

# English Language Arts National edition 2021©

## Seventh Grade

**Unit Essential Questions Academic Vocabulary Embedded Assessments Unit Goals** • To use knowledge of genre characteristics and structures

<p><b>Unit 1</b> The Choices We Make</p>	<p>What are the elements of effective revision?</p>	<p>text features credibility primary source secondary source claim valid counterclaim</p>	<p>EA 1: Writing an Informational Essay and Participating in a Collaborative Discussion</p>	<p>affected by media and advertising • To identify and analyze the use of text features in informational texts • To compose an informational text</p>
<p><b>Unit 2</b> What Influences My Choices?</p>	<p>What role does advertising play in the lives of youth?  What makes an effective argument?</p>	<p>tone voice</p>	<p>EA 1: Writing an Literary Analysis Essay</p>	<p>EA 2: Writing an Argumentative Essay • To compose and argumentative text • To engage in meaningful discourse within a collaborative group • To provide and accept constructive feedback from others</p>
<p><b>Unit 3</b> Choices and Consequences</p>	<p>What is the relationship between choices and consequences?  What makes a great leader?</p>	<p>precise structure improvise diagram EA 1: Revising a Personal Narrative about Choice</p>	<p>EA 1: Creating and Presenting a Monologue</p>	<p>EA 2: Creating a Biographical Presentation  • To use text evidence to support analysis and inferences • To write a literary analysis essay • To evaluate, analyze, and synthesize a variety of informational texts • To create and present a biographical research project</p>
<p><i>Tangerine</i> (Novel)</p>	<p>How do writers and speakers use language for effect?</p>	<p>EA 1: Revising a Personal Narrative about Choice</p>	<p>EA 2: Performing a Shakespearean Dialogue to analyze texts • To examine plot elements in narrative writing • To apply techniques that create coherence and sentence variety in writing • To revise and edit drafts before publishing written works</p>	<p>• To increase text analysis skills across genres • To strengthen oral and written communication skills • To improve oral fluency and presentation skills • To collaborate on a Shakespearean performance</p>
<p><b>Unit 4</b> How We Choose to Act</p>	<p>How do performers communicate meaning to an audience? effect coherence internal coherence external coherence</p>	<p>EA 2: Creating an Illustrated Myth</p>	<p>• To understand how our lives are</p>	

**Red** = Core Text  
**KEY TEXTS**

Texts representative of themes and rigorous reading experiences in the level

(Note: this is just a sample of the texts included in the level)

Explicit teaching of effective strategies that provide scaffolding for all students while moving toward independent learning

### STRATEGIES FOCUS

**Poetry:** “The Road Not Taken,” by Robert Frost

Have Been Named Ashley?” By Imma Achilike **Myth:** • SOAPStone

**Poem:** “Choices,” by Nikki Giovanni

“Arachne,” by Olivia E. Coolidge

• Questioning the Text • SIFT

**Personal Narrative:** “The Scholarship Jacket,” by

• Metacognitive Markers

• Choral Reading • RAFT

Marta Salinas **Personal Narrative:** “Why Couldn’t I

• Adding by Looping • Diffusing

**Fable:** “The Burrow and the Fox” by Angel Vigil

“To an Athlete Dying Young,” by A.E. Housman

**Myth:** “Huveane and Clay People,” from *Voices of the Ancestors: African Myth*, by Tony Allan, Fergus Fleming, and Charles Phillips

**LANGUAGE AND WRITER’S CRAFT/LANGUAGE CHECKPOINTS:** Instruction provides grammar support and instruction in the context of actual reading and writing.

**Informational Text:** “How Kids Can Resist Advertising and Be Smart Consumers,” by Caroline Knorr

Each unit contains additional grammar instruction in **Grammar and Usage** call-out boxes

**News Article:** “More Companies Market Directly to Kids” **Essay:** “America the

• Using Possessive Nouns

• Sentence Variety

Not-So-Beautiful,” by Andrew A. Rooney **Letter:** “Re: Advertising in the New York Times for Kids,” from Campaign for a Commercial-Free Childhood

• Coherence

• Commas

**Speech:** “Ain’t I a Woman?” by Sojourner Truth

• Revising for Precise Language and Formal Style • Sentence Variety

**Speech:** “Nobel Lecture,” by Malala Yousafzai

• Writing Parallel Lists

• Sentence Structure

**Novel:** *Tangerine*, by Edward Bloor

• Using Rhetorical Devices

• Complex Sentences with Subject-Verb Agreement

**Biography:** Nobel Peace Prize Biography of Nelson Mandela **Autobiography:**

• Revising for Cohesion and Clarity

• Placing Modifiers

Excerpt from *Long Walk to Freedom* by Nelson Mandela “Invictus,” by William Ernest Henley

**Poetry:** by Robert Frost “maggie and milly and molly and

• Subordinating Conjunctions • Understanding

“Do not go gentle into that good night,” by Dylan may,” by E.E. Cummings

Phrases • Active versus Passive Voice

Thomas “Stopping by Woods on a Snowy Evening,”

**Informational Text:** “William Shakespeare,” by The Shakespeare Globe Trust

*Twelfth Night*, by William Shakespeare

**Monologue:** “The Paper Avalanche,” by Mary Hall Surface **Speech:** Nelson

• Adjectival and Prepositional Phrases • Using Pronouns

Mandela’s Nobel Peace Prize Acceptance Speech **Drama:** Excerpts from

• Dangling and Misplaced Modifiers • Varying Syntax for Effect

• Using Prepositions

See Unit “Planning the Unit” for a complete listing of resources