



## **Grade 7 English Language Arts**

*2024-05-28 BoE Approved – Grade 7 ELA (Implementation 24-25)*

**Course Information**

<b>Grade(s):</b>	7
<b>Discipline/Course:</b>	English Language Arts (ELA)
<b>Course Title:</b>	Grade 7 ELA
<b>Prerequisite(s):</b>	Grade 6 ELA
<b>Course Description:</b>	<p>By the end of the year, students will read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. All 7th graders will read <i>The Outsiders</i> by S.E. Hinton and <i>The Hunger Games</i> by Suzanne Collins and will receive direct instruction around the two novels. Oral language development precedes and is the foundation for written language development, so students will engage in both formal and informal speaking and listening experiences to process their reading, clarify their thinking, and inform their writing. They will also develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach as they engage with all three core types of writing: narrative, informational/explanatory, and argument. Students will also engage in various research and inquiry experiences that support not only their literacy development but also their critical thinking as they make connections between various bodies of content across disciplines. Because grammar and usage development in children rarely follows a linear path, students will experience both structured mini-lessons on identified grammatical concepts and an opportunity to apply these concepts consistently and repeatedly in their own writing. Throughout the year, students will explore the PK-12 course essential questions such as those related to identity, change, and conflict, as well as develop a deeper understanding of the ELA Connecticut Core Standards related to using language effectively, developing a writer’s voice, conducting research, engaging in collaborative conversations and practicing the behaviors of skilled readers. The goal of grade 7 ELA is to prepare students to transfer and apply their learning to unknown situations and outside of the classroom in preparation to realize the district’s Vision of a Graduate.</p>

<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● How is conflict essential to our growth?</li> <li>● How does language work?</li> <li>● How do I develop my writer’s voice?</li> <li>● What do skilled readers do?</li> <li>● How do I participate in collaborative conversations to deepen my understanding?</li> <li>● How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● When considering the lives of others, I am also further defining myself.</li> <li>● My reading experiences allow me to change my perspectives and my personal goals for learning.</li> <li>● Discussing the environment and its impact on characters in works of fiction gives us a safe space for examining our own environment and its impact on our lives and the lives of others.</li> <li>● By developing an understanding of argument, I can start to distinguish fact backed with evidence from opinion.</li> <li>● Understanding different social conditions helps us to connect to more people and form better relationships.</li> <li>● By understanding what it means to be an outsider, I can appreciate even more the power of community.</li> <li>● Cultures communicate beliefs and tradition through stories.</li> <li>● Myths and legends seek to explain human behaviors and work through conflicts and struggles successfully.</li> <li>● Language can be used to both reveal and hide the truth.</li> <li>● Finding my writer’s voice requires patience, practice, and a willingness to share with others.</li> <li>● Skilled readers actively read, discuss, and respond to reading, which helps us to better understand ourselves and the world around us.</li> </ul>

	<ul style="list-style-type: none"> <li>• When I engage with diverse perspectives through discussion, my understanding deepens.</li> <li>• I will consider the audience, purpose, and task when planning for any presentation.</li> </ul>
<b>Duration:</b>	One year
<b>Course Materials/Resources:</b>	Each unit of study has identified texts that support the Essential Questions and Enduring Understandings. These texts include anchor texts; book club texts; additional mentor texts; and text sets comprised of poetry, short stories, and informational texts. In addition, students will engage in explicit study of <u>grammatical concepts</u> deemed appropriate for this grade level and identified in the Common Core State Standards. To aid in this study, students will have access to a number of specific lessons and supports from the <i>Into Literature</i> resource. Finally, each unit of study will also employ a wide variety of content-rich informational, argumentative, and visual texts to support cross-disciplinary thinking. Additional texts may be added during implementation to respond to current events and changes in the middle school content-area courses. Each text set will be rich in content in order to expand students' knowledge base and vocabulary, and will support cross-disciplinary topics studied at the middle school level.
<b>FPS Course Academic Expectation(s):</b>	Exploring and Understanding Creating and Constructing
<b>Year at a Glance (Units):</b>	<b>Unit 1</b> Anchor Your Reading: Close Reading and Literary Analysis to Deepen Perspective <b>Unit 2</b> Raise Your Argument, Not Your Voice: Analyzing and Constructing Argument <b>Unit 3</b> From the Outside Looking In: The Study of Craft and Voice <b>Unit 4</b> Looking Back to Move Forward: Reading Historical Fiction to Examine Injustice <b>Unit 5</b> A World of Stories: A Study of Traditional Mythology and Oral Traditions

