

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 7 LANGUAGE ARTS

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Grade seven language arts is a full-year course. Students actively engage in all aspects of language arts: reading, writing, speaking, listening, and viewing. Students explore these strands as they engage in the genres of reading, writing, and oral presentation, including meaningful discussions about what they read and write. Collaboration is a cornerstone of the classroom as students participate in small-group and large-group discussions and activities. Other media, such as film, art, and music, are also integrated within units of study. Complex texts offer students the challenges of grappling with works of exceptional craft and thought whose range extends across genres, cultures, and centuries, and the opportunity to use their works to build and extend their own writing. Students develop their writing skills as they engage in the processes of writing, and conventions of writing are integrated into all writing units.

Middle school literacy is dynamic and ever-changing. Traditionally, reading, writing, speaking, listening, and viewing have been identified as the critical skills in literacy development. However, as information and technology shape our society, the definition of literacy and its relationship to education also must change. Middle school language arts teachers support students by teaching them the tools to construct and share meaning in a variety of contexts in today's world.

Texts, both those read by groups of students and those read by students independently, should meet grade-level-appropriate norms for text complexity, appreciating the confluence of qualitative, quantitative, and reader and task considerations. It is the assumption that students are reading grade-level-appropriate texts in each unit of study, with scaffolding as necessary to ultimately promote independent proficiency.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RL.7.1/RI.7.1 Use several pieces of textual evidence to support analysis of texts.

CCS.ELA-Literacy.RL.7.2/RI.7.2	Use particular details to determine a theme or central idea of a text and to analyze how it is developed over the course of the text; summarize the text.
CCS.ELA-Literacy.RL.7.3/RI.7.3	Analyze how ideas and themes develop and evolve over the course of a text via particular text elements.
CCS.ELA-Literacy.RL.7.4/RI.7.4	Understand the choices the author makes in words, sentences, and paragraph structure and how these choices contribute to the meaning and purpose of the text.
CCS.ELA-Literacy.RL.7.5/RI.7.5	Understand the choices the author makes in paragraph, chapter, or section structure and how these choices contribute to the meaning and purpose of the text.
CCS.ELA-Literacy.RL.7.6/RI.7.6	Explain how an author develops the point of view of each narrator or speaker of a text, including how a particular point of view is distinguished from others.
CCS.ELA-Literacy.RL.7.7/RI.7.7	Analyze different media to compare and contrast ideas presented in texts and the different techniques used to convey and create those ideas.
CCS.ELA-Literacy.RI.7.8	Understand and evaluate the arguments and claims presented in texts and analyze the supporting details.
CCS.ELA-Literacy.RL.7.9/RI.7.9	Compare and contrast ideas and structures of texts in different forms or genres, including fictional and historical texts treating the same topic.
CCS.ELA-Literacy.RL.7.10/RI.7.10	Read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
CCS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.7.5	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.
CCS.ELA-Literacy.W.7.6	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.
CCS.ELA-Literacy.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CCS.ELA-Literacy.W.7.8	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.
CCS.ELA-Literacy.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.W.7.10	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.
CCS.ELA-Literacy.SL.7.1	Engage effectively in a range of collaborative discussions (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.

CCS.ELA-Literacy.SL.7.2	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.
CCS.ELA-Literacy.SL.7.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
CCS.ELA-Literacy.SL.7.4	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.
CCS.ELA-Literacy.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCS.ELA-Literacy.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

COURSE ENDURING UNDERSTANDINGS

Reading

Students will understand that . . .

- textual evidence is necessary to support analysis of central idea, inference, and summary.
- close reading will increase comprehension of text.
- there are similarities and differences between written text and other media.
- word meanings, structure, and point of view shape understanding of text.

Writing

Students will understand that . . .

- each type of writing (argumentative, informative, and narrative) has its unique purpose, style, and structure.
- the production of clear, coherent writing is a process that requires planning, revising, editing, rewriting, and using technology as a means to publish, and to possibly find a new approach.
- effective research presents knowledge gained from the evaluation of multiple, credible, and reliable sources that will clearly support a claim or explain a topic.

Speaking & Listening

Students will understand that . . .

- speakers use strategies and techniques for effective academic conversation and presentation.
- listeners need to analyze purpose and to evaluate information presented in different formats.
- listeners need to evaluate a speaker's argument/reasoning and determine relevance.

