

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 1

### 7<sup>th</sup> Grade

**Unit of Study:** Reading - Making of a Good Story; Writing – Narrative (Overall Construction)

**Pacing:** Instruction – 20 days (5 day buffer)

#### Overarching Common Core State Standards:

- **CC.7.R.L.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.7.R.L.3:** Analyze how particular elements of a story or drama interact.
- CC.7.R.L.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 on a specific verse or stanza of a poem or section of a story or drama.
- CC.7.R.L.5: Analyze how a drama’s or poem’s form or structure contributes to its meaning.
- **CC.7.R.L.6:** Analyze how an author develops and contrasts the point of view of different characters or narrators in a text.
- CC.7.R.L.7: Compare and contrast a story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.
- CC.7.R.L.9: Compare and contrast a fictional portrayal of time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- **CC.7.R.I.3:** Analyze the interactions between individuals, events and ideas in a text.
- CC.7.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CC.7.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
- **CC.7.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **CC.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.

#### Overarching CT Standards/Grade Level Expectations:

- CT.6.R.19: After Reading—Explain the impact of literary devices on meaning.
- CT.6.R.20: After Reading—Evaluate the author’s use of various techniques to influence readers’ perspectives.
- CT.7.R.6: After Reading—Identify an author’s use of time and sequence through the use of literary devices and the use of traditional and/or cultural-based organizational patterns.
- CT.7.R.7: After Reading—Identify the major actions that define the plot and how actions lead to conflict or resolution.
- CT.7.R.8: After Reading—Compare and contrast authors’ and/or characters’ perspectives expressed in multiple texts.
- CT.7.R.9: After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.10: After Reading—Respond to literal and inferential questions with explicit and implicit evidence from texts.
- CT.7.R.11: After Reading—Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms.
- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation of concept in another text.

- CT.8.R.1: Vocabulary—Explain and evaluate the effectiveness of persuasive vocabulary authors across all context areas use to influence reader’s opinions or actions.
- CT.8.R.6: After Reading—Interpret how situations, actions and other characters influence a character’s personality and development.
- CT.8.R.13: After Reading—Critique the way in which an author uses a variety of language structures to create an intended effect.
- CT.9-12.2.3.a: Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.

**Priority Standards:**

- **CC.7.R.L.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.7.R.L.3:** Analyze how particular elements of a story or drama interact.
- **CC.7.R.L.6:** Analyze how an author develops and contrasts the point of view of different characters or narrators in a text.
- **CC.7.R.I.3:** Analyze the interactions between individuals, events and ideas in a text.
- **CC.7.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
- **CC.7.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **CC.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.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
How elements of story/drama interact	Analyze	Analyzing
Several pieces of textual evidence for explicit and implicit meanings	Cite	Understanding
How author develops and contrasts different points of view	Analyze	Analyzing
Interactions between individuals, events and ideas	Analyze	Analyzing
Effective technique, relevant descriptive details and well-structured event sequences	Write narratives	Creating
Development, organization and style are appropriate to task, purpose and audience	Produce clear and coherent writing	Creating
Planning, revising, editing, rewriting, trying a new approach	Develop and strengthen writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
Why do characters’ change their perspectives?	Characters change because events in the story change their perspective.

How do stories/drama influence the reader?

Story elements, events and themes work together to create meaning and influence the reader's perspective.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 2

### 7<sup>th</sup> Grade

**Unit of Study:** Reading - Analyzing Craft and Structure; Writing – Focus on Use of Appropriate Techniques, Transitions and Precise Language Based on Purpose.

