

# Pequea Valley School District

## ELA

**Unit 1: Dystopian Literature**

**Course: ELA**

**Grade: 7**

### Planning the Focus Based on the Desired Result

**What do you want all students to know, understand and do by the end of the unit?**

#### Unit Essential Question(s)

What is my role and impact on society?

What are the purposes and/or consequences of maintaining a dystopian society?

How are the parts of speech used in a sentence?

How can I use prefixes, suffixes and roots to understand new words?

#### Keystone Eligible Content/PA Core Standard

##### [CC.1.4.7.S](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

##### [CC.1.2.7.B](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

##### **CC.1.4.7.F**

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

##### **CC.1.2.7.J**

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.

##### **CC.1.4.7.T**

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.

##### **CC.1.3.7.K**

Read and comprehend literary fiction on grade level, reading independently and proficiently.

##### **CC.1.3.7.B**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

##### **CC.1.3.7.E**

Analyze how the structure or form of a text contributes to its meaning.

##### **CC.1.3.7.F**

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

##### **CC.1.3.7.I**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**Pacing: Approximate number of class sessions per unit**

13 weeks = 65 classes\*\* (The length is due to learners not having laptops for the first week, CDT testing, shortened schedules due WW, MF Week, etc.)

**Tier 3 Vocabulary (Content specific vocabulary)**

**ELA:** theme, characterization, analyze, symbolism, irony, denotation, connotation, metaphor, simile, personification, allusion, allegory, hyperbole, irony, prefix, suffix, root, noun, pronoun, verb, adverb, adjective, preposition, conjunction, interjection, simple, compound, complex, compound-complex, interrogative, imperative, exclamatory, declarative; additional vocabulary instruction provided through vocab.com/quizlet (10 words per week for learning support and 15 words per week for higher levels). Vocab will be based on the novel we are reading.

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Definitions for figurative language terms
- Definitions for literary terms
- Definitions of parts of speech
- Words contain prefixes, suffixes, roots

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Learners need to understand how authors use characterization to develop characters and move plot forward.
- Learners need to understand how irony develops the plot and characters.
- Learners need to understand the elements of plot.
- Learners need to understand how characters are affected by various types of conflict.
- Learners need to understand the difference between denotation and connotation.
- Learners need to understand how prefixes, suffixes and roots are used to build words.
- Learners need to understand the difference between the eight parts of speech and how they are used in sentences.
- Learners need to understand how the parts of a sentence function to create a complete idea or thought.
- Learners need to understand that there are different types of sentences written to create variety in writing.
- Learners need to understand how to use end marks correctly and the importance of correct comma usage.
- Learners need to understand how setting influences plot and characters.

**Learning Outcome** - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

**Grammar:**

- Learners will recognize parts of speech when reading a sentence (nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions, interjections).
- Learners will capitalize proper nouns, proper adjectives and all other words that need to be capitalized.
- Learners will recognize the different types of sentence structures and be able to build sentences to fit those structures.
- Learners will place commas correctly in sentences and use correct end punctuation.

Learners will recognize homophones and identify the correct definitions.

**Reading:**

Learners will be able to identify various themes throughout the story and how those themes are developed.

Learners will be able to discuss the various methods an author uses to develop a character.

Learners will recognize irony and how it is used for plot and character development.

Learners will recognize and identify different types of figurative language in a story.

Learners can discuss how conflict contributes to the plot and character development of a story.

**Writing:**

Learners will use correct basic punctuation in their writing.

Learners will follow correct capitalization rules.

Learners will utilize a variety of sentence structures in their writing.

Learners will organize essays in a clear, effective manner.

Learners will objectively view their work and make corrections as needed. They will utilize and value the writing process which includes making revisions.

Learners will use the correct type of essay to express ideas (compare/contrast, persuasive, etc).

**Vocabulary:**

Learners will identify prefixes and suffixes within vocabulary words and will be able to use the meaning of these affixes to define new words.

Learners will determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.

Learners will acquire grade level vocabulary.

**Literature:**

The Hunger Games

Examination Day

There Will Come Soft Rains

The Veldt

Harrison Bergeron

Rikki tikki Tavi

First They Came

The Road Not Taken  
If We Must Die

Hope is the Thing

Invictus

### **Software/Resources:**

IXL/NRI

Vocab.com

Quizlet

Commonlit.org

Brainpop

Nearpod

Google Slides

Actively Learn

# Pequea Valley School District

## ELA

**Unit 2: Multicultural Literature**

**Course: ELA**

**Grade: 7**

### Planning the Focus Based on the Desired Result

**What do you want all students to know, understand and do by the end of the unit?**

#### Unit Essential Question(s)

What strategies can a reader use to analyze and understand a short story?  
What is the correct way to format a 5-paragraph essay?  
What components make up an introductory paragraph?  
What components make up a body paragraph?  
What components make up a conclusion paragraph?  
How can I format proper in-text citations?  
What is our place and what are our responsibilities in the global community?  
When is it appropriate to challenge the beliefs or values of society?

