Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
Middle School Course of Study

Course Title	*Language Arts 1*	**Course Code**	*F0019*

Content Area:	*English*	Grade Range:	*7*	Board Adoption Date:	*May, 2014*
Transcript Title:	*Language Arts 1*	What site wrote the course:		*TeWinkle, Costa Mesa, Ensign, and CdM*	
Recommend Skill(s):	*Grade-level reading and writing*			Length of Course:	*1 year*

COURSE DESCRIPTION *(catalog summary)***:**

Language Arts 1 AB is designed to prepare students to read grade-level appropriate literature as well as informational texts. Based on the Common Core Standards, this course provides students with the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

Students will develop their writing skills by examining text types and purposes and by writing arguments, explanatory/informational texts, and narratives. Using the full writing process, students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing products. Students will conduct short research projects and will participate in a range of collaborative discussions integrating multiple sources of information. This course will advance students' knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use.

GOALS *(expected performance outcomes for students)***:**

Students will:

1. Demonstrate independence by comprehending and evaluating grade-level texts across a range of types and disciplines so that they can construct effective arguments and articulate their own ideas.
2. Build strong content knowledge by reading purposefully and listening attentively in order to engage with works of quality and substance.
3. Respond in speaking and writing to the varying demands of audience, task, purpose, and discipline.
4. Engage in open-minded, but discerning conversations surrounding texts in order to question an author's or speaker's assumptions by assessing the veracity of claims and soundness of reasoning.
5. Use and value evidence when supporting their own points in writing and speaking, making their reasoning clear.
6. Use technology and digital media strategically and capably.
7. Appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.
8. Vicariously inhabit worlds and experiences much different than their own by reading classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews

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Adapted from the Common Core "Habits of Mind"

CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards)***:**

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.
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.
RL 7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.
RL 7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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).
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.
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.
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.
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.
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).
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.
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.
a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.
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.
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).
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.
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.
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.

W 7.1 Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA
b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.
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.
a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W 7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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.
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.
W 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply *grade 7 Reading standards* to literature (e.g., “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”).

b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "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").
W 7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 7.1 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.
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.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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.
d. Acknowledge new information expressed by others and, when warranted, modify their own views.
SL 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL 7.3 Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL 7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.

SL 7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L 7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Explain the function of phrases and clauses in general and their function in specific sentences.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use a comma to separate coordinate adjectives
b. Spell correctly.
L 7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
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.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.

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d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
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.

EVALUATION *(how students will be assessed and graded)***:**

Students will be given a benchmark assessment four times a year, with opportunities for reviewing of concepts. Speaking and listening standards will be evaluated through class discussions and a speech. Narrative, analytical/informative, and argumentative writing will be assessed throughout the year. Writing will be assessed with common rubrics based on the various modalities.

CORE TEXT

Prentice Hall: Timeless Voices, Timeless Themes

SUPPLEMENTAL TEXTS

The Adventure of Tom Sawyer, The Old Man and the Sea, Great Books Roundtable Level 2, The Pearl, The Giver, Skeleton Key, Ghost in the Machine, Bard of Avon, Walk Two Moons, Percy Jackson, Hunger Games, Farewell to Manzanar, Fever 1793, Beowulf, Taming of the Shrew, A Christmas Carol, The Outsiders, The Shakespeare Stealer, A Midsummer Night's Dream, Chains, Hoot, Scorpion