**Pacing:** Instruction – 15 days (5 day buffer)

#### Overarching Common Core State Standards:

- CC.7.R.L.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.7.R.L.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.
- **CC.7.R.L.3: Analyze how particular elements of a story or drama interact.**
- **CC.7.R.L.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 on a specific verse of stanza of a poem or section of a story or drama.**
- CC.7.R.L.5: Analyze how a drama’s or poem’s form or structure contributes to its meaning.
- **CC.7.R.L.6: Analyze how an author develops and contrasts the point of view of different characters or narrators in a text.**
- **CC.7.R.L.7: Compare and contrast a story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.**
- CC.7.R.L.9: Compare and contrast a fictional portrayal of time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- CC.7.R.I.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.
- CC.7.R.I.3: Analyze the interactions between individuals, events and ideas in a text.
- CC.7.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
- **CC.7.R.I.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.**
- CC.7.R.I.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.
- CC.7.R.I.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.
- CC.7.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.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.**

#### Overarching CT Standards/Grade Level Expectations:

- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one’s own words.
- CT.6.R.19: After Reading—Explain the impact of literary devices on meaning.

- CT.6.R.20: After Reading—Evaluate the author’s use of various techniques to influence readers’ perspectives.
- CT.7.R.6: After Reading—Identify an author’s use of time and sequence through the use of literary devices and the use of traditional and/or cultural-based organizational patterns.
- CT.7.R.7: After Reading—Identify the major actions that define the plot and how actions lead to conflict or resolution.
- CT.7.R.8: After Reading—Compare and contrast authors’ and/or characters’ perspectives expressed in multiple texts.
- CT.7.R.9: After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.10: After Reading—Respond to literal and inferential questions with explicit and implicit evidence from texts.
- CT.7.R.11: After Reading—Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms.
- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation of concept in another text.
- CT.7.R.13: After Reading—Explain the author’s purpose for writing a text.
- CT.7.R.14: After Reading—Explain the author’s use of voice.
- CT.8.R.1: Vocabulary—Explain and evaluate the effectiveness of persuasive vocabulary authors across all context areas use to influence reader’s opinions or actions.
- CT.8.R.6: After Reading—Interpret how situations, actions and other characters influence a character’s personality and development.
- CT.8.R.11: After Reading—Explain how certain actions cause certain effects.
- CT.8.R.13: After Reading—Critique the way in which an author uses a variety of language structures to create an intended effect.
- CT.9-12.1.1.c: Select and organize relevant information from text to summarize.
- CT.9-12.1.3.c: Analyze the meaning of words and phrases in context.
- CT.9-12.2.3.a: Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.

### **Priority Standards:**

- **CC.7.R.L.3: Analyze how particular elements of a story or drama interact.**
- **CC.7.R.L.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 on a specific verse or stanza of a poem or section of a story or drama.**
- **CC.7.R.L.5: Analyze how a drama’s or poem’s form or structure contributes to its meaning.**
- **CC.7.R.L.6: Analyze how an author develops and contrasts the point of view of different characters or narrators in a text.**
- **CC.7.R.L.7: Compare and contrast a story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.**
- **CC.7.R.I.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.**
- **CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.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.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom's Revised Taxonomy Level</b>
How story/drama elements interact	Analyze	Analyzing
Word/phrase meanings	Determine	Understanding
Impact of rhymes and sound repetitions	Analyze	Analyzing
How form/structure of dramas/poems contribute to their meaning	Analyze	Analyzing
How author develops and contrasts different points of view	Analyze	Analyzing
Effects of techniques unique to text, audio, film, stage of multimedia	Compare and contrast	Analyzing
Author's organizational structure	Analyze	Analyzing
Development, organization and style are appropriate to task, purpose and audience	Produce clear and coherent writing	Creating
Planning, revising, editing, rewriting, trying a new approach	Develop and strengthen writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
How does an author convey meaning?	An author/director will employ different perspectives, genres, organizational structures and literary devices to convey meaning.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 3

### 7<sup>th</sup> Grade

**Unit of Study:** Reading - What's the Big Idea?; Writing – Focus on Expanding and Maintaining Topics and Themes in Narrative and Expository Writing

**Pacing:** Instruction – 20 days (5 day buffer)

#### Overarching Common Core State Standards:

- **CC.7.R.L.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.**
- CC.7.R.L.5: Analyze how a drama's or poem's form or structure contributes to its meaning.
- **CC.7.R.I.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.**
- CC.7.R.I.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject.
- CC.7.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CC.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.
- **CC.7.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.**
- **CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.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.**

#### Overarching CT Standards/Grade Level Expectations:

- CT.6.R.7: After Reading: State both literal and/or inferred main ideas.
- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.
- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation of concept in another text.
- CT.9-12.1.1.c: Select and organize relevant information from text to summarize.
- CT.9-12.1.2.f: Identify and discuss the underlying theme or main idea in texts.
- CT.9-12.2.3.a: Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.

