student Work -Language Arts Curriculum Addendums - Selections from Scott Foresman <i>Literature</i> Anthology</p> <p><u>Short Stories</u></p> <ul style="list-style-type: none"> • “Most Dangerous Game” • “Sound of Thunder” • “The Monkey’s Paw” • “The Gun” by Carol Ellis • “This Gift of the Magi” 570 	

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<ul style="list-style-type: none">• “Charles”• “The Lady or the Tiger”• “Challenge” <p>-Sitton Spelling -<i>Write Source</i> 2000 student books -<i>Crosswalk Coach</i> Lessons -<i>The Readers Handbook</i> student copy</p> <p><u>Teacher</u></p> <p>-Student Assessment Data -Language Arts Curriculum Addendums -CRISS Manual -<i>Constructing Meaning</i> by Nancy Boyles -<i>Sitton Spelling</i> -<i>Teaching Middle School Writing</i> by Laura Robb -<i>Teaching Middle School Reading</i> by Laura Robb -<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb -<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann -<i>Grammar for Middle School</i> by Don and Jenny Killgallon -<i>Write Source</i> teacher’s guide -<i>The Reader’s Handbook</i> Teacher’s Guide -<i>Crosswalk Coach</i> and <i>Common Core Coach</i> Lessons</p>	
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Interdisciplinary Connections

**Grade Seven English Language Arts
Unit 2 Reading and Writing**

Subject(s)	English Language Arts
Unit of Study	Unit #2 – Analyzing Craft and Structure
Pacing	20 days (15 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)
<p><u>Reading</u> CCR.7.RL.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. CCR.7.RI.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><u>Writing</u> CCR.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><u>Speaking and Listening</u> CCR.7.SL.6 ADAPT speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language</u> CCR.7.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>

Priority and Supporting CCSS
<p>CCR.7.RL.4 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.</p> <p>CCR.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>CCR.7.W.3b USE narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>CCR.7.W.3d USE precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CCR.7.L.2a USE a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old, green shirt</i>).</p> <p>CCR.7.L.5a INTERPRET figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>CCR.7.RL.5 ANALYZE how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>CCR.7.RI.4 DETERMINE the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical</p>

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3. What writing techniques can I use to help me compose my own narrative piece?	3. Good authors of narrative writing effectively develop stories to immerse the reader in an experience or event.
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Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Learning Activities	
<p><u>Focus of Unit</u> (Literary Text)</p> <ul style="list-style-type: none"> • Determining word meanings: figurative and connotative language • Analyzing text structure • Writing well-structured narratives, poem or drama using techniques to develop events and characters while using descriptive details and sensory language • Interpreting figures of speech <p><u>Activities</u> <u>Notes:</u></p> <ol style="list-style-type: none"> 1. Grammar mini-lessons can be incorporated throughout the unit with a focus on using commas to separate coordinate adjectives, <i>CROSSWALK Coach</i>, Lesson 23, pages 208-213, and interpreting figures of speech. 2. The following lessons can be imbedded throughout the unit: <ul style="list-style-type: none"> ➤ <i>CROSSWALK Coach</i> Lesson 3, pages 38-43 (RL.4 Poetry) and Lesson 14, pages 126-131 (RI.5) ➤ <i>Common Core Coach</i>, Lesson 4, pages 69-92 (W3), Lesson 6, pages 113-126 and Lesson 7, pages 127-138 (RL.1, RL.4, RL.5) 3. Mini-lessons for narrative writing techniques will be reviewed from Unit 1 and continued throughout the unit. 4. Students will be pre-assessed on academic vocabulary terms. <ul style="list-style-type: none"> • Review basic poetry concepts and definitions (e.g., line, verse, stanza, refrain, scene, act, alliteration, repetition, rhythm, rhyme, dialogue, tone, mood) modeling examples using variety of literary texts and provide opportunities for close readings of poetry, highlighting examples of poetic concepts. Share examples with class. • Lead a discussion on how to interpret figurative language (e.g., simile, metaphor, personification, hyperbole, 	<p style="text-align: center;"><u>Teacher Notes</u></p>

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idiom) and how to differentiate between literal and non-literal language using mentor texts. Provide opportunities for students to find examples from their own reading. Possible discussion and journal responses:

- *Which words help the reader understand the meaning of _____?*
- *How does figurative language enhance and extend meaning in poetry?*
- *How do literary devices enhance and extend meaning in poetry?*
- *Why does the author use _____? (insert literary device)*
- *How does specific language choices impact meaning and tone?*
- Model and discuss how to analyze the impact of rhymes and repetition of sounds within poems, stories or drama. Possible discussion and journal responses:
 - *What is the impact of the repetition of the word _____ in paragraph ____?*
 - *How does the use of the word _____ rather than _____ impact the image the author is creating of the main character?*
- Conduct close readings using various forms of poetry and text written by, or about, Edgar Allen Poe. Student will take notes and will participate in teacher-led class discussions with a focus on the following:
 - the influences of events, people and memories throughout the author's life
 - literary and poetic devices and how they affect mood and tone
 - the advantages and disadvantages of Point of View
 - how Poe created suspense
- Using the interactive website *Knowing Poe*, students will be exposed to various patterns of organization (e.g. sequence/chronological order of Poe's life, problem/solutions, description, conflict/resolutions, comparisons) and text features (title, author, cover, pictures, captions, maps, headings, charts and graphs, glossaries).
- Using anchor texts that demonstrate the organizational structure of a memoir: [Knots in My Yo-Yo String](#), [Marshfield Dreams](#), and [Baseball, Snakes and Summer Squash](#), lead class discussions that further emphasis on the ideas shared by the works of Poe. Discussions should how an author's life influences his/her writing.
- Students will independently create their own Poetic Memoirs to develop a personal experience in their own lives. The poetic memoirs will include specific writing techniques such as basic poetry concepts, figurative language and sensory and descriptive details.

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking

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skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.	
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Vocabulary

Act- a major division of a play

Action- real or fictional events that compromise the subject of a novel, story, poem or play

Affix- a group of letters added to the beginning or end of a word that changes the meaning of the word

Alliteration- the repetition of consonant sounds at the beginning of words

Allusion- an indirect reference to a well-known person, place, event, literary work or work of art

Author's purpose- the reason(s) author has for writing a selection; to inform, to entertain, or persuade

Clause- a group of words having its own subject and predicate but forming only part of a complete sentence

Connotation- the meaning of a word based on an association that is implied by the word's ideas or qualities

Denotation- the objective meaning of a word independent of other associations the word calls to mind

Description- a type of writing with the purpose of providing information in such a way that a person, place or thing can be seen in the reader's mind

Dialogue- a direct conversation between characters

Drama- a written work that tells a story through action or speech and is meant to be acted out

Dramatic structure- the way in which a play is organized, including acts, scenes and stage directions

Evidence- information that shows, proves, or gives reasons for making a judgment

Figurative language- words that create images using language that has a deeper meaning than what the actual words express

Figure of speech- an expression in which words are used in unusual or non-literal ways to create vivid or dramatic effects

