

**TRUMBULL PUBLIC SCHOOLS**  
**Trumbull, Connecticut**  
**GRADE 7 ENGLISH LANGUAGE ARTS**  
**2022**

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**Grade 7 English Language Arts  
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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 English Language Arts is a full-year course. Students actively engage in all aspects of language arts: reading, writing, speaking, listening, and viewing. Students explore these strands as they engage in the genres of reading, writing, and oral presentation, including meaningful discussions about what they read and write. As students explore classic and contemporary literature, 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. Students develop their writing skills as they engage in components of Writing Workshop, and conventions of writing are integrated into all writing units. 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 writing. Students develop their writing skills as they engage in the processes of writing, and conventions of writing are integrated into all writing units. 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 language arts 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.

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.7.1

Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.7.1.a

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCS.ELA-Literacy.W.7.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.7.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCS.ELA-Literacy.W.7.1.d

Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

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.7.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.7.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.7.2.c

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.7.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.7.2.e

Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCS.ELA-Literacy.W.7.3.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.

CCS.ELA-Literacy.W.7.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCS.ELA-Literacy.W.7.3.c

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCS.ELA-Literacy.W.7.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCS.ELA-Literacy.W.7.3.e

Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.7.5

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 the purpose and audience have been addressed.

CCS.ELA-Literacy.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.

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.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.

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: Drama Study: How Conflict Helps Us Grow			
<b>Time frame :</b>  5 Weeks	<b>Essential Questions:</b>  What is the role of conflict in shaping a story?  How can obstacles impact growth and change in a person?	<b>Big Ideas:</b>  Readers understand that conflict is overcome through communication and perseverance.	<b>Vocabulary:</b>  act, character, conclusion, conflict, context, description, dialogue, narration, pacing, plot, point of view, precise language, resolution, scene, sensory detail, stage directions, setting, theme, transitional phrases
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.  <b>CCS.ELA-Literacy.RL.7.3</b> <b>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</b>  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.7.9 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.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.7.2.a

Introduce a topic 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.

CCS.ELA-Literacy.W.7.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.7.2.c

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.7.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.7.2.e

Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCS.ELA-Literacy.W.7.3.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.

CCS.ELA-Literacy.W.7.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCS.ELA-Literacy.W.7.3.c

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCS.ELA-Literacy.W.7.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCS.ELA-Literacy.W.7.3.e

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**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.7.5

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.

CCS.ELA-Literacy.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.

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.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.

Students will know:

elements of a drama; types of literary conflict

Students will be able to:

annotate a text; determine how conflict shapes a text; use text evidence to support their claim; write a well-developed paragraph that demonstrates a command of structure and conventions

Assured Summative Assessments:

Plan, develop and write an organized paragraph that addresses one of the essential questions

Common Formative:

Content Vocabulary Assessment

Texts/Materials:

***The Miracle Worker* by William Gibson**

FIAB Write and Revise Narrative

Performance Coach Lesson 13 “Write a Narrative” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015.  
Print.

**TRIMESTER 1**

Unit 2: Using Research to Understand Context

<b>Time frame :</b>	<b>Essential Questions:</b>	<b>Big Ideas:</b>	<b>Vocabulary:</b>
3 Weeks	<p>How do I gather reliable and relevant information?</p> <p>How do I engage my audience in order to convey essential information?</p> <p>How do I create and present information digitally in order to inform my audience?</p>	<p>Writers review and evaluate multiple sources to assess credibility.</p> <p>Writers communicate the main idea in an unbiased, neutral tone.</p> <p>Writers use text features to highlight key information.</p>	<p>accurate, audience, body paragraph, cite/citation, conclusion, credible, evidence, evaluate, explanatory text, informative text, introduction, main ideas, organize, parallel structure, paraphrase, precise language, plagiarize, quote, relevant, source, style, summarize, text features, thesis statement, transitional phrases</p>

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.7.1

Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.7.1.a

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCS.ELA-Literacy.W.7.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.7.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCS.ELA-Literacy.W.7.1.d

Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

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.7.2.a

Introduce a topic 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.

CCS.ELA-Literacy.W.7.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.7.2.c

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.7.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.7.2.e

Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.



**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.7.5

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.

CCS.ELA-Literacy.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.

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.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.

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.