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Unit 1	**Length of Unit: 8 weeks**			
	Key Vocabulary	**Standards (referenced)**	**Model Tasks**	**Tools / Texts**
Short Story and Nonfiction	***Short Story*** *Plot Chart: Exposition, Setting, Character, Conflict (internal and external), rising action, climax, falling action, resolution* *Theme, protagonist, antagonist, point-of-view (1st, 2nd, 3rd omniscient, 3rd limited)* *Dialogue, Hook* *Figurative Language: simile, metaphor, idiom, allusion, synonym, antonym, analogy* *Tone, diction, mood* *Nonfiction* *Theme, Symbolism* *Genre, point of view, figurative language* *Point of View* *Perspective* *Purpose* *argument* *claim* *support* *MLA format*	***Benchmark (November)*** **Reading for Literature** ***Key Ideas and Details*** *RL 7.1 Cite several pieces of textual evidence* ***Craft and Structure*** *RL 7.6 Analyze how an author develops and contrasts the point of view of different characters or narrators* **Reading for Information** ***Key Ideas and Details*** *RI 7.1 Cite several pieces of textual evidence* *RI 7.2 Determine two or more central ideas* *RI 7.3 Analyze the interactions between individuals, events, and ideas in a text* ***Craft and Structure*** *RI 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, connotative, and technical meanings* *RI 7.5 Analyze the structure an author uses to organize a text* *RI 7.6 Determine an author's point of view or purpose in a text* ***Integration of Knowledge and Ideas*** *RI 7.8 Trace and evaluate the argument and specific claims in a text* ***Range of Reading*** *RI 7.10 Read and comprehend literary nonfiction* **Language** ***Conventions of Standard English***	*Annotate short stories to author's point of view and purpose of the text.* *Read and annotate non-fiction selections to understand the structure and purpose of non-fiction texts.* *Closely read for vocabulary and word choice, including figurative language, connotation, and technical meanings.* *Quote selection, analysis, and structure of a one-paragraph expository essay* *Look at examples of different models of communication (speeches, posters, biographies, fictional story, PowerPoints).*	*Primary Text:* *Prentice Hall: Timeless Voices, Timeless Themes* *Assorted supplemental short stories:* *"Harrison Bergeron"* *"Rikki-tikki-tavi"* *"Seventh Grade"* *"All Summer in a Day"* *Supplementary Novels* *Percy Jackson* *Beowulf* *The Giver* *Old Man and the Sea* *Great Books Roundtable* *Supplementary Non-fiction texts* *Biographies, news articles* *Historical and political speeches*

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		L 7.1 Demonstrate command of conventions and usage *L 7.2 Demonstrate command of capitalization, punctuation, and spelling* ***Knowledge of Language*** *L7.3 Use knowledge of language and its conventions* ***Vocabulary Acquisition and Use*** *L7.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases* *L7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings* **Writing** **Text Types and Purposes** *W 7.2 Write Informative/Explanatory texts* ***Production and Distribution of Writing*** *W 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach* *W 7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as collaborate with others*		.
Differentiation	**Support -- for students who are struggling with the content**	Content: *Reading of shorter texts of grade-level appropriate short stories and nonfiction.* Process: *Teacher scaffolded and modeling of annotating text. Group discussion that leads to the theme of the text given the words and phrases used and focusing on a few topics revealed in the text. Teacher will model how the message is shaped in different modes. Look at audience and purpose.* Product: *Annotated text and one-paragraph expository essay with supporting evidence.*		
	Extension – for high	Content: *Analysis of Literary technique used by the author to convey purpose.*		

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	achieving students.	Process: *Socratic Dialogue, writing, listening, and speaking. Exposure to various genres to see how the genre impacts the author's message about a given topic. Work on more weaving in of quotes and analysis. Analysis exploring deeper into the text and the nuances the author conveys. Interpreting the depth and complexity of a text. Comparing multiple poems by one author.* Product: Literature Circles with literature analysis. *Annotated text and one-paragraph expository essay with supporting evidence.*
Evaluation	***Formative Assessments*** *(ongoing & mid-lesson):* *Annotation of Text* *Narrative writing* *One-paragraph expository writing based on fiction and non-fiction readings* *Word Choice evaluation for appropriate tone and audience*	
	Summative Assessments *(unit final evaluation):* *Expository Essay (Process Essay)* *BENCHMARK: READING FOR LITERATURE and READING FOR INFORMATION*	