**Priority Standards:**

- **CC.7.R.L.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.
- **CC.7.R.I.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.
- **CC.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.
- **CC.7.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
- **CC.7.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **CC.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.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Theme or central idea of text	Determine	Understanding
Development of theme/central idea	Analyze	Analyzing
Two or more central ideas and how they develop	Determine and analyze	Understanding/Analyzing
Text	Objectively summarize	Understanding
Examine topics and convey/concepts through selection and organization of relevant content	Write informative/explanatory texts	Creating
Effective technique, relevant descriptive details and well-structured event sequences	Write narratives	Creating
Development, organization and style are appropriate to task, purpose and audience	Produce clear and coherent writing	Creating
Planning, revising, editing, rewriting, trying a new approach	Develop and strengthen writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
How do you identify a theme in a text?	A theme is a compilation of ideas or thoughts that is elaborated on throughout the text.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 4

### 7<sup>th</sup> Grade

**Unit of Study:** Reading - Finding the Evidence; Writing – Focus on Developing Arguments and Formulating Relevant Claims and Supporting Evidence in Expository and Persuasive Writing

**Pacing:** Instruction – 25 days (5 day buffer)

#### Overarching Common Core State Standards:

- **CC.7.R.L.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- CC.7.R.I.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.7.R.I.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.
- CC.7.R.I.3: Analyze the interactions between individuals, events and ideas in a text.
- CC.7.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
- CC.7.R.I.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.
- CC.7.R.I.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject.
- **CC.7.R.I.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.**
- **CC.7.R.I.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.**
- CC.7.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CC.7.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.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.**
- **CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.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.**

#### Overarching CT Standards/Grade Level Expectations:

- CT.7.R.6: After Reading—Identify an author’s use of time and sequence through the use of literary devices and the use of traditional and/or cultural-based organizational patterns.
- CT.7.R.9: After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.10: After Reading—Respond to literal and inferential questions with explicit and implicit evidence from texts.
- CT.7.R.11: After Reading—Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms.
- CT.7.R.17: After Reading—Evaluate how authors, illustrators and filmmakers express political and social issues.
- CT.7.R.19: After Reading—Judge the validity of the evidence the author uses to support his/her position.
- CT.8.R.6: After Reading—Interpret how situations, actions and other characters influence a character’s personality and development.

- CT.8.R.11: After Reading—Explain how certain actions cause certain effects.
- CT.9-12.1.1.c: Select and organize relevant information from text to summarize.
- CT.9-12.2.3.a: Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.

**Priority Standards:**

- **CC.7.R.L.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.7.R.I.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.
- **CC.7.R.I.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.
- **CC.7.W.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **CC.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.
- **CC.7.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **CC.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.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Several pieces of textual evidence for explicit and implicit meaning	Cite	Understanding
Argument/claims, assessing reasoning and relevant and sufficient evidence	Trace and evaluate	Evaluating
How two or more authors shape presentation of information on the same topic through evidence and interpretation of facts	Analyze	Analyzing
Support claims with clear reasons and relevant evidence	Write arguments	Creating
Examine topics and convey/concepts through selection and organization of relevant content	Write informative/explanatory texts	Creating
Development, organization and style are appropriate to task, purpose and audience	Produce clear and coherent writing	Creating
Planning, revising, editing, rewriting, trying a new approach	Develop and strengthen writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
How can texts on the same theme or topic include different information?	Authors writing about the same topic or theme may interpret facts or identify evidence differently.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 5

