

# GRADE 7 ENGLISH/LANGUAGE ARTS CURRICULUM

## Course 50007

Seventh grade students read, comprehend, and objectively summarize fiction and non-fiction texts. In seventh grade, students analyze texts making inferences, conclusions, and generalizations based on specific details from the text. Students will analyze the structure of a text and identify how structure supports the author's purpose and development of the text. They will write in response to texts, analyzing them for main idea, theme, character development, author's purpose, and point of view. They will also evaluate author's claims and compare texts on similar topics. Students should have command of language conventions. They will increase their knowledge and correct use of grade appropriate vocabulary and correct spelling of grade appropriate words.

### GRADE SEVEN ENGLISH/LANGUAGE ARTS OUTLINE:

Goals	Skills	Summative Assessments	Time Frame	Main Resources
<ul style="list-style-type: none"> <li>Analyze the interactions between individuals, events, and ideas in a text.</li> <li>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</li> <li>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.</li> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate an author's argument, reasoning and specific claims for soundness of reason and the relevance of evidence.</li> <li>Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</li> <li>Analyze texts for how author develops characters' points of view and how structure contributes to meaning.</li> <li>Write expository, opinion and narrative pieces that are clear, well organized, and use various structural features and strategies to convey the message more effectively.</li> <li>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</li> <li>Demonstrate command of the conventions of Standard English when speaking based on Grade 7 level and content.</li> </ul>	Unit Assessments  PSSA	1-year	Vocabulary for the College Bound  PA Core English Language Arts 7  Play: <u><a href="#">A Mid-Summer Night's Dream</a></u>  Additional Novels

**GRADE SEVEN ENGLISH/LANGUAGE ARTS MAP:**

TIME FRAME	BIG IDEAS	CONCEPTS	ESSENTIAL QUESTIONS	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
Grammar and Vocabulary Unit (Marking Periods 1-4+	<ul style="list-style-type: none"> <li>• Effective use of vocabulary builds social and academic knowledge</li> <li>• Spoken language can be represented in print.</li> <li>• Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text</li> <li>• Language is used to communicate and to deepen understanding.</li> <li>• Writing is a recursive process that conveys ideas, thoughts and feelings</li> <li>• Writing is a means of documenting thinking.</li> </ul>	<p>In the English language words can be understood by analyzing both the phonetic and the morphological parts.</p> <p>Acquiring and applying a robust vocabulary assists in constructing meaning.</p> <p>Changes in word parts affect meaning.</p> <p>Focus, content, organization, style, and conventions work together to impact writing quality</p>	<ul style="list-style-type: none"> <li>• How can the knowledge of language help us to communicate and understand?</li> <li>• How does interaction with text provoke thinking and response?</li> <li>• How do we develop into effective writers?</li> </ul>	<p>CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.</p> <p>CC.1.2.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</p> <p>CC.1.3.7.J 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</p>	<ul style="list-style-type: none"> <li>• Use the knowledge of language, including word origins and morphology to unlock meaning of specialized vocabulary across disciplines</li> <li>• Apply academic vocabulary across disciplines.</li> <li>• Develop an increasingly sophisticated working vocabulary including specialized vocabulary from academic content areas.</li> <li>• Generate connections between and among words based on meaning, content, and context</li> <li>• Identify the literal, figurative, and idiomatic meaning of vocabulary</li> <li>• Use grade appropriate resources to confirm and extend meaning of vocabulary</li> <li>• Apply word analysis skills (e.g.: syllabication, root words, prefixes, suffixes, inflectional</li> </ul>	<p>Guided notes</p> <p>Study guides</p> <p>Cooperative groups</p> <p>Read aloud directions</p> <p>One-on-one instruction</p>	<p>Vocabulary assessment</p> <p>Performance assessment</p> <p>Presentation</p>

				<p>expression.</p> <p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.</p> <p>CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.X Write routinely over extended time frames</p>	<p>endings) to read and unlock meaning of words.</p> <ul style="list-style-type: none"><li>• Write to create style, tone, and voice using a variety of sentence structures and descriptive word choices, and literary devices. (style)</li></ul>		
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				(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.			
Short Story Unit- Genre and Point of View Literature Unit (Marking period 1)	<ul style="list-style-type: none"> <li>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text</li> </ul>	Essential content, literary elements and devices inform meaning	<ul style="list-style-type: none"> <li>How does interaction with text provoke thinking and response?</li> </ul>	<p>CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.</p> <p>CC.1.2.7.D Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.</p> <p>CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</p> <p>CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.</p> <p>CC.1.2.7.L Read and comprehend literary non-fiction and informational text on grade level, reading</p>	<ul style="list-style-type: none"> <li>Interpret and analyze the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, symbolism, imagery, and hyperbole)</li> <li>Identify and explain the use of literary elements within and among texts</li> <li>Identify and explain the use of conflict, theme, and/or point of view within and among texts</li> <li>Identify stated facts, reasoned judgments, and opinions across texts</li> </ul>	<p>Model read-aloud and questioning</p> <p>Cooperative groups</p> <p>Teacher read aloud</p> <p>Writing while reading</p>	<p>Formative assessments</p> <p>Summative assessments</p>