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Unit 2	**Length of Unit 4 weeks**			
	Key Vocabulary	**Standards (referenced)**	**Model Tasks**	**Tools / Texts**
Poetry and Synthesis	*Figurative Language, simile, metaphor, idiom, rhyme, rhythm, imagery, symbolism, irony* *Sonnet* *Iambic Pentameter* *Rhyme Scheme* *Alliteration* *Repetition* *Stanza* *Couplet* *Tercet* *Prose vs Verse* *Poem Types: Lyric Narrative, Sonnet, Haiku, Ode, Concrete, Free Verse*	***Benchmark (February)*** ***Reading for Literature*** ***Key Ideas and Details*** *RL 7.1 Cite several pieces of textual evidence* ***Craft and Structure*** *RL 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings* *RL 7.5 Analyze how a poem's form or structure contributes to its meaning* ***Integration of Knowledge and Ideas*** *RL 7.7 Compare and contrast techniques in multiple mediums* ***Range of Reading and Level of Text Complexity*** *RL.7.10 Reading in grades 6-8 band* ***Language*** ***Conventions of Standard English*** *L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing* ***Knowledge of Language*** *L 7.3 Use knowledge of language and its conventions* ***Vocabulary and Acquisition and Use*** *L 7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases* *L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings*	*Introduce figurative language and the author's purpose for its use.* *Students will analyze a poem's meaning (for example: from Langston Hughes' "Harlem [2]," which image do you feel most accurately describes a dream deferred?) Students must cite one piece of evidence and analyze this image to answer the question.* *Students will compare and contrast techniques in multiple mediums (for example: "Daffodils" by William Wordsworth and "How to Successfully Grow Daffodils.")* *Students will study various forms of poetry such as haiku, lyric, concrete, narrative, free verse, ode, sonnet, etc. and analyze how the form enhances meaning.*	*Primary Text: Prentice Hall: Timeless Voices, Timeless Themes* *Assorted supplemental poems and sonnets, song lyrics* *Supplemental Texts: Bard of Avon, The Shakespeare Stealer*

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		Writing ***Text Types and Purposes*** *W 7. 2 –Write informative/ explanatory texts* ***Production and Distribution of Writing*** *W 7.4 Produce clear and coherent writing* ***Range of Writing*** *W 7.10 Write routinely over extended time frames* ***Speaking and Listening*** ***Comprehension and Collaboration*** *SL 7.1 Engage in effective collaborative discussions*		
Differentiation	**Support -- for students who are struggling with the content**	Content: *Reading of grade-level appropriate poems and nonfiction.* Process: *Teacher scaffolded and modeling of annotating text. Group discussion that leads to the theme of the text given the plot development and focusing on a few topics revealed in the text.* Teacher will model how the message is shaped in different modes. Look at audience and purpose. Product: *Annotated text and one-paragraph expository essay with supporting evidence.*		
	Extension – for high achieving students.	Content: *Analysis of Literary technique used by the author to convey purpose. Theme to reveal human experience. Reading of longer works as well as shorter works.* Process: *Socratic Dialogue, writing, listening, and speaking. Exposure to various genres to see how the genre impacts the author's message about a given topic. Work on more weaving in of quotes and analysis. Analysis exploring deeper into the text and the nuances the author conveys. Interpreting the depth and complexity of a text.* Product: Literature Circles with literature analysis. *Annotated text and multi-paragraph expository essay with supporting evidence.*		
Evaluation	***Formative Assessments*** *(ongoing & mid-lesson):* *Writing of original poetry* *Poetry with Poetic Devices used*			

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	Short Responses to Poetry
	Summative Assessments *(unit final evaluation):* *Expository Essay: Synthesis* *BENCHMARK: READING FOR LITERATURE*

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Unit 3	**Length of Unit: 6 weeks**			
	Key Vocabulary	**Standards (referenced)**	**Model Tasks**	**Tools / Texts**
Drama	*Drama* *Dialogue* *Monologue* *Soliloquy* *Stage Directions* *Character Foil* *Aside* *Conflict* *Stereotypes* *Character Development* *Act, scene, prologue, chorus* *Thesis*	**Benchmark (February)** **Reading for Literature** ***Key Ideas and Details*** *RL 7.1 Cite several pieces of evidence* *RL 7.3 Analyze how particular elements of a drama interact* ***Craft and Structure*** *RL 7.5 Analyze how a drama's form or structure contributes to its meaning* *RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text* ***Integration of Knowledge and Ideas*** *RL 7.7 Compare and contrast techniques in multiple mediums* *RL 7.9 Compare and Contrast fictional portrayal of a historical account of the same time period* ***Range of Reading and Level of Text Complexity*** *RL.7.10 Reading in grades 6-8 band* ***Language*** ***Conventions of Standard English*** *L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking* *L 7.2 Use standard English and proper conventions of spelling, capitalization, and punctuation* ***Knowledge of Language*** *L 7.3 Use knowledge of language and its conventions*	*Read and annotate drama for how dramatic elements interact to convey the author's purpose.* *Class discussion on how the author develops the point of view.* *Students will write an expository essay in response to a central theme from the chosen drama.* *Students will watch a performance or listen to a reading of the chosen drama and compare/contrast how each medium enhances the theme of the story.*	*Primary Text: Prentice Hall: Timeless Voices, Timeless Themes* *Supplemental dramas and nonfiction* *Monsters are Due on Maple Street, Taming of the Shrew, A Midsummer Night's Dream, A Christmas Carol*

