

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

GRADE 7 READING 2022

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**Grade 7 Reading
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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.

INTRODUCTION & PHILOSOPHY

Grade 7 Reading represents 90 days of instruction per school year, 30 sessions per trimester. As students explore classic and contemporary texts, they read a variety of genres of both fiction and nonfiction. Student-selected reading threads through each unit and complements texts chosen by the teacher. 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 thinking and written response to texts. Collaboration is a cornerstone of the classroom as students participate in small-group and large-group discussions and activities.

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 reading 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

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.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.

CCSS.ELA-Literacy.RL.7.10

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.

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.

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.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.LA-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.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.7.1.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.7.1.b

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.7.1.c

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCS.ELA-Literacy.SL.7.1.d

Acknowledge new information expressed by others and, when warranted, modify their own views.

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.7.3.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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.

*Standards in bold are priority standards for the unit. Texts/materials in bold are assured.

TRIMESTER 1

Unit 1: The Study of Human Relationships Through Fiction and Drama

<p>Time Frame:</p> <p>6 weeks</p>	<p>Essential Questions:</p> <p>How do we learn about human relationships through analysis of various characters and their points of view?</p> <p>What are the similarities and differences between the elements of fiction and dramas, and how do those elements shape a work of fiction?</p>	<p>Big Ideas:</p> <p>Readers use the study of various characters to develop an understanding of perspective.</p> <p>Readers examine elements of a story or drama in order to learn how an author develops a point of view.</p>	<p>Vocabulary:</p> <p>drama, dramatic elements: characters, act, scene, setting, dialogue, stage directions, mood, plot, idiom, adage, point of view elements: monologue, soliloquy, aside, dramatic irony, verbal irony, theme antiquated language</p>
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Standards:

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.7.4

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.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.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.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.RL.7.10

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.

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.7.3.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CCS.ELA-Literacy.L.7.5

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

Students will know:

point of view gives insight to a character's perspective; setting influences a character and plot; how particular elements of a story or drama interact.

Students will be able to:

identify elements of fiction and point of view in short stories and drama and how they relate to each other; draw inferences from a text; write a response using different points of view; compare and contrast a story to its audio, filmed, staged, or multimedia version

Assured Summative Assessments:

“The Treasure of Lemon Brown” elements of fiction summative assessment; “The Monsters Are Due on Maple Street” drama summative assessment

Common Formative Assessment:

“The Treasure of Lemon Brown” Formative Assessment

Texts/Materials:

Grade 7, Lesson 3: Drama. *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

Serling, Rod. “The Monsters Are Due on Maple Street”

Myers, Walter Dean. “The Treasure of Lemon Brown”

TRIMESTER 1

Unit 2: Shaping Works of Fiction

<p>Time frame:</p> <p>4 weeks</p>	<p>Essential Questions:</p> <p>How do the elements of fiction contribute to the theme and development of a story?</p>	<p>Big Ideas:</p> <p>Readers examine how the elements of fiction contribute to the development of theme</p>	<p>Vocabulary:</p> <p>Fiction, types of fiction: contemporary, historical, science, fable, myth, motivations, setting, plot, theme, draw conclusions, narrator: first person, third limited, third person omniscient, context</p>
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Standards:

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.7.4

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.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.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.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.RL.7.10

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.

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

CCSS.ELA-Literacy.L.7.3.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CCS.ELA-Literacy.L.7.5

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

Students will know:

elements of fiction (including character, plot, point of view, setting, style, and theme) help to shape a work of fiction

Students will be able to:

identify elements of fiction, identify theme, identify types of fiction: contemporary, historical, science, fable, myth

Assured Summative Assessments:

Note: Two summative assessments in prior unit

Common Formative:

“Zoo” reader response

Texts/Materials:

Grade 7, Lesson 1: Fiction. *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

Hoch, Edward D. “Zoo”

IAB Read Literary Texts

Teacher-selected multicultural short stories

TRIMESTER 2

Unit 3: Exploring Point of View

<p>Time frame:</p> <p>12 weeks</p>	<p>Essential Questions:</p> <p>How does an author develop and contrast points of view of different characters or narrators in a text?</p> <p>What are different literary points of view, and what is the value of understanding different perspectives in literature and poetry?</p>	<p>Big Ideas:</p> <p>The narrator’s point of view expresses the feelings, thoughts, motivations and experiences.</p> <p>The narrator’s perspective shapes a reader’s understanding and judgments.</p>	<p>Vocabulary:</p> <p>Point of view, characterization, analyze, figurative language, connotation, rhyme, rhyme scheme, stanza, structure, compare, contrast, perspective</p>
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Standards:

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.7.4

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.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.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.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.RL.7.10

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.

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.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.7.3.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CCS.ELA-Literacy.L.7.5

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

Students will know:

various points of view and perspectives exist in literature and contribute to the development of the stories; the structure and form of poetry contributes to a reader's understanding of the poem.