COURSE ESSENTIAL QUESTIONS

Reading

- How does a reader come to understand and appreciate what he/she reads?
- How does reading make me a better writer?
- What do reading and writing in all their forms teach us about life and being human?
- How do I unlock the power of words?

Writing

- How do I effectively use the writing process?
- How does reading a variety of genres enhance my writing?
- What strategies can I use to write more effectively?

- How do I gather and use information to support my thinking and writing?

Speaking & Listening

- How do I listen?
- How do I orally communicate ideas effectively to various audiences?
- How do I engage in collaborative discussion?
- How do I evaluate a speaker’s argument and reasoning?

COURSE KNOWLEDGE & SKILLS

Reading

Students will understand . . .

- the elements of fiction and nonfiction.
- the use of figurative language and connotative meaning.
- the impact of tone, word choice, and point of view on meaning.
- the varieties of text structures.
- the characteristics of different genres.
- the various types of media used for comparative study.
- key academic vocabulary.

Students will be able to . . .

- cite text evidence to support their analysis of a work.
- analyze the use of key details in informational text.
- describe the development of plot and character in a work.
- determine the theme/central idea of a work.
- summarize text.
- analyze elements of a given text structure.
- determine word meaning.
- distinguish fact from opinion.
- compare and contrast elements of different genres and media.
- analyze the use of text features.
- integrate information from different sources.
- evaluate claims and supporting details.

Writing

Students will understand . . .

- the steps of process writing.
- the parts of an essay.
- the organizational structures and strategies for different types of writing.
- effective strategies to build fluency, elaboration, clarity, and interest.
- the use of figurative language.
- accurate and logical evidence necessary for elaboration of a topic.

- the characteristics of different genres.
- the various types of media used for comparative study.
- key academic vocabulary.

Students will be able to . . .

- introduce and support claims.
- acknowledge alternate or opposing claims.
- establish and maintain formal style.
- produce and develop writing mindful of task, purpose, and audience.
- use transitions.
- elaborate in a variety of ways.
- use precise language.
- conduct research.
- gather reliable information from reliable sources.
- paraphrase information.
- cite and document information according to MLA guidelines.
- peer-edit, self-edit, and revise their writing.
- publish writing.

Speaking & Listening

Students will understand . . .

- collaborative group discussion as an opportunity to express ideas and gain insights and new understandings from others.
- viewing and listening to recordings as other ways to gather information and extend learning of a topic, text, or issue under study.
- organization, elaboration, and strategies necessary for effective communication of ideas in presentations.
- the use of visual displays and multimedia components to enhance presentations.

Students will be able to . . .

- participate in collaborative learning groups.
- prepare for collaborative discussion by completing required reading and/or written work that supports the focus of discussion and collaboration and/or their role(s) in that discussion/ group work.
- participate in group collaboration by posing and responding to questions with relevant and meaningful responses.
- present information in both formal and informal settings.
- produce and develop presentations mindful of task, purpose, and audience.
- interpret information presented by their peers, recordings, videos, and other multimedia.
- use appropriate eye contact, adequate volume, and clear pronunciation.
- include multimedia components and visual displays in their presentations.

UNIT 1

Personal Narrative

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.7.6	In the process of reading various mentor texts, identify and discuss techniques used by each author to establish each character's point of view.
CCS.ELA-Literacy.RL.7.3	In the process of reading various mentor texts, analyze how particular elements of a story interact to convey meaning.
CCS.ELA-Literacy.W.7.3	Use narrative techniques such as dialogue, pacing, and sensory language to capture the action in a fictional story based on a natural disaster.
CCS.ELA-Literacy.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Questions

- What makes a story worth telling?
- What makes a narrative engaging?

Scope and Sequence

- Exploring strategies for generating and expanding narrative ideas
- Reading closely to learn from mentor texts, while identifying narrative techniques
- Flash-drafting narrative pieces
- Using narrative techniques such as dialogue, pacing, description to develop story
- Employing precise words and phrases, relevant details, and sensory language
- Ending stories in meaningful ways

Assured Assessments

Formative Assessment:

Writer's Notebook: Each student will complete a list of experiences based on strategies to generate topics. Each student will complete free-writes to explore some of the topics generated. Each student will identify narrative techniques / author's craft from a mentor text.

