KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Grade 7 Language Arts Curriculum (Unit Map)

Last Updated March 2017 by Tim Haas

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Unit #/Title	1/Memoir: Expository	Time Frame	4-5 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.4.7.A
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.7.B
Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.7.C
Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D
Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.7.E
Write with an awareness of the stylistic aspects of composition.
• Use precise language and
domain-specific vocabulary to inform about or explain the topic.
• Use sentences of varying lengths and complexities.
• Develop and maintain a consistent voice.
• Establish and maintain a formal style.

CC.1.4.7.F
Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Big Ideas	Essential Questions
• Writers bring stories to life by including many specific, vivid details • Writers tell powerful stories by clearly describing memories or thoughts in their minds	• How do I transfer my thoughts into writing? • How do I help my readers see the same images in their head that I see in mine?
Content	**Skills**
• Narrative structure • Use of writing process • Value of revision and editing	• Communicate an experience using thoughtshots, snapshots, and dialogue • Use sensory details to develop content in a memoir • Use transitional words and phrases to organize • Write a lead that draws in a reader • Vary sentence length to improve style in writing • Write a conclusion that communicates the significance of an event to the reader

Stage 2 – Assessment Evidence	
Formative Assessment	**Summative Assessments**
• Self and peer assessments • Teacher feedback on drafts • Check on use of writing process (example: graphic organizer for prewriting)	• Memoir (graded with District Domain Scoring Guide) • Memoir Compare/Contrast TDA

Unit #/Title	2/Summer Reading: Persuasive/ Argumentative	Time Frame	3-4 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.3.7.A,B,F,K

CC.1.4.7.G,H,I,J,L,T

Big Ideas	Essential Questions
• Writers choose language, organization, and format of their writing based upon their topic, audience, and purpose • Clear, detailed, and documented information support purpose based on clear understanding of text • Evidence is supplied by the source (Summer Reading Book)	• How does a writer create a piece that supports an argument? • What is clear, effective, and informative writing?
Content	**Skills**
• Thorough analysis of text • Identification and relating or relevant support of view to be argued • Importance of strong organizational structure	• Clearly state thesis (POV) as a lead • Address opposing viewpoint(s) • Use evidence to support ideas in writing • Logically organize arguments using transitional words and phrases • State, prove, then restate POV

Stage 2 – Assessment Evidence

Formative Assessment	Summative Assessments
• Understanding and use of appropriate paragraph structure • Check on use of prewriting activity • Self and peer assessments	• Argumentative (Persuasive) Piece (graded with District Domain Scoring Guide)

Unit #/Title	3/Grammar and Edit Study	Time Frame	Ongoing

Stage 1 - Identify Desired Results

Standards

CC.1.4.7.L,R,T.

Big Ideas	Essential Questions
• Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners • Control of grammar and conventions enhances one's ability to express ideas and information clearly	• How do grammar and conventions of language influence spoken and written communication?
Content	**Skills**
• Identification and control of grammar, mechanics, spelling, usage, and sentence formation • Value of editing	• Communicate more effectively and clearly • Increasingly apply knowledge of conventions to writing and speaking

Stage 2 – Assessment Evidence

Formative Assessment	Summative Assessments
• Class work • Small group collaboration	• Scored and corrected worksheets • End of quarter cumulative quiz

Unit #/Title	4/ Response to Literature	Time Frame	Ongoing

Stage 1 - Identify Desired Results

Standards

CC.1.3.7.A,B,C,D,G,K

CC.1.4.7.A,B,C

Big Ideas	Essential Questions
• Strategic readers actively and skillfully interpret, analyze, and evaluate literature • In a written response, strategic readers identify what they've read, strategies the author used to keep them reading, and offer a personal reaction to the story.	• How do strategic readers create meaning from literary text? • How does a reader's purpose influence how the book should be read? • What makes a clear, complete, and effective response?
Content	**Skills**
• Comprehending content, author's craft and connection in the stories students read • Use of the correct writing process to present this information • Friendly letter format • Citing information from the text	• Clearly communicate written understanding of the required information • Utilize prove-it statements (citations from text) • Edit a peer's response

Stage 2 – Assessment Evidence

Formative Assessment	Summative Assessments
• Completed initial practice response(s) • Quarterly peer assessments • Teacher feedback on each entry	• Journal Response Rubric

Unit #/Title	5/Short Story Unit	Time Frame	6-8 Weeks

Stage 1 - Identify Desired Results

Standards

1.3.7.A,B,C,D,F,G,I

1.4.7.D,F,H,J

Big Ideas	Essential Questions
• Effective readers use appropriate strategies to construct meaning • Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information • Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating • Readers engage in an ongoing process of extracting information from the text and tracking the development of central ideas to comprehend the whole of the text	• How do strategic readers create meaning from informational and literary text? • How does what readers read influence how they should read it? • How does a reader's purpose influence how text should be read? • How does the interaction with text provoke thinking and response? • What is the text really about?
Content	**Skills**
• **Literary Elements:** o Characterization o Plot o Setting o Conflict o Theme o Point of View o Tone • **Freytag's Pyramid of Dramatic Structure**	• Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence/viewpoints. • Analyze the structure of the text through evaluation of the author's use of specific sentences/paragraphs to develop and refine a concept • Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone

Stage 2 – Assessment Evidence

Formative Assessment	Summative Assessments
• Group Discussion • Reflection Questions • Freytag's Pyramid	• Creative alternate ending written response • Journal Entry with Short Story as Source