#### Keystone Eligible Content/PA Core Standard

**Standard - CC.1.3.7.A**

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.

**Standard - CC.1.3.7.B**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

**Standard - CC.1.3.7.C**

Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

**Standard - CC.1.3.7.D**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**Standard - CC.1.3.7.F**

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

**Standard - CC.1.3.7.I**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**Standard - CC.1.3.7.J**

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.

**Standard - CC.1.3.7.K**

Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Standard - CC.1.4.7.B**

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

**Standard - 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.

**Standard - CC.1.4.7.F**

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

**Standard - CC.1.4.7.K**

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.

**Pacing: Approximate number of class sessions per unit**

10 Weeks- \*approximately 50 class periods

**Tier 3 Vocabulary (Content specific vocabulary)**

**ELA:** Main idea, theme, plot, characterization, conflict, exposition, inciting moment, rising action, climax, falling action, resolution, characters, setting, internal conflict, external, person vs \_\_\_\_, point of view, dialogue, dynamic character, static character, protagonist, antagonist, foreshadowing, flashback

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

Learners need to know the definitions of short story terminology.

Learners need to know the plot points of a story.

Learners need to know how an essay, and each component of an essay, is formatted.

Learners need to know how to paraphrase and how to do direct in-text citations.

Learners need to know how phrases, clauses and modifiers help to build a sentence.

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

Learners will understand how elements of plot work together to lead to the story’s outcome.

Learners will understand how the different facets of a short story such as conflict, point of view, theme and main idea work together to move the plot forward.

Learners will understand the components of an essay and how they work together to make their writing flow.

Learners will understand the importance of giving credit to others for their work.

Learners will understand how to integrate phrases, clauses and modifiers appropriately into their writing.

**Literature:**

TheTerror  
Fish Cheeks

TBA-Pearson

The Wilderness

Eating Together

### **Literature Circles:**

Code of Honor

Every Falling Star

Esperanza Rising

Color of My Words

The Breadwinner

Cuba 15

Return to Sender

Ties That Bind, Ties That Break

Chinese Cinderella

Star in the Forest

Ticket to India

A Little Piece of Ground

Shooting Kabul

### **Software/Resources:**

Nearpod  
Vocab.com  
Quizlet  
Brainpop  
Google Docs  
Grammar Books



**Pequea Valley School District**  
**ELA**

**Unit 3: The Outsiders**

**Course: ELA**

**Grade: 7**

**Planning the Focus Based on the Desired Result**

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

How can I become a better writer through the use of grammar and usage?

How are sentences structured for clarity?

In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?

How do our personal experiences shape our view of others?

What does it mean to be an outsider?

**Keystone Eligible Content/PA Core Standard**

**Standard - CC.1.2.7.A**

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.

**Standard - CC.1.2.7.B**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

**Standard - CC.1.2.7.C**

Analyze the interactions between individuals, events, and ideas in a text.

**Standard - CC.1.2.7.D**

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.

**Standard - CC.1.2.7.E**

Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.

**Standard - CC.1.2.7.F**

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.

**Standard - CC.1.2.7.H**

Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

**Standard - CC.1.2.7.J**

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.

**Standard - CC.1.2.7.L**

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**Standard - CC.1.4.7.A**

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

**Standard - 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 aid comprehension.

**Standard - 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.

**Standard - CC.1.4.7.F**

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

**Standard - CC.1.4.7.G**

Write arguments to support claims.

**Standard - CC.1.4.7.H**

Introduce and state an opinion on a topic.

**Standard - CC.1.4.7.I**

Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

**Standard - CC.1.4.7.J**

Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

**Standard - CC.1.4.7.T**

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.

**Standard - CC.1.5.7.A**

Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Pacing: Approximate number of class sessions per unit**

8 Weeks-40 classes

**Tier 3 Vocabulary (Content specific vocabulary)**

ELA: first person point of view, setting, characterization, conflict, foreshadowing, dialogue, flashback, plot

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

Learners need to know how to organize a formal essay.

Learners need to know how to use word and sentence variety in their writing.

Learners need to know the parts of the plot.