**CCSS.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.

Students will know:

the importance of determining the relevance and credibility of digital and print sources; elements of digital literacy

Students will be able to:

determine the relevance and credibility of digital and print sources; paraphrase main ideas; organize information to present a concise and logical order; create and present a multimedia product

Assured Summative Assessments:

Student oral presentation of research topics using technology

Common Formative:

Content Vocabulary Assessment

Texts/Materials:

Teacher selected digital and print sources on various research topics

FIAB Research: Evaluate Information and Sources

Performance Coach Lesson 14 “Research Skills” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

Performance Coach Lesson 15 “Write an Informative or Explanatory Text” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

**TRIMESTER 1**

Unit 3: Using Literature to Explore Perspective

<b>Time frame:</b>	<b>Essential Questions:</b>	<b>Big Ideas:</b>	<b>Vocabulary:</b>
8 weeks	<p>How do multiple perspectives reflect the theme of a novel?</p> <p>How do I arrive at a universal truth in a given fictional selection?</p>	<p>Readers understand that there are universal behaviors which result in patterns and trends that transcend time and place.</p> <p>Readers understand that common behaviors and beliefs among people affirm a truth about human nature.</p>	<p>alliteration, author’s craft, character, climax, compare, conflict, contrast, context, dialogue, epilogue, exposition, falling action, flashback, flashforward, figurative language, hyperbole, idiom, inner thinking, metaphor, narrator, personification, prediction, point of view, prologue, sensory details, setting, story elements, theme, voice</p>

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.7.9**

**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.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.7.2.a

Introduce a topic 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 aid comprehension.

CCS.ELA-Literacy.W.7.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.7.2.c

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.7.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.7.2.e

Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.7.5

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 the purpose and audience have been addressed.

CCS.ELA-Literacy.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS.ELA-Literacy.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.

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.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.

Students will know:

elements of a fairytale; the importance of theme in literature

Students will be able to:

identify the theme of a passage, determine a universal truth in a literary text, analyze the impact of historical references on character and setting, examine various points-of-view, determine relevant text evidence to support literary analysis questions

Assured Summative Assessments:

Cumulative Novel Assessment

Common Formative:

Content Vocabulary Assessment

Texts/Materials:

***Echo* by: Pam Munoz Ryan**



**TRIMESTER 2**

Unit 4: The Art of Persuasion and Argumentation

<b>Time frame:</b>	<b>Essential Questions:</b>	<b>Big Ideas:</b>	<b>Vocabulary:</b>
4 Weeks	<p>How do I detect bias in my research?</p> <p>What strategies work best for me as I defend a claim in writing?</p>	<p>Writers examine the purpose of the source, the intention of the author, and credibility of the publisher.</p> <p>Writers use a variety of persuasive techniques to make an effective argument.</p>	<p>argument, audience, body, bandwagon appeal, bias, case study, claim, conclusion, counterargument, call to action, evidence, example, expert opinion, formal, generalization, introduction, irrelevant evidence, opposing argument, organize, persuasive language, persuasive techniques, point of view, propaganda, reason, rebuttal, refute, statistic, stereotyping, thesis statement, topic sentence, transitional phrases</p>

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.

CCCS.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.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.

**CCSS.ELA-LITERACY.W.7.1**

**Write arguments to support claims with clear reasons and relevant evidence.**

CCSS.ELA-LITERACY.W.7.1.A

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCS.ELA-Literacy.W.7.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.7.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCS.ELA-Literacy.W.7.1.d

Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

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.7.2.a

Introduce a topic 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.

CCS.ELA-Literacy.W.7.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.7.2.c

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.7.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.7.2.e

Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**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.7.5

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.

CCS.ELA-Literacy.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.

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.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.

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.

Students will know:

the importance of determining credibility of sources; various persuasive techniques used to strengthen an argument.

Students will be able to:

detect bias in sources, identify relevant and credible sources; apply persuasive techniques to their argumentative writing (including anecdotal data, statistics, emotional appeals, counterclaim and rebuttal, call to action), apply the workshop model to plan, draft, revise, edit, and publish an argumentative piece; apply appropriate transitions; use relevant text evidence to support claim; cite direct quotations according to MLA format; use

a counterclaim and rebuttal; employ a call to action in the conclusion.

Assured Summative Assessments:

Multi-paragraph written argumentative piece

Common Formative:

Content Vocabulary Assessment

Texts/Materials:

Teacher-selected research articles/sources

FIAB Research: Analyze and Integrate Information

IAB Research

Performance Coach Lesson 6 “Persuasive Texts” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

Performance Coach Lesson 16 “Write an Argument” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

Calkins, Lucy, Kelly Boland Hohne, and Anne Taranto. *Units of Study in Opinion, Information, and Narrative Writing: The Art of Argument: Research-Based Essays* (Grade 7, Unit 3). Portsmouth, NH: Heinemann. 2013. Print.

**TRIMESTER 2**

**Unit 5: Identifying Universal Themes within Literature**

<p>Time frame:</p> <p>6 weeks (into trimester 3)</p>	<p><b>Essential Questions:</b></p> <p>What are the different literary points-of-view?</p> <p>What is the value of understanding different perspectives?</p>	<p><b>Big Ideas:</b></p> <p>Authors often use different points-of-view to convey multiple perspectives.</p> <p>Readers can develop empathy for others through different experiences and perspectives.</p>	<p><b>Vocabulary:</b></p> <p>compare/contrast, empathy, inference, perspective, prediction, point of view, theme, timeline</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.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.7.2.a

Introduce a topic 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.

CCS.ELA-Literacy.W.7.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.7.2.c

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.7.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.7.2.e

Establish and maintain a formal style.