Idiom- words or phrases that cannot be taken literally

Metaphor- a comparison of two unlike things, without using the word *like* or *as*

Meter- the pattern of stressed and unstressed syllables in a line of poetry

Monologue- a speech given by an actor that is directed to the audience, not to other actors

Mood- the atmosphere of a literary work intended to evoke a certain emotion or feeling from the audience or reader

Narrative- a story of description of events that may or may not be true

Personification- giving human qualities to an animal, object or abstract idea

Poetry- a genre of writing that is separated into lines and stanzas in which an author uses sound devices, such as rhyme and rhythm, to create meaning and evoke emotion in the reader

Refrain- a repeated line or number of lines in a poem, usually at the end of each verse

Repetition- When the same word, line or phrase is repeated several times

Rhyme- the repetition of sounds at the end of lines

Rhythm- the repeated pattern of sounds used in poetry

Sensory language- words in a description that uses the five senses

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Unit 2 Reading and Writing**

Sequence- the order in which events or ideas are arranged
Simile- a direct comparison of two unlike things using the word *like* or *as*
Soliloquy- a speech in a play delivered by one character while he or she is alone on stage
Sonnet- a fourteen-line poem with a precise rhyme scheme and meter
Stanza- a group of lines within a poem
Structure of text- the organization or arrangement of ideas in written work

Assessment	Performance Task
<p>Formal -Memoir using Memoir Rubric</p> <p>Informal -Quizzes -Teacher Observation -Discussions -Conferencing -Peer Presentation -Writing Samples -Literary Quizzes</p>	<p><i>Possible Performance Task: Students will choose to write a short story or play with a strong plot.</i></p>

Instructional Strategies
<p>-CRISS Strategies</p> <p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p>Instructional -Student Work -Language Arts Curriculum Addendum -Anchor Texts: (includes differentiated/modified texts)</p> <ul style="list-style-type: none"> • “The Fall of the House of Usher” (Play) • “The Raven” • “ The Cask of Amontillado” • “The Tell Tale Heart” 	<ul style="list-style-type: none"> • <i>Knowing Poe at knowingpoe.thinkport.org/default_flash.asp</i> • RhymeFree IPAD app.

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<ul style="list-style-type: none"> • “The Pit and the Pendulum” • “The Murders in the Rue Morgue” • An Edgar Allan Poe Reader • The Best of Poe Graphic Novel & Audio CD <p>-Fundamentals of Writing: 6-8 Memoir Unit texts: <u>Baseball</u>, <u>Snakes and Summer</u>, <u>Knots in My Yo-Yo String</u> and <u>Marshfield Dreams</u></p> <p>-Sitton Spelling -Write Source 2000 student books -The Reader’s Handbook student copy -Crosswalk Coach and Common Core Coach</p> <p><u>Teacher</u></p> <p>-Student Assessment Data -Language Arts Curriculum Addendum -CRISS Manual -Sitton Spelling -Fundamentals of Writing: Memoir -Fundamentals of Grammar -Teaching Middle School Writing by Laura Robb -Teaching Middle School Reading by Laura Robb -Teaching Reading: A Differentiated Approach by Laura Robb -The Dynamics of Writing Instruction series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann -Grammar for Middle School by Don and Jenny Killgallon -Write Source teacher’s guide -The Reader’s Handbook teacher’s guide -Crosswalk Coach and Common Core Coach</p>	
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Interdisciplinary Connections

**Grade Seven English Language Arts
Unit 3 Reading and Writing**

Subject(s)	English Language Arts
Unit of Study	Unit #3 – What’s the Big Idea?
Pacing	25 days (20 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)
<p><u>Reading</u> CCR.7.RL.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. CCR.7.RI.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><u>Writing</u> CCR.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><u>Speaking and Listening</u> CCR.7.SL.6 ADAPT speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language</u> CCR.7.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>

Priority and Supporting CCSS
<p>CCR.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>CCR.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>CCR.7.W.2b DEVELOP the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCR.7.SL.2 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>CCR.7.L.3a CHOOSE language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>CCR.7.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR.7.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR.7.L.2b SPELL correctly.</p>

**Grade Seven English Language Arts
Unit 3 Reading and Writing**

CCR.7.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.
 CCR.7.L.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.
 CCR.7.L.4a 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.2 <ul style="list-style-type: none"> • How to summarize • How to analyze • Central/main idea • Theme • Supporting details • Characteristics of an effective summary • Objective Summary 	RL.2 DETERMINE (a theme or central idea of a text) ANALYZE (its development over the course of the text) SUMMARIZE (a text) PROVIDE (an objective summary of the text)	 2 4 2 6
RI.2 <ul style="list-style-type: none"> • How to explain • Central idea • Key details • Types of text structure (e.g., chronological order, definition, simple process, description, comparison) • Different purposes for graphic organizers • Characteristics of an effective summary for informational texts • How to summarize • How to analyze 	RI.2 DETERMINE (two or more central ideas in a text) ANALYZE (their development over the course of the text) PROVIDE (an objective summary of the text)	 2 4 6
W.2b <ul style="list-style-type: none"> • Topic • Relevant information (e.g., definitions, details, quotations, examples) 	W.2b DEVELOP (the topic with relevant facts, definitions, concrete details, quotations, or other information and examples)	 3

**Grade Seven English Language Arts
Unit 3 Reading and Writing**

<p>SL.2</p> <ul style="list-style-type: none"> • Main ideas presented • Supporting details presented • Diverse media and formats (e.g., visually, quantitatively, orally) • How to clarify <p>L.3a</p> <ul style="list-style-type: none"> • Precise Language • When language is wordy and redundant 	<p>SL.2 ANALYZE(the main ideas and supporting details presented in diverse media and formats) EXPLAIN (how the ideas clarify a topic, text, or issue under study)</p> <p>L.3a CHOOSE (language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy)</p>	<p>4</p> <p>2</p> <p>1,4</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do I compose an objective summary stating the key points of the text? 2. What is my purpose for writing and how do I best develop it? 3. What makes a good presentation? 	<ol style="list-style-type: none"> 1. Effective readers use a variety of strategies to make sense of key ideas and details presented in text. 2. Writing should be purposefully focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader. 3. Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Learning Activities	
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none"> • Determining themes • Creating objective summaries from fiction and nonfiction texts and developing topics with relevant information • Analyzing main ideas presented by others in various formats 	<p>Teacher Notes</p>

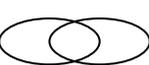
Grade Seven English Language Arts Unit 3 Reading and Writing

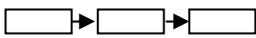
Activities

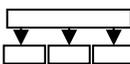
Notes:

1. Grammar mini-lessons can be incorporated throughout the unit with a focus of using choosing precise and clear language to avoid redundancy using Lesson 24 from *CROSSWALK Coach*, pages 214-219 and additional grammar resources.
 2. The following lessons can be imbedded in the unit:
 - *CROSSWALK Coach*, Lesson 6, pages 56-60 (RL.2)
 - *Common Core Coach*, Lesson 5, pages 106-112 (RI.1, RI.2)
- At the beginning of Unit 3, students will be assigned the novel, *Ashes of Roses* by Mary Jane Auch. The historical fiction novel will serve as a model text to explicitly teach students about the Industrial Revolution, including child labor. Students will be expected to be reading the novel throughout the unit individually and in group reading practices during class, with various levels of support.
 - Model various articles that demonstrate a variety of text structures (e.g. chronological order, definition, simple process, description, comparison). Students will then read a variety of differentiated articles to practice their understanding of various text structures.
 - Model characteristics of an effective summary of both informational and fictional texts that focus on child labor.
 - Students will use graphic organizers to identify central idea(s) and key details which will enable them to create an objective summary of the text. Lead class discussions and provide opportunities for students to discuss thinking:
 - *What is the main idea of this reading? Support using details from the text.*
 - *Provide an objective summary of the text.*
 - *If you could rename this chapter / section, what would you rename it and why?*
 - *Tell which type of graphic organizer would best demonstrate how the entire article / text is organized?*

a. Simple Process → 

b. Comparison 

c. Chronological Order 

d. Definition & Description 

**Grade Seven English Language Arts
Unit 3 Reading and Writing**

<ul style="list-style-type: none"> ▪ Which sentence best summarizes _____? ▪ What is the main idea of _____? Or Which two details from the text support the main idea? ▪ Explain how _____ happens. Give two examples. ▪ What would make the best new title for _____? Why? <ul style="list-style-type: none"> • Students will independently write objective summaries using notes from class readings to gain an understanding of current and past child labor and its dangers in working and living conditions as well as understanding life during the Industrial Revolution. <p><u>Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.</u></p>	
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Vocabulary
<p>Central idea- the main or basic idea; a common thread or repeated idea that is incorporated throughout a written work</p> <p>Conclusion- the end of a piece of writing that sums up the text's main points and sometimes leaves the reader with something to think about</p> <p>Definitions- a type of writing with the purpose of explaining the meaning of a concrete or abstract word</p> <p>Diverse media- a variety of forms used to communicate information</p> <p>Facts- information that can be proven true</p> <p>Format- the organization or arrangement of written work</p> <p>Historical fiction- a genre of writing that includes historical facts and characters in a fictional story</p> <p>Historical texts- a genre of writing that uses factual information to inform about events or people from history; can be written long ago or in the present</p> <p>Main idea- what a text is mostly about</p> <p>Objective summary- a succinct, accurate description in the writer's own words using the content of a source's text</p> <p>Opinion- a belief based on thoughts or feelings, rather than on facts</p> <p>Quotation- materials that is repeated exactly</p> <p>Structure of text- the organization or arrangement of ideas in written work (e.g., description, time order, comparison/contrast, cause and effect, directions)</p> <p>Summary- a brief statement of the main ideas and supporting details presented in a piece of writing</p> <p>Text Structure- the way an author organizes and presents information and ideas in a text</p>

**Grade Seven English Language Arts
Unit 3 Reading and Writing**

Assessment	Performance Task
<p>Formal Rubrics for Objective Summary and End of Unit Presentation End of Unit Assessment</p> <p>Informal Quizzes Journals Teacher Observation Discussions Conferencing Writing Samples</p>	<p>Students will be assigned a current child labor role (e.g. shipbreaker, clothing maker, gemstone industry worker, farmer). Students will provide an objective summary that includes:</p> <ul style="list-style-type: none"> ▪ relevant facts ▪ definitions ▪ concrete details ▪ quotations ▪ other information and examples of assigned role <p>Students will choose to create a PowerPoint, short story or play that will include:</p> <ul style="list-style-type: none"> ▪ Aspects of child labor: <ul style="list-style-type: none"> ➤ description of work ➤ safety ➤ work environment ➤ living conditions ▪ Analysis of the development of child labor by comparing and contrasting current child labor to child labor during the industrial revolution <p>Students will formally present final work.</p>

Resources	Technology Resources
<p>Instructional -Student Work -Language Arts Curriculum Addendums Anchor Texts:</p> <ul style="list-style-type: none"> • <i>Ashes of Roses</i> by Mary Jane Auch • <i>The Jungle</i> by Upton Sinclair • <i>Break and Roses, Too</i> by Katherine Patterson • <i>Counting on Grace</i> by Elizabeth Winthrop 	<p>www.ilr.cornell.edu (<i>Triangle Shirtwaist Fire Website</i>)</p> <p>Child Labor Webquest: www.teacherweb.com/ct/ledyard/grade71a</p> <ul style="list-style-type: none"> • www.fidh.org/IMG?pdf/bgukreport.pdf • www.dol.gov/ilab/uedia/reports/iclp/apparel/1c.htm • www.nbcnews.com/id/15842522

**Grade Seven English Language Arts
Unit 3 Reading and Writing**

<ul style="list-style-type: none">• <i>Kids at Work</i> by Russell Freedman• <i>Maggie's Door</i> by Patricia Reilly Giff <p>-Sitton Spelling -<i>The Reader's Handbook</i> student copy -<i>Write Source</i> 2000 student books -<i>Crosswalk Coach</i> and <i>Common Core Coach</i> Lessons</p> <p><u>Teacher</u></p> <p>-Student Assessment Data -Language Arts Curriculum Addendums -CRISS Manual -<i>Constructing Meaning</i> by Nancy Boyles -Sitton Spelling -<i>Teaching Middle School Writing</i> by Laura Robb -<i>Teaching Middle School Reading</i> by Laura Robb -<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb -<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann -<i>Grammar for Middle School</i> by Don and Jenny Killgallon -<i>Write Source</i> teacher's guide -<i>The Reader's Handbook</i> teacher's guide -<i>Crosswalk Coach</i> and <i>Common Core Coach</i></p>	<p>http://pbskids.org/zoom/activities/playhouse http://www.coreygreen.com/storytips.html http://www.actden.com/pp www.scholastic.com/scholasticnews/indepth/child_labor</p>
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Interdisciplinary Connections
Connection to Cultural Geography

**Grade Seven English Language Arts
Unit 4 Reading and Writing**

Subject(s)	English Language Arts
Unit of Study	Unit #4 – Finding the Evidence
Pacing	25 days (20 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature CCR.7.RL.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 Standards for Informational Text CCR.7.RI.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 CCR.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>Speaking and Listening CCR.7.SL.6 ADAPT speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards CCR.7.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>

PRIORITY and Supporting CCSS
<p>CCR.7.RI.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>CCR.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>CCR.7.RI.9 ANALYZE how two or more author’s writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCR.7.W.1.a INTRODUCE claim(s), ACKNOWLEDGE alternate or opposing claims, and ORGANIZE the reasons and evidence logically.</p> <p>CCR.7.W.1.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>CCR.7.L.5.c DISTINGUISH among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>

**Grade Seven English Language Arts
Unit 4 Reading and Writing**

CCR.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.

CCR.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.