### 7<sup>th</sup> Grade

**Unit of Study:** Reading - Communicating for a Purpose; Writing – Focus on Developing Voice and Perspective

**Pacing:** Instruction – 25 days (5 day buffer)

#### Overarching Common Core State Standards:

- CC.7.R.L.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.7.R.L.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 on a specific verse of stanza of a poem or section of a story or drama.
- CC.7.R.L.6: Analyze how an author develops and contrasts the point of view of different characters or narrators in a text.
- CC.7.R.L.7: Compare and contrast a story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.
- **CC.7.R.L.9: Compare and contrast a fictional portrayal of time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**
- CC.7.R.I.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.7.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
- CC.7.R.I.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.
- **CC.7.R.I.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.**
- **CC.7.R.I.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject.**
- **CC.7.R.I.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.**
- CC.7.R.I.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.
- CC.7.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CC.7.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.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.**
- **CC.7.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.**
- **CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**

#### Overarching CT Standards/Grade Level Expectations:

- CT.6.R.19: After Reading—Explain the impact of literary devices on meaning.
- CT.6.R.20: After Reading—Evaluate the author’s use of various techniques to influence readers’ perspectives.
- CT.7.R.6: After Reading—Identify an author’s use of time and sequence through the use of literary devices.

- CT.7.R.8: After Reading—Compare and contrast authors’ and/or characters’ perspectives expressed in multiple texts.
- CT.7.R.9: After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.11: After Reading—Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms.
- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation of concept in another text.
- CT.7.R.13: After Reading—Explain the author’s purpose for writing a text.
- CT.7.R.14: After Reading—Explain the author’s use of voice.
- CT.7.R.16: After Reading—Evaluate how an author’s experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs bias meaning.
- CT.7.R.17: After Reading—Evaluate how authors, illustrators and filmmakers express political and social issues.
- CT.7.R.19: After Reading—Judge the validity of the evidence the author uses to support his/her position.

**Priority Standards:**

- **CC.7.R.L.9: Compare and contrast a fictional portrayal of time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**
- **CC.7.R.I.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.**
- **CC.7.R.I.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject.**
- **CC.7.R.I.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.**
- **CC.7.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.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.**
- **CC.7.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.**
- **CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Fictional portrayal of time, place or character vs. historical account of same	Compare and contrast	Analyzing
Author’s point of view/purpose	Determine	Understanding
How author distinguishes own position from that of others	Analyze	Analyzing
Portrayal of subject in text, audio, video and multimedia	Compare and contrast	Analyzing
Argument/claims, assessing reasoning and relevant and sufficient evidence	Trace and evaluate	Evaluating
Support claims with clear reasons and relevant	Write arguments	Creating

evidence		
Examine topics and convey/concepts through selection and organization of relevant content	Write informative/explanatory texts	Creating
Effective technique, relevant descriptive details and well-structured event sequences	Write narratives	Creating
Development, organization and style are appropriate to task, purpose and audience	Produce clear and coherent writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
How do authors/directors persuade readers/audience?	Authors/Directors persuade readers/audience by telling a story or presenting information in a particular fashion or by asserting particular claims in defense of a specific argument.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 6

### 7<sup>th</sup> Grade

**Unit of Study:** Reading – Investigations; Writing – Focusing on Researching Relevant Topics and Claims and Drawing Conclusions

**Pacing:** Instruction – 25 days (5 day buffer)

#### Overarching Common Core State Standards:

- **CC.7.R.I.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.7.R.I.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.
- **CC.7.R.I.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
- CC.7.R.I.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.
- CC.7.R.I.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject.
- **CC.7.R.I.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.
- **CC.7.R.I.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.
- CC.7.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CC.7.W.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **CC.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.
- **CC.7.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **CC.7.W.7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **CC.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.

#### Overarching CT Standards/Grade Level Expectations:

- CT.7.R.9: After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.10: After Reading—Respond to literal and inferential questions with explicit and implicit evidence from texts.
- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation of concept in another text.
- CT.7.R.13: After Reading—Explain the author’s purpose for writing a text.
- CT.7.R.14: After Reading—Explain the author’s use of voice.
- CT.7.R.19: After Reading—Judge the validity of the evidence the author uses to support his/her position.
- CT.7.R.20: Reading Reflection/Behaviors—Set reading goals and create a plan to meet those goals.
- CT.7.R.21: Reading Reflection/Behaviors—Monitor progress toward implementing the plan, making adjustments and corrections as needed.