				<p>independently and proficiently.</p> <p>CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.</p> <p>CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.</p> <p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.5.7.A Engage effectively in a range of collaborative</p>			
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				discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.			
Common Core Reading (Marking Periods 1 and 2)	<ul style="list-style-type: none"> <li>Purpose, topic and audience guide types of writing</li> <li>Language is used to communicate and to deepen understanding.</li> <li>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text</li> </ul>	<p>Various types of writing are distinguished by their characteristics</p> <p>Changes in word parts affect meaning.</p> <p>In the English language words can be understood by analyzing both the phonetic and the morphological parts.</p> <p>Essential content, literary elements and devices inform meaning</p>	<ul style="list-style-type: none"> <li>How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose and audience?</li> <li>How can the knowledge of language help us to communicate and understand?</li> <li>How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose and audience?</li> <li>How does interaction with text provoke thinking and response?</li> </ul>	<p>CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.7.D Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.</p>	<ul style="list-style-type: none"> <li>Write narrative pieces, specific to a purpose and audience, which have clear organizational structures, contains dialogue, literary conflict, and literary elements and devices (e.g. short stories, poems, plays).</li> <li>Apply word analysis skills (e.g.: syllabication, root words, prefixes, suffixes, inflectional endings) to read and unlock meaning of words.</li> <li>Use the knowledge of language, including word origins and morphology to unlock meaning of specialized vocabulary across disciplines</li> <li>Develop an increasingly sophisticated working vocabulary including specialized vocabulary from academic content areas.</li> <li>Use and cite evidence from</li> </ul>	<p>Read content aloud</p> <p>Reading strategies</p> <p>Word definition</p>	<p>Formative assessment</p> <p>Summative assessment</p>

				<p>CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</p> <p>CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p>	<p>texts to make assertions, inferences, generalizations, and to draw conclusions</p> <ul style="list-style-type: none"> <li>• Interpret and analyze the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, symbolism, imagery, and hyperbole)</li> <li>• Identify and explain the use of literary elements within and among texts</li> <li>• Question, reflect on, and interpret essential content across texts and subject areas</li> </ul>		
<p>Book Shares (Marking Periods 1-4)</p>	<ul style="list-style-type: none"> <li>• Writing is a recursive process that conveys ideas, thoughts and feelings</li> <li>• Language is used to communicate and to deepen understanding.</li> <li>• Word choice and sentence structure are used to express ideas.</li> </ul>	<p>Focus, content, organization, style, and conventions work together to impact writing quality</p> <p>Word choice and sentence structure are used to express ideas.</p>	<ul style="list-style-type: none"> <li>• How do we develop into effective writers?</li> <li>• What role does writing play in our lives?</li> <li>• How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose and audience?</li> <li>• To what extent does the writing process contribute to the quality of writing?</li> <li>• How can the knowledge of language help us to communicate and understand?</li> </ul>	<p>CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).</p> <p>CC.1.5.7.C Analyze the main ideas and supporting details</p>	<ul style="list-style-type: none"> <li>• Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions)</li> <li>• Recognize how parts of speech within a sentence impact meaning and how sentence structure is used to express more complex ideas.</li> </ul>	<p>Oral summary vs written summary</p>	<p>Oral presentation</p> <p>Writing assessment (Summary)</p> <p>Use of visual aids</p>

				<p>presented in diverse media formats (e.g. visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CC.1.5.7.D 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.</p> <p>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</p>			
<p>Narrative and Descriptive Writing Unit (Marking period 2)</p>	<ul style="list-style-type: none"> <li>• Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.</li> <li>• Rules of grammar and conventions of</li> </ul>	<p>Focus for Writing</p> <p>Range for Writing</p>	<ul style="list-style-type: none"> <li>• Why do writers write?</li> <li>• How does one best present findings?</li> <li>• What does a reader look for and how can he/she find it?</li> <li>• How does a reader</li> </ul>	<p>CC.1.3.7.H 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</p>	<ul style="list-style-type: none"> <li>• Informational: Identify and introduce the topic clearly, including a preview of what is to follow.</li> <li>• Argumentative: Introduce and state an opinion</li> </ul>		<p>Various narrative and descriptive pieces</p> <p>Quizzes</p>