CCR.7.W.1 WRITE arguments to support claims with clear reasons and relevant evidence.

CCR.7.W.1.c USE words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCR.7.W.1.d ESTABLISH and MAINTAIN a formal style.

CCR.7.W.1.e PROVIDE a concluding statement or section that follows from and supports the argument presented.

CCR.7.SL.3c DELINEATE a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CCR.7.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.7.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.7.L.2.b SPELL correctly.

CCR.7.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.7.L.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.

CCR.7.L.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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.1 <ul style="list-style-type: none"> • Explicitly stated information • Inferences about content • Textual Evidence • Analytical judgments 	RI.1 DRAW (conclusions) ANALYZE (text) CITE (several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text)	4 4 3,5
RI.6 <ul style="list-style-type: none"> • Author's purpose • Point of View in Informational Text • Author's perspective 	RI.6 IDENTIFY (alternate positions) DETERMINE (an author's point of view or purpose in a text) ANALYZE (how the author distinguishes his or her position from that of others)	1 4 4

**Grade Seven English Language Arts
Unit 4 Reading and Writing**

<p>RI.9</p> <ul style="list-style-type: none"> • Compare and contrast • Author’s viewpoint/focus/attitude/bias • How to analyze <p>W.1a and 1b</p> <ul style="list-style-type: none"> • Style (e.g., formal and informal) • Awareness of audience • Reasons (e.g., claims, support) • Evidence (e.g., examples, personal and expert opinions, facts) • Effective introduction (e.g., one that takes a clear position, clarifies the issue, offers solutions, provides background knowledge) • Strategies for dealing with opposing viewpoint (e.g., rebuttal, acknowledgement) • Effective persuasive techniques <p>L.5c</p> <ul style="list-style-type: none"> • Word associations • definitions 	<p>RI.9 IDENTIFY (the author’s position) COMPARE/CONTRAST (one author’s presentation of events with that of another) ANALYZE (how two or more author’s writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts)</p> <p>W.1a INTRODUCE (claim) ACKNOWLEDGE (alternate or opposing claims) ORGANIZE (the reasons and evidence logically) W.1b SUPPORT (claim(s) with logical reasoning and relevant evidence) USE (accurate, credible sources) DEMONSTRATE (an understanding of the topic or text)</p> <p>L.5c DISTINGUISH (among the connotations of words with similar denotations, e.g., <i>refined, respectful, polite, diplomatic, condescending</i>)</p>	<p>1 2 4 3 2 4 3,5 3 2 2</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What strategies do I use to analyze different points of views and perspectives? 2. How can comparing and contrasting how authors communicate the same topic help me to become a better reader? 3. How do I build a logical and reasoned case to support my position? 	<ol style="list-style-type: none"> 1. Good readers analyze text in order to identify the difference between the author’s viewpoint, attitude and position from that of others. 2. To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning and claims in diverse formats. 3. Writing should be focused, detailed, organized and sequenced in a way that clearly communicates ideas to the reader.

**Grade Seven English Language Arts
Unit 4 Reading and Writing**

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

Focus of Unit (Informational Text)

- Drawing conclusions and citing textual evidence and analyzing others' positions
- Determining author's point of view
- Analyzing how two or more author's writing about the same topic shape their presentations of key information
- Introducing claims with logical evidence
- Distinguishing connotative and denotative meanings

Activities

Notes

1. Grammar mini-lessons can be incorporated throughout the unit with a focus on connotations and similar denotations using from CROSSWALK Coach, Lesson 27, pages 232-237.
 2. The following lessons can be imbedded throughout the unit:
 - CROSSWALK Coach, Lesson 10, pages 98-103 (RI.6) and Lesson 12, pages 154-159 (W.1)
 - Common Core Coach, Lesson 3, pages 47-68 (RI.1, RI.6, RI.9) and Lesson 11, pages 207-222 (W.1)
 3. Teacher will gather a variety of articles to be assigned to students based on the following: readability, interest, reading level, and the ability to relate to.
- Student will 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, analyzing how two or more author's writing about the same topic shape their presentations of key information.
 - As an introduction to Unit 4, students will view a variety of media (commercials, billboards and magazine advertisements) to help understand how they are exposed to persuasion. Students will participate in a class discussion about identifying the purpose of the advertisement and its explicit and inferred meaning. Students will also debate whether or not advertisements were persuasive and if the techniques of persuasion were effective.

**Teacher
Notes**

Grade Seven English Language Arts Unit 4 Reading and Writing

- Teacher will model two alternating position articles on the same topic (e.g. cloning, school uniforms, teen privacy rights, gender specific classes, animal testing). Using these articles, identify alternate positions and determine the author's point of view/purpose.
 - Model how to analyze how the author distinguishes his or her position from that of the other author recording information in a graphic organizer (e.g. Venn diagram, compare & contrast chart). Lead class discussions (or possible journal entries):
 - *What is the author's purpose of the text? How does the author distinguish his/her position from that of the others? What evidence supports your thinking?*
 - *What is the author's purpose in this text? How is that different from that of _____, who also wrote on this topic?*
 - *Is the author successful in achieving his main purpose for writing? How do you know?*
 - Continue to model close readings of articles to 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. Lead a class discussion (or possible journal entries):
 - *After reading two or more articles on _____, what is different about what each other chose to include? How is each author's article a reflection of his/her beliefs on this topic? What evidence supports your thinking?*
 - *After reading two or more articles on the same topic, how did each author advance different interpretations of facts to promote his/her position?*
 - Students will independently read two alternating position articles on the same topic and identify these positions, drawing conclusions by citing several pieces of textual evidence to support their analysis of what the text says explicitly as well as what was inferred from the text.
 - Students will complete a graphic organizer (e.g. Venn-Diagram, compare & contrast chart) comparing and contrasting one author's presentation of events with that of another. Students will develop a sense of awareness of an author's purpose by analyzing the key information emphasized in the article.
 - Introduce students to the components of the persuasive writing rubric using student sample essays. Students will practice scoring and discussing sample essays using the rubric as an evaluation to help prepare for the Independent Writing Activity:
 - Students will be assigned one of three topics based on reading levels and writing abilities and will write an argument essay on the assigned topic. The students' score will reflect their ability to write:
 - ❖ An effective introduction that introduces the claim
 - ❖ An acknowledgement of an alternate or opposing claim/s
 - ❖ An organized argument which is supported using reasons and relevant evidence
 - ❖ An understanding of the topic or text
- Note:** Accurate and credible resources will be provided with the support of the classroom teacher

**Grade Seven English Language Arts
Unit 4 Reading and Writing**

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

- Analyze-** to separate into parts in order to determine what something is or how it works
- Argument-** a statement of the major points of a written or spoken piece
- Author’s purpose-** the reason(s) an author has for writing a selection
- Claim-** a statement or assertion presented as fact
- Connotation-** the meaning of a word based on an association that is implied by the word’s ideas or qualities
- Credible source-** a source that is worthy of confidence or belief
- Denotation-** the objective meaning of a word independent of other associations the word calls to mind
- Explicit-** fully and clearly expressed or defined
- Inference-** a conclusion drawn from prior knowledge and evidence or clues
- Point of view-** the perspective from which a story is tol
- Purpose-** the intended or desired result of a piece of written or spoken material
- Textual evidence-** words from the text that show, prove or give reasons for making a judgment