Students will be able to:

identify and analyze points of view in short stories; identify character traits; identify the structure and rhyme scheme of a poem; determine how characters' traits and perspectives affect their behavior; understand how social background can impact behavior; analyze how setting impacts plot and characters

Assured Summative Assessments:

"The Necklace" Summative Assessment

Common Formative:

Students will rewrite an excerpt from "The Necklace" from the perspective of another character

Texts/Materials:

"Snack Attack" short film

"The Necklace" - Guy de Maupassant

"Grade 7, Lesson 2: Poetry." *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

"Grade 7, Lesson 4: Analyze Literature." *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

TRIMESTER 2

Unit 4: Identifying and Analyzing Author’s Craft

<p>Time frame:</p> <p>4 weeks</p>	<p>Essential Questions:</p> <p>How does an author use a variety of techniques to develop elements of their story in an engaging way?</p> <p>How do words, phrases, and patterns contribute to the meaning of a text?</p>	<p>Big Ideas:</p> <p>Authors use similes, metaphors, personification, and imagery to help readers visualize key parts of the story</p>	<p>Vocabulary:</p> <p>author’s craft, imagery, simile, metaphor, purpose, characterization, setting, personification, hyperbole, figurative language, inference</p>
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Standards:

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.7.4

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.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.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).

<p>CCS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>CCS.ELA-Literacy.L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>CCS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>Students will know:</p> <p>authors write with purpose; authors use figurative language to help the readers create pictures in their mind.</p>
<p>Students will be able to:</p> <p>identify and analyze imagery, similes, metaphors, and personification in a story; identify an author’s purpose for writing; relate author’s craft to author’s purpose</p>
<p>Assured Summative Assessments:</p> <p>“All Summer in a Day” Summative Assessment</p>
<p>Common Formative Assessment:</p> <p>Author’s Craft Reader Response</p>
<p>Texts/Materials:</p> <p>Bradbury, Ray. “All Summer in a Day” Strand 1 <i>English Language Arts Common Core Performance Coach</i>. Chicago: Triumph Learning, 2015. Print. IAB Read Informational Texts</p>

TRIMESTER 3

Unit 5: Interacting with Informational Texts

<p>Time frame:</p> <p>6 weeks</p>	<p>Essential Questions:</p> <p>How does an author develop different purposes and points of view in an informational text?</p> <p>How does an author use a particular text structure to support his or her purpose for writing?</p> <p>How do different authors take different approaches to the same subject matter?</p> <p>How do text and graphic features support a reader’s understanding of informational texts?</p>	<p>Big Ideas:</p> <p>The author’s purpose of an informational text will affect its structure.</p> <p>Text and graphic features support readers’ understanding, and can lead them to determining the central idea of the text.</p>	<p>Vocabulary:</p> <p>nonfiction, informational text, article, main idea, supporting details, structure, text features, graphic features, author’s purpose, point of view, style, summarize, persuade, inform, entertain, describe, subheading, heading, bold, italics, caption, chronological, sequence, compare and contrast, problem and solution, cause and effect, biography, essay, speech, textbook, interview</p>
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Standards:

CCS.ELA-Literacy.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.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.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.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.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.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.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.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.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.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

CCSS.ELA-Literacy.L.7.3.a

<p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>CCSS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>Students will know:</p> <p>nonfiction texts are structured in different ways depending on their purpose</p>
<p>Students will be able to:</p> <p>identify author’s purpose of a nonfiction text and determine how it is aligned with their point of view; identify the central idea of a nonfiction text and how it is developed with supporting details; identify authors’ use of text structure to support central idea and purpose</p>
<p>Assured Summative Assessments:</p> <p>Student written informational text</p>
<p>Common Formative Assessment:</p> <p>Reader response</p>
<p>Texts/Materials:</p> <p>Grade 7, Lesson 5: Articles. English Language Arts Common Core Performance Coach. Chicago: Triumph Learning, 2015. Print. Scholastic Article “Yes, Aliens (Probably) Exist” Scholastic Article “Disaster in Space” Scholastic Article “The Snake That’s Eating Florida” “Grade 7, Lesson 9: Analyze Informational Texts.” English Language Arts Common Core Performance Coach. Chicago: Triumph Learning, 2015. Print.</p>

TRIMESTER 3

Unit 6: Author Study: Connecting Real-Life Experiences with Literature

<p>Time frame:</p> <p>6 weeks</p>	<p>Essential Questions:</p> <p>How does an author’s personal experience and/or cultural background influence what he or she writes about?</p> <p>What connections can we make or what conclusions can we draw between an author’s personal life and their published work?</p> <p>Why is it important to read texts by authors from a variety of cultural backgrounds and perspectives?</p>	<p>Big Ideas:</p> <p>Writers often use their own personal life experiences in their published works.</p> <p>Readers can gain a deeper understanding of different cultures and perspectives through the stories they read.</p>	<p>Vocabulary:</p> <p>author’s craft, purpose, characterization, setting, theme, point of view, inference, draw conclusions</p>
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Standards:

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.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

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.

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.

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.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.7.7

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.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.7.1.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.7.1.b

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCS.ELA-Literacy.SL.7.1.d

Acknowledge new information expressed by others and, when warranted, modify their own views.

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.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCS.ELA-Literacy.L.7.1

<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>CCS.ELA-Literacy.L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>CCS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p>
<p>Students will know:</p> <p>authors' personal lives and cultural backgrounds often influence what they write</p>
<p>Students will be able to:</p> <p>research different authors in order to learn how their life experiences might have influenced their work; read a variety of texts by different authors from various cultural backgrounds; draw conclusions between authors' personal lives and their published work(s)</p>
<p>Assured Summative Assessments:</p> <p>Reader response connecting author's background to the published piece</p>
<p>Common Formative:</p> <p>Reader response to teacher selected text</p>

Texts/Materials:

Teacher selected authors and stories

Keyes, Daniel. *Flowers for Algernon* (abridged version)

Strand 2 *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.