	<p>language support clarity of communications between writers/speakers, and readers/listeners.</p> <ul style="list-style-type: none"> <li>• Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>• Effective research requires multiple sources of information to gain or expand knowledge.</li> </ul>		<p>know a source can be trusted?</p> <ul style="list-style-type: none"> <li>• How do grammar and conventions of language influence spoken and written communication?</li> <li>• How do readers know what to believe in what they read, hear, and view?</li> </ul>	<p>alter history.</p> <p>CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.7.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style.</p> <p>CC.1.4.7.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or</p>	<p>on a topic. Narrative: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p>		
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				<p>section that follows from and supports the argument presented.</p> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.</p> <p>CC.1.4.7.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.7.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.7.P Organize an event</p>			
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				<p>sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.</p> <p>CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing. • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Use sentences of varying lengths and complexities • Use precise language. • Develop and maintain a consistent voice.</p> <p>CC.1.4.7.T 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.</p> <p>CC.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and</p>			
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				<p>collaborate with others, including linking to and citing sources.</p> <p>CC.1.4.7.X 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>			
Literature Unit (Marking period 2)	<ul style="list-style-type: none"> <li>Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</li> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>Effective readers use appropriate strategies to construct meaning.</li> </ul>	<p>Collaborative Discussions</p> <p>Point of View</p> <p>Text Analysis</p> <p>Analysis Across Text</p> <p>Evaluating Arguments</p>	<ul style="list-style-type: none"> <li>What do good listeners do?</li> <li>How do readers know what to believe in what they read, hear, and view?</li> <li>How do strategic readers create meaning from informational and literary text?</li> <li>How does what readers read influence how text should be read?</li> <li>How do interactions with text provoke thinking and response?</li> </ul>	<p>CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.</p> <p>CC.1.2.7.D Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</p> <p>CC.1.2.7.I Analyze how two or more authors present</p>	<ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions, on grade level topics, texts and issues, building on others' ideas and expressing their own clearly.</li> <li>Determine and author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> <li>Compare and contrast a fictional portrayal of a time, place, or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history.</li> <li>Analyze how two or more authors present and interpret facts on the same topic.</li> <li>Evaluate an</li> </ul>	<p>Observation</p> <p>Formative assessments</p> <p>Summative assessments</p>	

				<p>and interpret facts on the same topic.</p> <p>CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>author's argument, reasoning, and specific claims for the soundness of the argument and the rnce of the evidence.</p> <ul style="list-style-type: none"> <li>• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or ge drawn from the text.</li> <li>• Analyze the interactions between individuals, events, and ideas in a text</li> </ul>		
Poet Research and Personal Memoirs (Marking period 3)	<ul style="list-style-type: none"> <li>• Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</li> <li>• Effective speakers prepare and communicate messages to address the audience and purpose.</li> <li>• Effective readers use appropriate strategies to construct meaning.</li> <li>• Audience and purpose influence the writer's choice of organizational pattern, language, and literary techniques.</li> <li>• Effective research requires multiple</li> </ul>	<p>Conventions of Standard English</p> <p>Critical listening</p> <p>Purpose, Audience and Task</p> <p>Text Analysis</p> <p>Focus for Writing</p> <p>Content for Writing</p> <p>Technology and Publication</p> <p>Conducting Research</p> <p>Credibility, Reliability, and Validity of Sources</p>	<ul style="list-style-type: none"> <li>• What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear? How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message? How do strategic readers create meaning from informational and literary text?</li> <li>• What is this text really about? How does interaction with text provoke</li> </ul>	<p>CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.</p> <p>CC.1.4.7.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.</p>	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English when speaking based on grade 7 level and content.</li> <li>• Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> <li>• Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye</li> </ul>	<p>Give choice of a different product (Poet poster, PowerPoint, etc.)</p>	<p>Poet portfolio</p> <p>Personal memoir</p>