Assessment

- Formal**
- Persuasive Essay Rubric
- End of Unit Assessment
- Informal**
- Teacher Observation
- Discussions
- Conferencing
- Peer revision
- Writing Samples
- Grammar quizzes

Performance Task

TBD

**Grade Seven English Language Arts
Unit 4 Reading and Writing**

Instructional Strategies
-CRISS Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p><u>Instructional</u></p> <ul style="list-style-type: none"> -Student Work -Language Arts Curriculum Addendums -Articles from Proquest on Current Topics -Sitton Spelling -<i>Write Source</i> 2000 student books -<i>The Reader's Handbook</i> student copy -<i>Crosswalk Coach</i> and <i>Common Core Coach</i> Lessons <p><u>Teacher</u></p> <ul style="list-style-type: none"> -Student Assessment Data -Language Arts Curriculum Addendums -CRISS Manual -<i>Empowering Writers</i> -<i>Constructing Meaning</i> by Nancy Boyles -Sitton Spelling -Teaching Middle School Writing by Laura Robb -Teaching Middle School Reading by Laura Robb -<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb -<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann -Grammar for Middle School by Don and Jenny Killgallon -<i>Write Source</i> teacher's guide -<i>The Reader's Handbook</i> teacher's guide -<i>Crosswalk Coach</i> and <i>Common Core Coach</i> 	<p>http://Proquestk12.com</p> <p>www.scholastic.com</p>

Interdisciplinary Connections

**Grade Seven English Language Arts
Unit 5 Reading and Writing**

Subject(s)	English Language Arts
Unit of Study	Unit #5 – Investigations
Pacing	30 days (25 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)

Reading

CCR.7.RL.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.

CCR.7.RI.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

CCR.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.

Speaking and Listening

CCR.7.SL.6 ADAPT speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

CCR.7.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.

Priority and Supporting CCSS

CCR.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.

CCR.7.W.8 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.

CCR.7.W.9b 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”).

CCR.7.SL.4 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.

**Grade Seven English Language Arts
Unit 5 Reading and Writing**

CCR.7.RI.1 CITE several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCR.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.

CCR.7.W.6 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.

CCR.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.

CCR.7.W.9 DRAW evidence from literary or informational texts to support analysis, reflection, and research.

CCR.7.SL.5 INCLUDE multimedia components and visual displays in presentations to CLARIFY claims and findings and EMPHASIZE salient points.

CCR.7.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.7.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.7.L.2b SPELL correctly.

CCR.7.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.7.L.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.

CCR.7.L.4a 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.

CCR.7.L.4c 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.

CCR.7.L.4d 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).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels
RI.9 <ul style="list-style-type: none"> • Topics • Compare • Contrast • Key information • Evidence 	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)	4

**Grade Seven English Language Arts
Unit 5 Reading and Writing**

<ul style="list-style-type: none"> • Interpretations of facts <p>W.8</p> <ul style="list-style-type: none"> • Relevant information • Print and digital sources • How to assess credibility of sources • How to paraphrase • Standard formation for citation <p>W.9b</p> <ul style="list-style-type: none"> • Literary non-fiction <p>W.6</p> <ul style="list-style-type: none"> • Technology skills • How to cite sources 	<p>W.8 GATHER (relevant information from multiple print and digital sources, using search terms effectively) ASSESS (the credibility and accuracy of each source) QUOTE/PARAPHRASE (the data and conclusions of others while avoiding plagiarism and following a standard format for citation)</p> <p>W.9b APPLY (grade 7 Reading standards to literary nonfiction)</p> <p>W.6 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)</p>	<p>3</p> <p>5</p> <p>3</p> <p>5</p> <p>3</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. In what ways does creative choice impact an audience? 2. What is good research? 3. Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language? 	<ol style="list-style-type: none"> 1. To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning and claims in diverse formats. 2. Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from several sources. 3. What makes a presentation great?

**Grade Seven English Language Arts
Unit 5 Reading and Writing**

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

Focus of Unit

- Analyzing how two or more authors writing about the same topic shape their presentations of key information
- Gathering relevant information from a variety of sources
- Formally presenting findings and claims

Activities

Notes:

1. Grammar mini-lessons can be incorporated throughout the unit based on student needs.
2. The following lessons can be imbedded throughout the unit:
 - *CROSSWALK Coach*, Lesson 12, pages 112-119 (RI.9)
 - *Common Core Coach*, Lesson 20, pages 178-183 (Writing)
- The students will 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.
 - Prior to Thesis Paper packet and unit assignment, teacher will conduct a variety of supporting lessons to help prepare students. Students will independently view a Power Point and take notes on Thesis vocabulary at www.teacherweb.com/CT/Ledyard?Grade7LA Lessons will include: **Note:** See Link at staff intranet to google search education for lesson ideas:
 - Characteristics of a thesis statement and paper
 - How to avoid plagiarism
 - Paraphrasing and summarization of information
 - Note taking skills and strategies
 - How to cite sources and formatting of works cited page
 - How to determine whether a source is credible or not
 - MLA Formatting
 - Reinforcement of lessons listed above through review and assessment of example thesis papers
 - Students will select a thesis topic with guidance and support from teacher. Students will preview Thesis Paper rubric to learn about the expectations for writing a thesis paper as well as a timeline for the unit.

**Teacher
Notes**

Grade Seven English Language Arts Unit 5 Reading and Writing

- Students will gather and evaluate relevant information pertaining to their topic from multiple print and digital sources using search terms effectively, assessing the credibility and accuracy of each source. Provide opportunities for students to take notes, consisting of notes and/or paraphrases from reliable sources while avoiding plagiarism.
- Students will then organize the information from their notes in order to produce a published writing piece (i.e. Thesis Paper). Students will use graphic organizers to help with the organization of writing and information from research and will create a works cited page to document reliable sources used to support argument.
- Students will produce a formal rough draft of their thesis paper in order to take through the editing and revising process. They will then formally present their rough drafts during the peer revision process. This process will involve students collaborating with their peers to apply conventions of Standard English grammar and usage when writing (i.e. capitalization, punctuation, and spelling). Students will make necessary corrections and additions to their paper. Students will self-assess the final product using the thesis paper rubric already reviewed.