Summative Assessment:

Each student will complete the writing process to produce a published narrative piece. A common rubric will be used to assess the narrative, and grades will be factored into the trimester grade as a major element in a manner common to all grade 7 language arts teachers at both middle schools.

Resources

Core

- *Prentice-Hall Literature Grade 7*. Print.
- Dillard, Annie. "An American Childhood." Print.
- Fletcher, Ralph. "Funeral." Print.

Supplemental

- Fletcher, Ralph. "How to Write Your Own Life Story." Print.
- Spinelli, Jerry. *Knots in My Yo-Yo String* selections. Print.

Time Allotment

- Approximately three weeks

UNIT 2

Natural Disasters: Researched Informative Writing

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.7.9/RI.7.9	Analyze how two or more writers present important information about natural disasters to support their individual interpretations of facts.
CCS.ELA-Literacy.W.7.8	Use search terms strategically and effectively to find and collect valuable information about natural disasters from a range of both print and digital sources. Paraphrase others' ideas and cite each source with parenthetical citations according to MLA format.
CCS.ELA-Literacy.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CCS.ELA-Literacy.W.7.8	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.
CCS.ELA-Literacy.W.7.9	Support their interpretations and findings about natural disasters with evidence found in texts and other media.
CCS.ELA-Literacy.SL.7.4	Present major facts about natural disasters clearly and concisely using details, facts, and examples, with appropriate eye contact, volume, and pronunciation.

Unit Essential Questions

- How do I find reliable and relevant information?
- How do we engage in meaningful conversation?
- What survival challenges do people face?
- What decisions do people make to survive?

Scope and Sequence

- Through their research, students will understand and analyze how people can sometimes prepare for and overcome forces of nature.
- Students will read and understand research sources, both print and digital, and determine their credibility and accuracy.
- Students will organize collected information in a multi-paragraph informative essay written in a formal style, revise and edit content based on peer and teacher feedback, and publish the informative essay based on MLA format, including parenthetical citations.
- Students will orally present research findings using multimedia components and visual displays.
- In both writing and speaking, students will demonstrate command of language conventions.

Assured Assessments

Formative Assessment:

Each student will participate in collaborative discussion to plan group presentations on selected natural disasters. Via exit slips, teachers will assess students' readiness for next steps in synthesizing their work into cohesive group visual presentations.

Summative Assessment:

Each student will publish a multi-paragraph informative essay based on research of a selected specific natural disaster. The essay must include parenthetical citations according to MLA format. A common rubric will be used to assess the essay, and grades will be factored into the trimester grade as a major element in a manner common to all grade 7 language arts teachers at both middle schools.

Each student will present his/her research using multimedia components and visual display in a group presentation. A common rubric will be used to score students on accuracy, pacing, eye contact, volume, pronunciation, and visuals. The presentation will be factored into the trimester grade as a major element in a manner common to all grade 7 language arts teachers at both middle schools.

Resources

Core

- Krakauer, Jon. *Into Thin Air* selections. Print.
- London, Jack. "The Story of an Eyewitness." Print.

Supplemental

- Collection of books on the topic of natural disasters.
- Relevant articles and website related to students' selected natural disasters.

Time Allotment

- Approximately four weeks

UNIT 3

Taking a Close Look at Edgar Allan Poe: A Mini-Unit

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.7.2	Use particular details to determine a theme of each short story read, and analyze how it is developed over the course of the text.
CCS.ELA-Literacy.RL.7.3	Analyze how particular elements of each short story read, including irony and suspense, help create ideas and themes in the text.
CCS.ELA-Literacy.RL.7.4	While annotating each short story read, determine the meanings of words and phrases, including figurative and connotative meanings, and how those words and phrases contribute to the meaning and purpose of the text.

Unit Essential Questions

- How can irony and suspense add to the meaning of a short story text?
- How can I apply metacognitive strategies of self-monitoring and questioning to improve/enrich my reading comprehension?

Scope and Sequence

- Reading and noticing elements of, and possible patterns in, a first read of a short story
- Annotating and developing questions about selected passages in the story
- Analyzing literary elements, including figurative language, irony, and suspense
- Answering text-dependent questions

Assured Assessments

Formative Assessment:

Each student will respond to questions in his/her Writer's Notebook to examine literary elements and consider how irony and suspense add to the meaning of a short story text.