CCS.ELA-Literacy.W.7.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.7.5

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.

**CCS.ELA-Literacy.W.7.9**

**Draw evidence from literary or informational texts to support analysis, reflection, and research**

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.

<p>Students will know:</p> <p>that universal themes exist in literature; that authors develop characters through their motivations and actions</p>
<p>Students will be able to:</p> <p>determine the theme of a fictional text, evaluate various points-of-view, recognize and appreciate characters' motivations and actions; plan, draft, revise, edit, and publish a thematic literary analysis; apply appropriate transitions; use relevant text evidence to support the thesis; cite direct quotations according to MLA format.</p>
<p>Assured Summative Assessments:</p> <p>Students will plan, draft, revise, edit, and publish a thematic literary analysis</p>
<p>Common Formative:</p> <p>Content Vocabulary Assessment</p>
<p>Texts/Materials:</p> <p>Alifirenka, Caitlin and Ganda, Martin. <i>I Will Always Write Back</i>          Avi, <i>Nothing but the Truth</i>          IAB Revision</p>

**TRIMESTER 3**

**Unit 6: Reviewing Writing and Language Skills**

**Time frame:**

2 weeks

**Essential Questions:**

How can the correct use of writing conventions help me to become a more effective communicator?

**Big Ideas:**

Writers employ proper writing conventions in order to communicate ideas effectively.

**Vocabulary:**

adjective clauses/phrases, adverb clauses/phrases, complex sentence, compound sentence, compound-complex sentence, coordinate adjective, coordinating conjunction, dangling modifier, dependent clause, edit, independent clause, misplaced modifier, non-coordinate adjective, phrase, proofread, revise, simple sentence, subordinating conjunction

Standards:

**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.

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.7.2.a

Introduce a topic 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.

CCS.ELA-Literacy.W.7.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.7.2.c

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**CCS.ELA-Literacy.W.7.2.d**

**Use precise language and domain-specific vocabulary to inform about or explain the topic.**

CCS.ELA-Literacy.W.7.2.e

Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.2.f

<p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>CCS.ELA-Literacy.W.7.9  Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Students will know:</p> <p>that writers use proper writing conventions in order to communicate ideas effectively</p>
<p>Students will be able to:</p> <p>identify correct use of capitalization, punctuation, spelling, and grammar usage; identify parts of speech; identify sentence structure; correct errors in capitalization, punctuation, spelling, and grammar usage; compose various types of sentences; edit teacher and student generated sentences</p>
<p>Assured Summative Assessments:</p> <p>Grammar Summative Assessment</p>
<p>Common Formative:</p> <p>Content vocabulary assessment</p>
<p>Texts/Materials:</p> <p>FIAB Editing  IAB Brief Writes  Performance Coach Lesson 17 “Revise and Edit” <i>English Language Arts Common Core Performance Coach</i>. Chicago: Triumph Learning, 2015.  Print.</p>

**TRIMESTER 3**

Unit 7: Realistic Fiction: Using Our Experiences to Craft Stories

<p>Time frame:</p> <p>6 weeks</p>	<p>Essential Questions:</p> <p>What makes a story realistic and engaging?</p> <p>How can I effectively use author’s craft techniques in my own story?</p>	<p>Big Ideas:</p> <p>Writers use author’s craft techniques to create enticing and realistic stories.</p>	<p>Vocabulary:</p> <p>alliteration, author’s craft, climax, conflict, dialogue, exposition, falling action, flashback, flashforward, figurative language, hyperbole, idiom, inner thinking, metaphor, personification, point of view, plot diagram, resolution, rising action, sensory details, simile, story elements, voice</p>
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Standards:

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.W.7.3**

**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

**CCS.ELA-Literacy.W.7.3.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.**

**CCS.ELA-Literacy.W.7.3.b**

**Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

**CCS.ELA-Literacy.W.7.3.c**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCS.ELA-Literacy.W.7.3.d**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCS.ELA-Literacy.W.7.3.e**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**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.7.5**

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.

**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.

Students will know:

authors use literary devices including figurative language and author's craft in order to strengthen their writing

Students will be able to:

identify elements of a story; brainstorm a variety of story topics; apply the workshop model to plan, draft, revise, edit and publish a realistic fiction story; create believable characters through their actions, thoughts, and dialogue; apply conventions including formatting of dialogue; identify where a new paragraph is needed

Assured Summative Assessments:

Realistic fiction essay

Common Formative:

Content vocabulary assessment



Texts/Materials:

Dillard, Annie. "American Childhood"

Salisbury, Graham. "The Ravine"

Fletcher, Ralph. "The Funeral"

Calkins, Lucy, Kelly Boland Hohne, and Anne Taranto. *Units of Study in Opinion, Information, and Narrative Writing: Writing Realistic Fiction: Symbolism, Syntax, Truth* (Grade 7, Unit 1). Portsmouth, NH: Heinemann. 2013. Print.