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Analyze- to separate into parts in order to determine what something is or how it works
Argument- a statement of the major point of a written piece
Citation- the acknowledgement of ideas found in outside sources
Claim- a statement or assertion presented as facts
Compare- to examine the similarities between two or more things
Contrast- to examine the differences between two or more things
Credible source- a source that is worthy of confidence or belief
Evidence- information that shows, proves, or gives reasons for making a judgment
Fact- information that can be proven true
Opinion- a belief based on thoughts or feelings rather than on facts
Paraphrase- restating an author's ideas in different words
Plagiarism- the use of ideas or writings of another author, representing them as one's own original work
Research- careful investigation of a subject or topic
Textual evidence- words from the text that show, prove or give reasons for making a judgment

**Grade Seven English Language Arts
Unit 5 Reading and Writing**

Instructional Strategies
<p style="text-align: center;">-CRISS Strategies</p> <p style="text-align: center;">See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Assessment	Performance Task
<p><u>Formal</u> -Thesis Rubric</p> <p><u>Informal</u> -Quizzes -Teacher and Student Rubrics -Teacher Observation -Conferencing -Peer Conferencing/Editing -Writing Samples</p>	<p>TBD</p> <p><i>Two Page Thesis Paper with Works Cited Page (minimum three page total)</i></p>

Resources	Technology Resources
<p><u>Instructional</u> -Student Work -Language Arts Curriculum Addendums -Sitton Spelling -<i>Write Source</i> 2000 student books -<i>The Reader's Handbook</i> student copy -<i>Crosswalk Coach</i> and <i>Common Core</i> Lessons</p> <p><u>Teacher</u> -Student Assessment Data -Language Arts Curriculum Addendums -CRISS Manual -<i>Fundamentals of Grammar</i> -<i>Constructing Meaning</i> by Nancy Boyles -<i>Sitton Spelling</i></p>	<p>www.Proquestk12.com</p> <p>http://library.acadiau.ca/tutorials/plagiarism</p> <p>www.Easybib.com</p> <p>www.ICONN.org</p> <p>www.ledyard.net</p> <p>www.teacherweb.com/CT/Ledyard/Grade7LA</p>

**Grade Seven English Language Arts
Unit 5 Reading and Writing**

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|---|--|
| <ul style="list-style-type: none">-<i>Teaching Middle School Writing</i> by Laura Robb-<i>Teaching Middle School Reading</i> by Laura Robb-<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb-<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann-<i>Grammar for Middle School</i> by Don and Jenny Killgallon-<i>Write Source</i> teacher's guide-<i>The Reader's Handbook</i> teacher's guide-<i>Crosswalk Coach</i> and <i>Common Core Coach</i> | |
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Interdisciplinary Connections

**Grade Seven English Language Arts
Unit 6 Reading and Writing**

Subject(s)	English Language Arts
Unit of Study	Unit #6 – Communicating for a Purpose
Pacing	25 days (20 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)

Reading

CCR.7.RL.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.

CCR.7.RI.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

CCR.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.

Speaking and Listening

CCR.7.SL.6 ADAPT speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

CCR.7.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.

Priority and Supporting CCSS

CCR.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).

CCR.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.

CCR.7.W.2b DEVELOP the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCR.7.W.2d USE precise language and domain-specific vocabulary to inform about or explain the topic.

CCR.7.W.4 PRODUCE clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.7.L.1b CHOOSE among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CCR.7.L.1c PLACE phrases and clauses within a sentence, RECOGNIZING and CORRECTING misplaced and dangling modifiers.

CCR.7.L.5b USE the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the

Grade Seven English Language Arts Unit 6 Reading and Writing

words.

CCR.7.W.2 WRITE informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCR.7.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.

CCR.7.W.2c USE appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCR.7.W.2e ESTABLISH and maintain a formal style.

CCR.7.W.2f PROVIDE a concluding statement or section that follows from and supports the information or explanation presented.

CCR.7.W.5 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.

CCR.7.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.7.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.7.L.2b SPELL correctly.

CCR.7.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.7.L.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.

CCR.7.L.4a 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.

CCR.7.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.7.L.4 DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCR.7.L.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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels
RI.3 <ul style="list-style-type: none"> • How to analyze (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) • Key ideas, concepts, procedures • Details that explain key ideas, events, procedures 	RI.3 USE (details to analyze interactions between and among individuals events or procedures) ANALYZE (the interactions between individuals, events, and ideas in a text)	3
	RI.4 DETERMINE (the meaning of words and phrases as they are used in a text, including figurative, connotative and	4
RI.4 <ul style="list-style-type: none"> • Word choice • Context clues 		4

**Grade Seven English Language Arts
Unit 6 Reading and Writing**

<ul style="list-style-type: none"> • Literal/denotative meaning • Connotative meanings • Technical meanings • Tone 	<p>technical meanings) ANALYZE (the impact of a specific word choice on meaning and tone)</p>	4
<p>W.2b</p> <ul style="list-style-type: none"> • Topic • Relevant information (e.g., facts, definitions, details, quotations, examples) 	<p>W.2b DEVELOP (the topic with relevant facts, definitions, concrete details, quotations, or other information and examples)</p>	6
<p>W.2d</p> <ul style="list-style-type: none"> • Domain specific vocabulary 	<p>W.2d USE (precise language and domain-specific vocabulary to inform about or explain the topic)</p>	3
<p>W.4</p> <ul style="list-style-type: none"> • Writing Process • Task • Audience • Purpose 	<p>W.4 PRODUCE (clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience)</p>	6
<p>L.1b</p> <ul style="list-style-type: none"> • Sentence variety (e.g., simple, compound, complex, compound-complex) 	<p>L.1b CHOOSE (among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas)</p>	1
<p>L.1c</p> <ul style="list-style-type: none"> • Phrases and clauses • How to correct misplaced and dangling modifiers 	<p>L.1c PLACE (phrases and clauses within a sentence) RECOGNIZING and CORRECTING (misplaced and dangling modifiers)</p>	3 1,2
<p>L.5b</p> <ul style="list-style-type: none"> • Word relationships (e.g., synonym/antonym, analogy) 	<p>L.5b USE (the relationship between particular words to better understand each of the words)</p>	3

**Grade Seven English Language Arts
Unit 6 Reading and Writing**

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What strategies do I use to help me understand key ideas and details presented in text? 2. How does understanding text structure help to improve my comprehension? 3. What is my purpose and how do I develop it? 4. Why do the rules of language matter? 	<ol style="list-style-type: none"> 1. Good readers analyze the relationships among events, individuals, ideas and use that information to comprehend the <i>what</i>, <i>why</i> and <i>how</i> of the information. 2. Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding. 3. Writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. 4. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Learning Activities	
<p><u>Focus of Unit</u> (Informational Text)</p> <ul style="list-style-type: none"> • Analyzing the interactions between individuals, events, and ideas in a text • Determining figurative, connotative and technical meanings; analyzing the impact on meaning and tone • Developing topics; writing relevant facts and details and using domain-specific vocabulary • Using appropriate sentence structure: choosing among simple, compound, complex, and compound-complex sentences, recognizing and correcting misplaced and dangling modifiers <p><u>Activities</u> <u>Notes:</u></p> <ol style="list-style-type: none"> 1. Grammar mini-lessons can be incorporated throughout the unit using <i>CROSSWALK Coach</i> Lesson 21, pages 196-201 and Lesson 22, pages 202-207. 2. The following lessons can be imbedded throughout the unit: <ul style="list-style-type: none"> ➤ <i>CROSSWALK Coach</i>, Lesson 9, pages 92-97 (RI.3), Lesson 7, pages 62-67 (RI.4) and Lesson 17, pages 160-165 (Writing) ➤ <i>Common Core Coach</i>, Lesson 9, pages 163-178 (RI.3) 3. Emphasize multiple meaning of words and phrases as they are used in text. 	<p style="text-align: center;"><u>Teacher Notes</u></p>