Summative Assessment:

Each student will complete selected text-dependent response questions. Grades will be factored into the trimester grade as a major element in a manner common to all grade 7 language arts teachers at both middle schools.

Resources

Core

- Poe, Edgar Allan. “The Raven.” Print.
- Poe, Edgar Allan. “The Tell-Tale Heart.” Print.

Time Allotment

- Approximately four days

UNIT 4

Analyzing Theme in the Novel: Book Clubs

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.7.1	Use several pieces of textual evidence to support analysis of texts.
CCS.ELA-Literacy.RL.7.2	Use particular details to determine a theme of each short story read, and analyze how it is developed over the course of the text.
CCS.ELA-Literacy.RL.7.6	Explain how an author develops the point of view of each narrator or speaker of a text, including how a particular point of view is distinguished from others.
CCS.ELA-Literacy.W.7.6	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.

Unit Essential Questions

- How does an author introduce and develop a theme?
- How does group collaboration enhance my understanding of a text?
- How can I apply metacognitive strategies of self-monitoring and questioning to improve/enrich my reading comprehension?
- How does adversity define a person?

Scope and Sequence

- Planning and organizing the book club group's reading schedule and topics of discussion
- Reading, discussing, and analyzing novels in the context of book clubs to analyze literary elements, including setting and figurative language
- Developing clear and effective theme statements
- Locating and organizing appropriate text evidence to support claims developed
- Writing a strong analytical paragraph in response to the essential question *How does adversity define a person?*
- Demonstrating command of language conventions in the final published piece

Assured Assessments

Formative Assessments:

- Each student will participate in independent reading via both in-class and nightly assignments.
- Each student will use his/her Writer's Notebook to complete written responses and select important passages and key vocabulary, sharing their work with partners and/or within collaborative groups. Notebooks will be assessed for completion of thoughtful, text-based responses.
- Each student will participate in book club group and large-group discussions.

Summative Assessment:

Each student will complete a multimedia presentation on his/her book club novel. A common rubric will be used to assess the presentation, and grades will be factored into the trimester grade as a major element in a manner common to all grade 7 language arts teachers at both middle schools.

Resources

Core

- one of the following:
 - Cooper, Susan. *Victory*. New York: McElderry, 2013. Print.
 - London, Jack. *The Call of the Wild*. New York: Signet, 2009. Print
 - Lupica, Mike. *The Million-Dollar Throw*. London: Puffin, 2010. Print.
 - Tougias, Michael J., and Casey Sherman. *The Finest Hours: The True Story of a Heroic Sea Rescue*. New York: Square Fish, 2015. Print.

Time Allotment

- Approximately five weeks

UNIT 5

The Art of Argument

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
CCS.ELA-Literacy.W.7.1A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
CCS.ELA-Literacy.W.7.1B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCS.ELA-Literacy.W.7.1C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
CCS.ELA-Literacy.W.7.1D	Establish and maintain a formal style.
CCS.ELA-Literacy.W.7.1E	Provide a concluding statement or section that follows from and supports the argument presented.

Unit Essential Questions

- What makes research most effective and valuable?
- What other perspectives should I consider when formulating an argument?
- What strategies work best for me as I defend a claim in writing?
- How can a written conclusion follow and advance my thinking?
- How can I detect bias in my research?

Scope and Sequence

- Students will select and research a topic related to the essential question about technology.
- Students will collaborate to refine and refocus research, including evaluating opposing viewpoints.
- Students will organize collected information in a multi-paragraph argumentative editorial that uses logical reasoning and accurate evidence and that addresses opposing viewpoints.
- Students will revise and edit content based on peer and teacher feedback, and publish the argumentative editorial with appropriate source documentation.

- In both writing and speaking, students will demonstrate command of language conventions.

Assured Assessments

Formative Assessment:

Writer's Notebook: Each student will complete flash-drafts and other formative writings to generate ideas in the writing process.

Summative Assessment:

Each student will complete the writing process to produce a published argumentative piece. A common rubric will be used to assess the narrative, and grades will be factored into the trimester grade as a major element in a manner common to all grade 7 language arts teachers at both middle schools.