- CT.8.R.1: Vocabulary—Explain and evaluate the effectiveness of persuasive vocabulary authors across all context areas use to influence reader’s opinions or actions.
- CT.8.R.2: Use cueing system and context clues to determine meanings of words.
- CT.8.R.13: After Reading—Critique the way in which an author uses a variety of language structures to create an intended effect.
- CT.9-12.1.1.c: Select and organize relevant information from text to summarize.
- CT.9-12.1.2.f: Identify and discuss the underlying theme or main idea in texts.
- CT.9-12.1.3.c: Analyze the meaning of words and phrases in context.

**Priority Standards:**

- **CC.7.R.I.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **CC.7.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.**
- **CC.7.R.I.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.**
- **CC.7.R.I.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.**
- **CC.7.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.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.**
- **CC.7.W 4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.7.W.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**
- **CC.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.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Several pieces of textual evidence for explicit and implicit meaning	Cite	Understanding
Word/phrase meanings	Determine	Understanding
Argument/claims, assessing reasoning and relevant and sufficient evidence	Trace and evaluate	Evaluating
How two or more authors shape presentation of information on the same topic through evidence and interpretation of facts	Analyze	Analyzing
Support claims with clear reasons and relevant evidence	Write arguments	Creating

Examine topics and convey/concepts through selection and organization of relevant content	Write informative/explanatory texts	Creating
Appropriate to task, purpose and audience	Produce writing	Creating
Drawing on several sources and generating additional questions	Conduct short research	Analyzing/Evaluating
Use multiple sources, assess credibility and accuracy, paraphrase data/conclusions	Gather relevant resources	Analyzing/Evaluating

<b>Essential Questions</b>	<b>Big Ideas</b>
What should readers do when researching a topic?	Investigating texts as part of researching a topic requires identifying relevant text-based evidence as well as analyzing author's reasoning for making specific arguments/claims.
Why should multiple sources be accessed when researching a topic?	Researchers deepen their understanding of a topic by clarifying and organizing related information presented by multiple authors.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 7

### 7<sup>th</sup> Grade

**Unit of Study:** Reading - Understanding the World through Text; Writing – Focus on Researching Information from Multiple Sources and Perspectives.

**Pacing:** Instruction – 15 days (5 day buffer)

#### Overarching Common Core State Standards:

- CC.7.R.L.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.7.R.L.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.**
- CC.7.R.L.7: Compare and contrast a story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.
- **CC.7.R.L.9: Compare and contrast a fictional portrayal of time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**
- **CC.7.R.I.3: Analyze the interactions between individuals, events and ideas in a text.**
- CC.7.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
- **CC.7.R.I.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.**
- CC.7.R.I.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject.
- **CC.7.R.I.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.**
- CC.7.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CC.7.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.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.**
- **CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.7.W.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**
- **CC.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.**

#### Overarching CT Standards/Grade Level Expectations:

- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one’s own words.
- CT.7.R.5: After Reading—Compare and contrast universal themes, human nature, cultural and historical perspectives in multiple texts.
- CT.7.R.8: After Reading—Compare and contrast authors’ and/or characters’ perspectives expressed in multiple texts.

- CT.7.R.9: After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation of concept in another text.
- CT.7.R.13: After Reading—Explain the author’s purpose for writing a text.
- CT.7.R.14: After Reading—Explain the author’s use of voice.
- CT.7.R.16: After Reading—Evaluate how an author’s experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs bias meaning.
- CT.7.R.17: After Reading—Evaluate how authors, illustrators and filmmakers express political and social issues.
- CT.7.R.20: Reading Reflection/Behaviors—Set reading goals and create a plan to meet those goals.
- CT.7.R.21: Reading Reflection/Behaviors—Monitor progress toward implementing the plan, making adjustments and corrections as needed.
- CT.8.R.1: Vocabulary—Explain and evaluate the effectiveness of persuasive vocabulary authors across all context areas use to influence reader’s opinions or actions.
- CT.8.R.2: Use cueing system and context clues to determine meanings of words.
- CT.8.R.4: After Reading—Generalize about universal themes, human nature, cultural and historical perspectives from reading multiple texts.
- CT.8.R.11: After Reading—Explain how certain actions cause certain effects.
- CT.9-12.1.3.c: Analyze the meaning of words and phrases in context.
- CT.9-12.2.3.a: Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.