	sources of information to gain or expand knowledge.		thinking and response? Why do writers write? What is the purpose? What makes clear and effective writing? How does one present findings? What does a reader look for and how can s/he find it?	<p>CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.7.G Write arguments to support claims.</p> <p>CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.7.U 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>CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>contact, adequate volume, and clear pronunciation.</p> <ul style="list-style-type: none"> <li>• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</li> <li>• Analyze the interactions between individuals, events, and ideas in a text.</li> <li>• Informational: Identify and introduce the topic clearly, including a preview of what is to follow. Argumentative: Introduce and state an opinion on a topic. Narrative: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>• Argumentative: Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating</li> </ul>		
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				<p>CC.1.4.7.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.7.D 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.</p> <p>CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</p>	<p>an understanding of the topic. Narrative: Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> <li>• Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and</li> </ul>		
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					accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
Common Core Reading (Marking period 3)	<ul style="list-style-type: none"> <li>Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</li> <li>Effective speakers prepare and communicate messages to address the audience.</li> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> <li>Effective readers use appropriate strategies to construct meaning.</li> </ul>	<p>Evaluating Information</p> <p>Purpose, Audience and Task</p> <p>Point of View</p> <p>Vocabulary</p> <p>Evaluating Arguments</p> <p>Text Structure</p>	<ul style="list-style-type: none"> <li>What do good listeners do?</li> <li>How do active listeners make meaning?</li> <li>How do active listeners know what to believe in what they hear?</li> <li>How do task, purpose, and audience influence how speakers craft and deliver a message?</li> <li>How do speakers employ language and utilize resources to effectively communicate a message?</li> <li>How do readers know what to believe in what they hear, read, and view?</li> <li>What strategies and resources do I use to figure out unknown vocabulary?</li> <li>How do strategic readers create meaning from a informational and literary text?</li> <li>What is this text really about?</li> <li>How does</li> </ul>	<p>CC.1.2.7.D Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.</p> <p>CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</p> <p>CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.7.E Analyze how the</p>	<ul style="list-style-type: none"> <li>Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.</li> <li>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.</li> <li>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.</li> <li>Determine the meaning of words and phrases as they are used in grade level</li> </ul>	<p>Guided notes,</p> <p>Guided writing,</p> <p>One-on-one edits</p>	<p>Formative assessments</p> <p>Summative Assessments</p>



			<p>interaction with text provoke thinking and response?</p> <ul style="list-style-type: none"> <li>• How does what readers read influence how they should read?</li> </ul>	<p>structure or form of a text contributes to its meaning.</p> <p>CC.1.4.7.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CC.1.5.7.D 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.</p>	<p>reading and content, including interpretation of figurative, connotative, and technical meanings.</p> <ul style="list-style-type: none"> <li>• Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</li> <li>• Analyze the development of the meaning through the overall structure of the text.</li> </ul>		
Shakespeare Unit (Marking period 4)	<ul style="list-style-type: none"> <li>• Effective readers use appropriate strategies to construct meaning.</li> <li>• Audience and purpose influence the writer's choice of organizational pattern, language,</li> </ul>	<p>Multimedia</p> <p>Sources of Information</p> <p>Text Analysis</p> <p>Range of Writing</p> <p>Response to</p>	<ul style="list-style-type: none"> <li>• How do strategic readers create meaning from informational and literary text?</li> <li>• Why do writers write?</li> <li>• What is the purpose?</li> </ul>	<p>CC.1.3.7.G 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</p>	<ul style="list-style-type: none"> <li>• Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> <li>• Compare and</li> </ul>	<p>Text read aloud,</p> <p>Small group instruction,</p> <p>Guided notes,</p> <p>Guided research and web quest</p>	<p>Never-ending book, summative assessment</p> <p>Web quest</p>

	<p>and literacy techniques.</p> <ul style="list-style-type: none"> <li>• Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>• Effective research requires multiple sources of information to gain or expand knowledge.</li> </ul>	<p>Literature</p> <p>Conducting Research</p> <p>Credibility, Reliability, and Validity of Sources</p>	<ul style="list-style-type: none"> <li>• How do readers know what to believe in what they read, hear, and view?</li> <li>• What does a reader look for and how can s/he find it?</li> <li>• How does a reader know a source can be trusted?</li> </ul>	<p>camera focus and angles in a film).</p> <p>CC.1.3.7.H 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>CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CC.1.4.7.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>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> <ul style="list-style-type: none"> <li>• Compare and contrast a fictional portrayal of a time, place or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history.</li> <li>• 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.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</li> <li>• Conduct short research projects</li> </ul>		
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				<p>CC.1.4.7.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <ul style="list-style-type: none"><li>• 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.</li></ul>		
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