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		Vocabulary and Acquisition and Use *L 7.4 Determine and clarify the meaning of unknown and multiple-meaning words and phrases* *L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings* ***Writing*** ***Text Types and Purposes*** *W 7.1 Write arguments to support claims with clear reasoning and relevant information* ***Research to Builds and Present Knowledge*** *W 7.9 Draw evidence from literary and informational texts* ***Speaking and Listening*** ***Comprehension and Collaboration*** *SL 7.1 Engage effectively in a range of collaborative discussions* *SL 7.2 Analyze the main ideas and supporting details presented in diverse media and formats*		
Differentiation	**Support -- for students who are struggling with the content**	Content: *Some research-based arguments* Process: *Teacher-generated research articles for students and then students* Product: *Group Debate or Socratic Seminar*		
	Extension – for high achieving students.	Content: *More research-based arguments* Process: *Students select* Product: Speech		

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Evaluation	***Formative Assessments*** *(ongoing & mid-lesson):* *Annotation of text* *Class Discussion* *Compare and Contrast of mediums*
	Summative Assessments *(unit final evaluation):* *Argumentative Essay* *BENCHMARK: READING FOR LITERATURE*

Unit 4	**Length of Unit 6 weeks**			
	Key Vocabulary	**Standards (referenced)**	**Model Tasks**	**Tools / Texts**
Historical Fiction and Exposition	Passive vs Active Voice Point of View Perspective, Cultural Influence, Historical Influence Purpose Argument Claim Support Bias Dialect	***Benchmark (April)*** ***Reading for Literature*** ***Integration of Knowledge and Ideas*** *RL 7.9 Compare and contrast a fictional portrayal of a historical account* ***Reading for Informational Text*** ***Key Ideas and Details*** *RI 7.1 Cite several pieces of textual evidence* *RI 7.2 Determine two or more central ideas* *RI 7.3 Analyze interactions between individuals, events, and ideas in a text* ***Craft and Structure*** *RI 7.4 Determine the meaning of words and phrases as they are used in a texts, including figurative language, connotative, and technical meanings* *RI 7.5 Analyze the structure an author uses to organize a text* *RI 7.6 Determine an author's point of view in a text* ***Integration of Knowledge and Ideas*** *RI 7.7 Compare and Contrast mediums* *RI 7.8 Trace and evaluate the argument*	*Review Elements of Literature: Expository Texts and Purposes* *Read and annotate a historical novel and compare the events to that of historical account at the same time period.* *Evaluate sources for credibility and bias by reading about a topic from multiple different authors* *Model weaving of quotations for citation of evidence and transitions* *Compare and contrast a text to an audio, video, or multimedia version of the text to analyze each medium's portrayal of the subject.*	*Primary Text: Prentice Hall: Timeless Voices, Timeless Themes* *Assorted supplemental short stories* *Two Kinds, The Adventures of Tom Sawyer, The Pearl, Farewell to Manzanar, Catherine Called Birdie, Fever 1793, Chains, Junior Great Books Roundtable Level 2* *Essays, non-fiction stories, articles, current events, videos to support*

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		and specific claims in a text *RI 7.9 Analyze how two or more authors writing about the same topic shape their presentation of key information* ***Language*** ***Conventions of Standard English*** *L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking* *L 7.2 Use standard English and proper conventions of spelling, capitalization, and punctuation* ***Vocabulary and Acquisition and Use*** *L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings* ***Writing*** ***Text Types and Purposes*** *W 7.2 Write an Informational/ Explanatory text* ***Research to Build and Present knowledge*** *W 7.9 Gather evidence from literary and informational text* ***Speaking and Listening*** ***Comprehension and Collaboration*** *SL 7.1 Engage effectively in a range of collaborative discussions* *SL 7.2 Analyze main ideas and supporting details in diverse media and formats*		*text*
Differentiation	**Support -- for students who are struggling with the content**	Content: *Grade Level appropriate texts, audio texts as needed* Process: *Teacher will scaffold lessons by utilizing graphic organizers and KWL charts. Student can create a vocabulary journal with pictures and definitions to support vocabulary development; Teacher can group students for reteaching opportunities; Rubric for writing assignment provided and explained*		