### Priority Standards:

- **CC.7.R.L.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.**
- **CC.7.R.L.9: Compare and contrast a fictional portrayal of time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**
- **CC.7.R.I.3: Analyze the interactions between individuals, events and ideas in a text.**
- **CC.7.R.I.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.**
- **CC.7.R.I.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.**
- **CC.7.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.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.**
- **CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.7.W.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**
- **CC.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.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom's Revised Taxonomy Level</b>
Theme or central idea of text	Determine	Understanding
Development of theme/central idea	Analyze	Analyzing
Fictional portrayal of time, place or character vs. historical account of same	Compare and contrast	Analyzing
Interactions between individuals, events and ideas	Analyze	Analyzing
Author's point of view/purpose	Determine	Understanding
How author distinguishes own position from that of others	Analyze	Analyzing
How two or more authors shape presentation of information on the same topic through evidence and interpretation of facts	Analyze	Analyzing
Support claims with clear reasons and relevant evidence	Write arguments	Creating
Examine topics and convey/concepts through selection and organization of relevant content	Write informative/explanatory texts	Creating
Appropriate to task, purpose and audience	Produce writing	Creating
Drawing on several sources and generating additional questions	Conduct short research	Analyzing/Evaluating
Use multiple sources, assess credibility and accuracy, paraphrase data/conclusions	Gather relevant resources	Analyzing/Evaluating

<b>Essential Questions</b>	<b>Big Ideas</b>
Why can the same topic or theme be treated differently by various authors?	Authors writing about similar ideas or themes will present information or develop arguments differently based on their individual

perspectives and experiences.

## Summative Unit Assessments – 7<sup>th</sup> Grade

Reading Unit	Writing Unit	Assessment Format	Assessment Description	Check if Pre/Post Design	Check if Rubric Required
1. Making a Good Story	1. Narrative—overall construction, voice, reader engagement	Selected response Extended written response	--Respond to narrative passages; determine elements of a good story --Write a narrative piece with clear organization and sequence that engages the reader.	√ - measure growth	√ - 6 + 1 Traits Rubric
2. Analyzing Craft and Structure	2. Focus on use of appropriate techniques, transitions and precise language based on purpose	Selected response	Given texts or passages, complete a series of graphic organizers to identify and explain author's craft over a variety of genres.	√ - measure growth	
3. What's the Big Idea?	2. Focus on maintaining and expanding topics and themes in narrative and expository writing	Performance-based assessment	Extend a topic/stance with an additional chapter/argument that would be consistent with the message of the piece.	√ - measure growth	√ - project specific rubric
4. Finding the Evidence	2. Focus on developing arguments and formulating relevant claims and supporting evidence in expository and persuasive writing	Extended written response	--Bias exercise: read a complete piece of writing and determine how given evidence is biased. --Write a persuasive essay with evidence from a variety of sources.	√ - measure growth	√ - holistic rubric
5. Communicating for a Purpose	2. Focus on developing voice and perspective	Selected written response/personal response	Provide a variety of texts/excerpts on the same topic with varying perspectives; discuss how the information a writer conveys is based on his/her perspective and bias.	√ - measure growth	
6. Investigations	2. Focus on researching relevant topics and claims and drawing conclusions	Performance-based assessment	Write a research paper designed to trace and evaluate claims and arguments in specific text or present claims and conclusions researched on a specific topic.		√ - project-specific rubric
7. Understanding the World Through Text	2. Focus on researching information from multiple sources and perspectives	Performance-based assessment	Write a research paper based on multiple sources, citing evidence to support claims and conclusions.		√ - project-specific rubric