Grade Seven English Language Arts Unit 6 Reading and Writing

- Students will 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). **Note:** Student will read a variety of nonfictional photo texts (e.g. The Milestones Project, The World According to Dog, Talking Walls) during this unit.
 - Model how a photo essay is organized based on theme and how photos and text are presented using the text, The Milestone Project. Students will then read first person accounts in The Milestone Project will independently record key ideas and concepts during reading. Student will then participate in classroom discussions.
 - Students will conduct close readings of a collection of poems revolving around a central topic from The Whole World According to Dog.
 - Teacher will lead discussions around how a photo essay is organized based on a pet and how photos and text are presented.
 - Students will read and discuss symbolic structures to gain understanding of how symbolic structures affect people using the text Talking Walls. Teacher will continue to lead discussions and model how a photo essay is organized based on information and history and how photos and text are presented.
 - Provide continued opportunities for students to record key ideas and concepts about photo texts and to analyze interactions between and among topics, individuals and cultures in journals and through classroom discussions. Students will then compare and contrast tone from the different texts.
 - Students will create a photo essay based on a theme/topic that is of interest to the writer using the Scribblepress IPAD app.. Written structure of the essay will be presented in one of the following formats:
 - Poem
 - Informational text
 - Personal account(s)
- Photos will be organized in a similar format to the model texts based on one of the following:
- themed topic
 - symbol

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

**Grade Seven English Language Arts
Unit 6 Reading and Writing**

Vocabulary

Author's Purpose- the main reason an author has for writing a text
Cause and effect structure- a text organization common in technical texts that shows the relationship between actions and ideas
Clause- a group of words having its own subject and predicate but forming only part of a complete sentence
Complex sentence- a sentence containing an independent clause and at least one dependent clause
Compare- to look for similarities between ideas, people, places, events or passages
Compound sentence- two sentences joined by a conjunction to create a new sentence
Compound-complex sentence- a sentence that contains two or more independent clauses and one or more dependent clauses
Connotation- the meaning of a word based on an association that is implied by the word's ideas or qualities
Dangling modifier- a modifier that is associated with the wrong word
Definition- a type of writing with the purpose of explaining the meaning of a concrete or abstract word
Details- specific information about the main idea
Denotation- the objective meaning of a word independent of other associations the word calls to mind
Figurative language- words that create images using language that has a deeper meaning than what the actual word express
Inference- a conclusion drawn from prior knowledge and evidence or clues
Misplaced modifier- a modifier that refers to an unintended word because of its placement in the sentence
Mood- the atmosphere of literary work intended to evoke a certain emotion or feeling from the audience or reader
Quotation- material that is repeated exactly
Simple sentence- a sentence with a simple subject and a verb that produces a complete thought
Technical meaning- written or spoken material (with little or no figurative language) that relates to a specialized subject or field
Technical text- a text that provides information in an organized manner
Tone- the feeling conveyed by a written or spoken work; the attitude the author takes toward the subject of a literary work
Topic- the main thought or subject of a written work

Assessment	Performance Task
<p>Formal</p> <ul style="list-style-type: none"> -Photo Essay using Rubric -End of Unit Assessment <p>Informal</p> <ul style="list-style-type: none"> -Quizzes -Teacher and Student Rubrics -Journals -Teacher Observation -Discussions -Writing Samples/Student Work 	TBD

**Grade Seven English Language Arts
Unit 6 Reading and Writing**

Instructional Strategies
<p>-CRISS Strategies</p> <p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p><u>Instructional</u></p> <p>-Student Work</p> <p>-Language Arts Curriculum Addendums</p> <p>-Texts:</p> <ul style="list-style-type: none"> • <u>The Milestone Project</u> by Richard and Michele Steckel • <u>The World According to Dog</u> by Joyce Sidman • <u>Talking Walls</u> by Margy Burns Knight <p>-Additional Text Suggestions:</p> <ul style="list-style-type: none"> • <u>Remember: The Journey to School Integration</u> by Toni Morrison • <u>Looking Back</u> by Lois Lowry • <u>Inside Grand Central Terminal-A Photo Essay</u> by Kurt Boone <p>-Sitton Spelling</p> <p>-<i>Write Source</i> 2000 student books</p> <p>-<i>The Reader's Handbook</i> student copy</p> <p>-<i>Crosswalk Coach</i> and <i>Common Core Coach</i></p> <p>-<i>Fundamentals of Writing</i> Unit: Photo Essay</p> <p><u>Teacher</u></p> <p>-Student Assessment Data</p> <p>-Language Arts Curriculum Addendums</p> <p>-CRISS Manual</p>	<p>www.schoolwidenetwork.com</p> <p>For publication ideas: About.com: Graphic Software. "Working with Digital Photos and Scanned Images." http://graphicssoft.about.com/od/digitalphotography/Working_with_Digital_Photos_and_Scanned_Images.html</p> <p>Caddpower.com "Cropping Photos: Every Picture Tells a Story." http://www.caddpower.com/cms/croppingpictellsstory.htm</p> <p>Scribble Press IPAD app</p>

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Unit 6 Reading and Writing**

<ul style="list-style-type: none">-<i>Fundamentals of Writing</i> Unit: Photo Essay-<i>Fundamentals of Grammar</i>-<i>Constructing Meaning</i> by Nancy Boyles-<i>Sitton Spelling</i>-<i>Teaching Middle School Writing</i> by Laura Robb-<i>Teaching Middle School Reading</i> by Laura Robb-<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb-<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann-<i>Grammar for Middle School</i> by Don and Jenny Killgallon-<i>Write Source</i> teacher's guide-<i>The Reader's Handbook</i> teacher's guide-<i>Crosswalk Coach</i> and <i>Common Core Coach</i>	
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Interdisciplinary Connections

**Grade Seven English Language Arts
Unit 7 Reading and Writing**

Subject(s)	English Language Arts
Unit of Study	Unit #7 – Understanding the World Through Text
Pacing	20 days (15 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading CCR.7.RL.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. CCR.7.RI.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 CCR.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>Speaking and Listening CCR.7.SL.6 ADAPT speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language CCR.7.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>

Priority and Supporting CCSS
<p>CCR.7.RL.9 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.</p> <p>CCR.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>CCR.7.W.9 DRAW evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCR.7.SL.1d ACKNOWLEDGE new information expressed by others and, when warranted, MODIFY their own views.</p> <p>CCR.7.RL.7 COMPARE and CONTRAST a written 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> <p>CCR.7.W.9a APPLY <i>grade 7 Reading standards</i> 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”).</p> <p>CCR.7.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR.7.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR.7.L.2b SPELL correctly.</p>