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		prior to starting assignments, writing assignment broken into chunks to provide feedback; Students can be provided discussion questions and vocabulary cards during class discussions Product: *Informational/Explanatory Essay; length can be changed per student need; extended time as needed to complete assignment*
	Extension – for high achieving students.	Content: *Read a cultural piece. Rigorous texts.* Process: *Annotate* Product: *Expository Writing on how it relates to your own culture.* *Advanced Reading Journals using the depth and complexity icons.*
Evaluation	***Formative Assessments*** *(ongoing & mid-lesson):* *Source Evaluation* *Annotation of texts* *Comparison of various mediums* *Argumentative paragraph for author credibility and weaving of quotation*	
	Summative Assessments *(unit final evaluation):* *Expository Essay* *BENCHMARK: READING FOR INFORMATION*	

Unit 5	**Length of Unit 4 weeks**			
	Key Vocabulary	**Standards (referenced)**	**Model Tasks**	**Tools / Texts**
Intent of a Story	*Point of View* *Figurative Language* *Connotation* *Story Elements* *Theme* *Depth and Complexity* *Revisit narrative elements*	*Benchmark (May)* *Reading for Literature* ***Key Ideas and Details*** *RL 7.1 Cite several pieces of textual evidence to support analysis* *RL 7.2 Determine a theme or central ideas of a text and analyze its development over the course of the text*	*Read and annotate text for story elements that propel the plot and convey the theme.* *Students will watch a performance or listen to a reading of the chosen story and compare/contrast how each medium enhances the theme of the story.*	*Primary Text:* *Prentice Hall:* *Timeless Voices, Timeless Themes* *Supplemental Texts:* *The Giver, Skeleton Key, Ghost in the*

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		RL 7.3 Analyze how particular elements of a story interact ***Craft and Structure*** *RL 7.4 Determining meaning of words and phrases* *RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators* ***Integration of Knowledge and Ideas*** *RL 7.7 Compare and Contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version* ***Range of Reading*** *RL 7.10 Read and comprehend grade-level literature* ***Writing*** ***Text Types and Purposes*** *W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences* ***Production and Distribution of Writing*** *W 7.4 Produce clear and coherent writing*	*Students will investigate the words and phrases used in the text for figurative and connotative purposes and make assumptions about why the author selected those words or phrases.* *Students will write a narrative using show not tell writing, dialogue, interior monologue, imagery, effective transition words and phrases, and sensory language (for example, rewrite an Aesop fable from first person point of view)*	*Machine, Walk Two Moons, Hunger Games, The Outsiders, Hoot*
Differentiation	**Support -- for students who are struggling with the content**	Content: *Read grade level appropriate texts; audio text as needed* Process: *Small group instruction for reteaching opportunities; chunking assignments to provided frequent feedback; vocabulary journal to support new vocabulary acquisition, rubrics provided ahead of time, discussion questions and vocabulary definitions available during class discussions, mentor texts reviewed prior to beginning assignments*		

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		Product: *Narrative writing; length can be changed; extended due date as needed*
	Extension – for high achieving students.	Content: *Greek Mythology (Demeter and Persephone; Phaethon, Son of Apollo; and Icarus and Daedalus) and Greek and/or Latin roots.* *OR* *Primary Sources, history primary text, and/or science text from the year.* Process: *Teach Greek Mythology concepts: tragic hero, tragedy, myth, characterization, prediction* *Use the knowledge and the vocabulary from a particular unit taught in other subject areas.* Product: Take one of the myths and rewrite it from first person point of view or create a story based on a place in students' roots map. OR Narrative based on historical time period or scientific research.
Evaluation	***Formative Assessments*** *(ongoing & mid-lesson):* *Annotations of texts* *Text comparison* *Narrative anecdotes*	
	Summative Assessments *(unit final evaluation):* *Narrative Essay* *BENCHMARK: READING FOR LITERATURE*	