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

Learners need to understand how literary elements combine to move the plot forward.

Learners need to understand how an author develops a character through dialogue and narration.

Learners need to write with an awareness of grade appropriate sentence structure, punctuation and vocabulary.

**Learning Outcome** - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

Learners will be able to write properly formatted sentences.

Learners will be able to format an essay with a clear beginning, middle and end.

Learners will use word and sentence variety in their writing.

Learners will identify how literary elements combine to move plot forward.

### **Literature:**

The Outsiders

Eleven

7th Grade

Raymond’s Run

Independent reading-library choice

Nothing Gold Can Stay

We Real Cool

The Rose That Grew from Concrete

Mother to Son

### **Software/Resources:**

Actively Learn

IXL/NRI

Scholastic Scope Magazine

Commonlit.org

Grammar Books

Padlet

vocab.com

Quizlet

**Pequea Valley School District**  
**ELA**

**Unit 4: Poetry**

**Course: ELA**

**Grade: 7**

**Planning the Focus Based on the Desired Result**  
**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

How does figurative language enhance poetry?  
How does a reader analyze a poem for understanding and deeper meaning?  
How does denotation and connotation affect the meaning of poetry?

**Keystone Eligible Content/PA Core Standard**

**Pacing: Approximate number of class sessions per unit**

**3 weeks -15 classes**

**Tier 3 Vocabulary (Content specific vocabulary)**

**ELA:** Simile, Metaphor, Personification, Onomatopoeia, Oxymoron, Hyperbole, Allusion, Idiom, Imagery, Symbolism, Alliteration, Assonance, Consonance, Irony, Pun, rhyme, meter, rhythm, stanza,

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

Learners need to know the definitions of the types of figurative language.  
Learners need to understand the concept of rhythm.  
Learners need to understand how words rhyme.

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

Learners need to understand how figurative language impacts the rhythm and rhyme of a poem.  
Learners need to understand how connotation and denotation affect the meaning of a poem, taking it from the literal to the analytical.

**Learning Outcome** - What do students need to be able to **accomplish** by the unit's end? *List skills and competencies.*

Learners need to be able to analyze a poem for the literal meaning.

Learners need to be able to analyze a poem for the deeper, analytical meaning.

Learners need to be able to recognize how a poem's rhythm and rhyme might contribute to the meaning.

## **Literature:**

### **Poetry:**

A Dog on His Master

Full Fathom Five

Annabel Lee (excerpts only)

Paul Revere's Ride (excerpt only)

The Raven (excerpt only)

My Annoying Older Sister

Various Haikus and Limericks

Rusty Spigot

My Love is Like a Red, Red Rose

Falling Up

The Rime of the Ancient Mariner (excerpt)

Nothing Gold Can Stay

Fire and Ice

Fog

Because I could not stop for death

Remember

I Wandered Lonely as a Cloud

Eldorado

The Tide Rises, The Tide Falls

Mother to Son

The Road Not Taken

The Rose That Grew From Concrete

**Software/Resources:**

**Pequea Valley School District**  
**ELA**

**Unit 5: Fables, Myths, Fairy Tales**

**Course: ELA**

**Grade: 7**

**Planning the Focus Based on the Desired Result**  
**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

How do myths, fables and fairy tales influence our knowledge of human nature?

How do the traits of a legendary hero exemplify the values of the culture from which the legend originated?

In what ways do myths illustrate the belief systems and customs of the cultures that create them?

**Keystone Eligible Content/PA Core Standard**

**Pacing: Approximate number of class sessions per unit**

10 weeks-50 classes

**Tier 3 Vocabulary (Content specific vocabulary)**

**ELA:** myth, fable, fairy tale, characters, setting, plot, point of view, dialogue, drama,

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

Learners need to have base knowledge of other cultures and time periods.

Learners need to know the elements of the plot.

Learners need to know how authors create characterization.

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

Learners need to understand that myths were created to explain the unknown or unexplainable elements in the world.

Learners need to understand that fables and fairy tales are used to teach a moral lesson to the reader.

Learners need to understand the elements of narrative writing and how to capture the reader’s interest.



**Learning Outcome** - What do students need to be able to **accomplish** by the unit's end? *List skills and competencies.*

Learners need to create their own narrative to either teach a moral lesson or explain how something came to be.

**Literature:**

Aladdin

The Voyage-excerpt

The Mouse and the Light

All Summer in a Day

A Sound of Thunder

Ruthless

**Software/Resources:**

Actively Learn

Brainpop

Quizlet

vocab.com