**Grade Seven English Language Arts
Unit 7 Reading and Writing**

CCR.7.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.
 CCR.7.L.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.
 CCR.7.L.4a 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.
 CCR.7.L.4b USE common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels
RL.9 <ul style="list-style-type: none"> • Compare • Contrast • Characteristics of genre (e.g., fiction, historical fiction, non-fiction) • Theme • Topic • Author’s purpose (e.g., to reveal a dilemma, to draw attention to an issue) • Text to text connections • Textual evidence 	RL.9 COMPARE/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)	4
RI.7 <ul style="list-style-type: none"> • Compare • Contrast • How to analyze • Text and media topic • Media formats • Delivery of information (e.g., speech, digital, documentary, podcast) 	RI.7 COMPARE/CONTRAST (a text to an audio, video, or multimedia version of the text) ANALYZE (each medium’s portrayal of the subject)	4 4
W.9 <ul style="list-style-type: none"> • Textual evidence 	W.9 DRAW (evidence from literary or informational texts to support analysis, reflection, and research)	3,5

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SL.1d <ul style="list-style-type: none"> • Topic • Main ideas and points 	SL.1d ACKNOWLEDGE (new information expressed by others) MODIFY (their own views)	2,5 5
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Essential Questions	Corresponding Big Ideas
1. How do creators and presenters of written, visual and audio influence their audiences and why is it important? 2. Making meaning from a variety of sources: What will help?	1. Authors of historical fiction reveal their perspective and/or engage the reader through their selection of places, people and events from history. 2. Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Learning Activities	
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none"> • Comparing/contrasting 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 using text evidence • Comparing/contrasting text to audio, video, or multimedia version and analyzing each medium’s portrayal of the subject using text evidence • Acknowledging new information expressed by others and modifying own views <p><u>Activities</u> <u>Notes:</u></p> <ol style="list-style-type: none"> 1. Grammar mini-lessons can be incorporated throughout the unit based on student needs. 2. The following lessons can be imbedded throughout the unit: <ul style="list-style-type: none"> ➤ CROSSWALK Coach, Lesson 1, pages 24-31 (RL.9) ➤ Common Core Coach, Lesson 1, pages 5-18 (RL.1, L.9) and Lesson 5, pages 93-105 (RL.9) • Students will 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. <ul style="list-style-type: none"> ○ Students will compare and contrast a fictional portrayal of the time, place, and events in or around the sinking of 	<p><u>Teacher Notes</u></p>

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Titanic (April 11, 1912). This will include comparing and contrasting character accounts (e.g., specific class passengers from Titanic).

- Students will further their understanding of the time period and events by reading “Death on the Unsinkable Titanic” in Jamestown Publisher *Disasters* and respond to the following questions:
 - How are “Survival” and “Death on the Unsinkable Titanic” alike and different in their portrayal of the early 1900’s?
 - After reading fictional and historical accounts of the early 1900’s, explain how the author of the fictional account uses or alters history. Use examples from both versions in your explanation.
- Students will read the play “Survival” to gain an understanding of the time period and events and will discuss and respond to the following questions:
 - *How do the events of the Titanic sinking influence the author’s story? What is the evidence?*
 - *How could the outcome of the trial have influenced the events of the Titanic sinking?*
- Towards the end of the unit, students will use their notes to compare and contrast the treatment of passengers on the Titanic based on class. Students will read, view, and/or listen to a variety of fiction and nonfiction texts/media from multiple sources that depict the events and accounts of passengers during the journey and disaster of the Titanic while taking notes. Students will compare and contrast the historical events of the Titanic and how it is portrayed in fiction. Students will then create a first-person account journal of an assigned passenger that was aboard the Titanic.

NOTE: See Titanic IPAD app under Technology Resources

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

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Vocabulary
<p>Contrast- to show differences when compared</p> <p>Compare- to examine in order to note the similarities and differences</p> <p>Historical account- a written work containing text based on history</p> <p>Inference- a conclusion drawn from prior knowledge and evidence or clues</p> <p>Medium- a means for sending information</p> <p>Multimedia- the combined use of several media such as sound, video or text</p> <p>Reasoned judgment- a personal view that is based on logic, facts and reasons</p> <p>Reflection- considered thoughts on a topic or literary work</p> <p>Structure of text- the organization or arrangement of ideas in written work</p> <p>Textual evidence- words from the text that show, prove or give reasons for making a judgment</p> <p>Topic- the main thought or subject of a written work</p>

Instructional Strategies
<p>-CRISS Strategies</p> <p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Assessment	Performance Task
<p><u>Formal</u></p> <ul style="list-style-type: none"> -Journal Rubric -End of unit assessment <p><u>Informal</u></p> <ul style="list-style-type: none"> -Quizzes -Rubrics -Journals -Teacher Observation -Conferencing -Peer Conferencing/Editing -Student Self-Reflections 	<p>TBD</p>

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Resources	Technology Resources
<p><u>Instructional</u> -Student Work -Language Arts Curriculum Addendums -Texts:</p> <ul style="list-style-type: none"> • <i>Literature Anthology</i> “Survival” • <i>Disasters</i> “Death on the Unsinkable Titanic” • <i>Titanic Voices: 63 Survivors Tell Their Extraordinary Stories</i> <p>-Sitton Spelling -Write Source 2000 student books -The Reader’s Handbook student copy -Crosswalk Coach and Common Core Coach Lessons</p> <p><u>Teacher</u> -Student Assessment Data -Language Arts Curriculum Addendums -CRISS Manual -<i>Fundamentals of Grammar</i> -<i>Constructing Meaning</i> by Nancy Boyles -Sitton Spelling -<i>Teaching Middle School Writing</i> by Laura Robb -<i>Teaching Middle School Reading</i> by Laura Robb -<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb -<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann -<i>Grammar for Middle School</i> by Don and Jenny Killgallon -Write Source teacher’s guide -The Reader’s Handbook teacher’s guide -Crosswalk Coach and Common Core Coach</p>	<p>Building Titanic IPAD app</p> <p>National Geographic’s Titanic 1000 Year Anniversary Volume 1</p> <ul style="list-style-type: none"> • “Secrets of the Titanic” • “Save the Titanic with Bob Ballard” <p>Titanic (2011) (4 Episode Television series)</p>

Interdisciplinary Connections

**Grade Seven
English Language Arts
Reading and Writing Pacing Guide**

GRADE 7		
Reading and Writing	Instruction	Re-Teach
Unit 1: Making of a Good Story	25 days	5 days
Unit 2: Analyzing Craft and Structure	15 days	5 days
Unit 3: What's the Big Idea	20 days	5 days
Unit 4: Finding the Evidence	20 days	5 days
Unit 5: Investigations	25 days	5 days
Unit 6: Communicating for a Purpose	25 days	5 days
Unit 7: Understanding the World through Text	15 days	5 days

Number of Instructional Days = 145
 Number of Re-Teaching Days = 35
 Total Number of Days = 180 days