Resources

Core

- Calkins, Lucy, Kelly Boland Hohne, and Anne Taranto. *Units of Study in Opinion, Information, and Narrative Writing: The Art of Argument: Research-Based Essays* (Grade 7, Unit 3). Portsmouth, NH: Heinemann. 2013. Print.

Time Allotment

- Approximately six weeks

UNIT 6

Reviewing Writing & Language Skills & Strategies

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------------|---|
| CCS.ELA-Literacy.RL.7.1/RI.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCS.ELA-Literacy.RL.7.2 | 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. |
| CCS.ELA-Literacy.RI.7.2 | 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. |
| CCS.ELA-Literacy.RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| CCS.ELA-Literacy.RI.7.3 | 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). |
| CCS.ELA-Literacy.RL.7.4 | 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. |
| CCS.ELA-Literacy.RI.7.4 | 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. |
| CCS.ELA-Literacy.RL.7.5 | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |
| CCS.ELA-Literacy.RI.7.5 | 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. |

CCS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CCS.ELA-Literacy.RI.7.6	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.
CCS.ELA-Literacy.RL.7.7	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).
CCS.ELA-Literacy.RI.7.7	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).
CCS.ELA-Literacy.RI.7.8	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.
CCS.ELA-Literacy.RL.7.9	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.
CCS.ELA-Literacy.RI.7.9	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.
CCS.ELA-Literacy.RL.7.10	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.
CCS.ELA-Literacy.RI.7.10	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.
CCS.ELA-Literacy.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7

reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- How can I use the writing process to best convey my ideas?
- How do audience and purpose affect writing?
- How can I maintain the voice and style of another author?
- What are the components of a well-constructed written piece?
- How can I use effective test-taking strategies, including determining what a question is asking of me?
- How do I apply the conventions of writing correctly?

Scope and Sequence

- Completing multiple drafts of introductions, body paragraphs, and/or conclusions of narrative, informative, and/or argumentative pieces of writing, varying language and style toward adjusted purposes, and applying the conventions of writing correctly
- Practicing answering multiple-choice and short-answer questions in discrete preparation for the Smarter Balanced assessment

Time Allotment

- Approximately four weeks

UNIT 7 Character Study

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RL.7.2	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.
CCS.ELA-Literacy.RL.7.10	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.
CCS.ELA-Literacy.RI.7.10	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.
CCS.ELA-Literacy.W.7.10	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.
CCS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- What makes a character powerful?
- How do authors help us better understand characters through actions, speech, appearance, and thoughts?
- What are the effects of figurative or connotative meanings of words?

- How can I determine which words, phrases, and the patterns they create contribute most to the meaning of a text?
- How do life experiences affect our decisions?
- Why do people take risks?

Scope and Sequence

- Students will read, annotate, and discuss short story, novel, and poem texts, focusing on words' meanings and their effects on the texts read.
- Students will analyze the impact of historical references and uses of dialect on character, setting, and overall theme of a text.
- Students will practice developing clear and effective thesis statements about texts read.
- Students will locate and organize appropriate text evidence to support thesis statements they have developed.
- In both writing and speaking, students will demonstrate command of language conventions.

Resources

Core

- Twain, Mark. *The Adventures of Tom Sawyer*. New York: Signet. 2008. Print.

Time Allotment

- Approximately six weeks

UNIT 8

Comparing Genres: *The Miracle Worker*

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RL.7.2	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.
CCS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Unit Essential Questions

- What is the role of conflict in shaping a story text?
- How does point of view affect the meaning of a story text?
- How does genre impact the meaning of a story text?
- How can obstacles impact growth and change in a person, and how can obstacles be overcome?

Scope and Sequence

- Students will read, annotate, and discuss dramatic excerpts, novel excerpts, and autobiography excerpts, focusing on how conflict shapes a text and on how point of view affects meaning.
- Students will analyze and discuss how obstacles can be overcome despite physical and mental challenges.
- In both writing and speaking, students will demonstrate command of language conventions.

Resources

Core

- Gibson, William. *The Miracle Worker*. New York: Scribner. 2008. Print.
- *The Miracle Worker*. Dir. Arthur Penn. Playfilm, 1962. Film.

Supplemental

- Keller, Helen. *The Story of My Life* selections. Print.
- Miller, Sarah Elizabeth. *Miss Spitfire: Reaching Helen Keller* excerpts. Print.

Time Allotment

- Approximately seven weeks