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Unit 6	**Length of Unit: 4 weeks**			
	Key Vocabulary	**Standards (referenced)**	**Model Tasks**	**Tools / Texts**
Argumentative ***(research and speech)***	*Source evaluation* *Works Cited* *MLA format* *Reader Concern, Counter argument, perspective/point of view of audience and author*	***Writing*** ***Text Types and Purposes*** *W 7.1 Write arguments to support claims with clear reasons and relevant evidence* ***Production and Distribution of Writing*** *W 7.6 Use technology, including the Internet, to produce and publish writing* ***Research to Build and Present Knowledge*** *W 7.7 Conduct short research projects to answer a question* *W.7.8 Gather relevant information from multiple print and digital sources* *W 7.9 Draw evidence from literary and informational texts to support analysis, reflection, and research* ***Speaking and Listening Comprehension and Collaboration*** *SL 7.3 Delineate a speaker's argument and specific claims* ***Presentation of Knowledge and Ideas*** *SL 7.4 Present claims and findings* *SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings* *SL 7.6 Adapt speech to a variety of*	*Students will come up with a modern issue to research and develop claim to be argued.* *Students will evaluate sources as they research the current issue.* *Students will write an outline or a draft to develop facts to support the claim(s).* *Students will then create an argumentative speech based on the research.* *Students will deliver an argumentative speech based on research done on a particular topic (for example: napping should or should not be allowed in schools, the driving age should be lowered to thirteen, there should be no ability grouping in schools, students should not run the mile every week).*	*Primary Text: Prentice Hall: Timeless Voices, Timeless Themes* *Supplemental Tests: Farewell to Manzanar, Chains*

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		contexts and tasks		
Differentiation	**Support -- for students who are struggling with the content**	Content: *Students will come up with a modern issue to research and develop claim to be argued.* Process: *Brainstorm topics as whole class. Guide research using modeling and scaffolding sheets. Use graphic organizers to gather information and develop the writing of the speech.* Product: *Argumentative speech can be done in small groups or whole class.*		
	Extension – for high achieving students.	Content: *Based on text from previous unit(s) and/or research from this unit.* Process: *Background of judicial system, watch a trial, planning as lawyers and defending of the sides.* Product: *Mock Trial*		
Evaluation	***Formative Assessments*** *(ongoing & mid-lesson):* *Brainstorm of topics* *Evaluation of Sources* *Works Cited* *Outline or Draft*			
	Summative Assessments *(unit final evaluation):* *Argumentative Speech* *Presentation*			

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Unit 7	**Length of Unit: 4 weeks**			
	Key Vocabulary	**Standards (referenced)**	**Model Tasks**	**Tools / Texts**
Review Unit – choice of writing modality	*Logos, Pathos, Ethos* *Author's Purpose* *Genre* *Research*	*Reviewing/ Reteaching of Reading and Writing Standards*	*Class discussion on stereotyping. This can be focused on reading for literature to define the author's craft as in affects characterization, reading for information as a historical perspective, or a debate to enhance argumentative skills.* *Annotation of text to support areas on additional support.* *After reading a novel, teachers can choose from either narrative, expository, or argumentative writing as a culminating activity.*	*Primary Text: Prentice Hall: Timeless Voices, Timeless Themes* *Supplemental Tests: Junior Great Books, The Old Man and the Sea, Beowulf, Percy Jackson, Scorpion*
Differentiation	**Support -- for students who are struggling with the content**	Content: *Shorter Selections to review concepts being reinforced* Process: *From the Benchmark assessments, instruction should be targeted based on student need. Small group instruction to reinforce and/or reteach concepts.* Product: *Reading analysis, listening and speaking demonstration, and on-demand writing performance.*		
	Extension – for high achieving students.	Content: *Research or Novel Study* Process: *Research, collect data, formulate a plan or Analysis of text depth and complexity* Product: Research/ Informative Essay or Expository Essay		
Evaluation	***Formative Assessments*** *(ongoing & mid-lesson):* *Class discussion* *Annotation of texts*			
	Summative Assessments *(unit final evaluation):* *Writing Modality Choice*			

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