Units

<b>Unit Number and Title:</b>	Unit 1: Anchor Your Reading: Close Reading and Literary Analysis to Deepen Perspective
<b>Duration:</b>	9 Weeks
<b>Resource(s):</b>	<p>Core Texts/Resources:</p> <ul style="list-style-type: none"> <li>● <i>The Hunger Games</i> by Suzanne Collins (whole-grade novel to be read by all seventh-grade students; this text is a recommendation from <i>Into Literature</i>.)</li> <li>● “Migrant Mother” by Dorothea Lange</li> <li>● “Scream” by Edvard Munch</li> <li>● Excerpt from the nonfiction text <i>Caste</i> by Isabel Wilkerson about the caste system</li> <li>● United Nations report “<u>Caste Systems Violate Human Rights and Dignity of Millions Worldwide</u>”</li> <li>● <u>Suzanne Collins Talks About ‘The Hunger Games,’ the Books and the Movies</u> (and connections to Iraq)</li> <li>● “<u>An Introduction to the Word ‘Climate’</u>”</li> <li>● From <i>Into Literature</i>: Grade 7 Writing Resources for Narrative</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>● <i>Scholastic Scope</i> Magazine</li> </ul>
<b>Unit Overview:</b>	<p>Students will begin to share in the reading of a whole-class novel that will serve as an anchor. Students will study author’s craft, language usage, and how story elements contribute to the overall meaning of the text. To deepen this understanding, students will have opportunities to discuss with peers and engage with diverse perspectives.</p> <p>Students will use inquiry to explore and closely read different types of texts including photographs, art, poetry, and informational texts to explore the concepts of how geography, government, and societal</p>

	<p>structures coupled with economic and political decisions impact groups of individuals. Students will also explore how groups of people and individuals are marginalized and segregated and what this does to the power dynamic. In addition, research writing in social studies class will also be supported in ELA class through mini-lessons on the writing process with feedback and support during individual student writing conferences.</p> <p>Over the course of the unit, students will demonstrate their learning through a summative narrative writing task using the craft elements studied within the unit. Students will continue to practice and refine analytical writing about fiction and nonfiction texts. All language standards will be addressed both explicitly and through students’ authentic writing. Additionally, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the ideas of community and society, culture, and conflict as they consider the following questions: Why do we seek and build community? How do stories tell us about what a culture values? and How is conflict essential to our growth?</p>
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL 7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL 7.2:</b> 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.</p> <p><b>RL 7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RI 7.3:</b> 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).</p> <p><b>RI.7.7:</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><b>Writing</b></p> <p><b>W 7.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and</p>

information through the selection, organization, and analysis of relevant content.

- 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.
- 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.

### **Speaking and Listening**

**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.

	<p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>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.</p> <p><b>Language</b></p> <p><b>L7.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L7.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>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.</p> <p>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).</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How does the development of story elements convey meaning?</li> <li>● How does responding to what you read impact your understanding of a text?</li> </ul>



	<ul style="list-style-type: none"> <li>• How do economic and political decisions affect a society?</li> <li>• How does where you live affect how you see the world?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The development and analysis of story elements enables a reader to draw conclusions and deepen thinking about texts.</li> <li>• Actively reading, discussing, and responding to reading aids our understanding of a text, which helps us to better understand ourselves and the world around us.</li> <li>• Economic and political decisions can have a devastating impact on society, particularly for those who are often marginalized or without power.</li> <li>• A geographical environment can determine the perspective an individual has of the world around him or her.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Citation of several pieces of textual evidence as support for both explicit claims as well as inferences</li> <li>• Theme or central idea and how it is developed over the course of the text</li> <li>• Objective summary of a text</li> <li>• Interaction between and influence on various elements of a text</li> <li>• Conflict and resolution as two main types of interaction between individuals, events, and ideas</li> <li>• Setting as a literary element that can shape characters or plot</li> <li>• Character traits</li> <li>• Text structure</li> <li>• Voice</li> <li>• Comparison and contrast of written works</li> </ul>	<ul style="list-style-type: none"> <li>• Read a text closely</li> <li>• Determine a theme or central idea</li> <li>• Analyze a theme over the course of a text</li> <li>• Summarize a text objectively</li> <li>• Read a text closely and be able to offer an analysis with support from several pieces of textual evidence</li> <li>• Analyze the interactions between individuals, ideas, and events in a text</li> <li>• Consider conflict created by those interactions</li> <li>• Analyze setting and other elements through a lens of shaping characters or plot</li> <li>• Review character traits and explore how they can impact the trajectory of the plot or the shape of the setting</li> </ul>

	<p>to their counterparts in other media, with a focus on unique techniques used to create it</p> <ul style="list-style-type: none"> <li>● Marginalization</li> <li>● Segregation</li> <li>● Power</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the characteristics of voice</li> <li>● Note the features of a text type</li> <li>● Compare and contrast written works to their counterparts in other media, with a focus on unique techniques used to create them</li> <li>● Consider and discuss power, who has it, how it is achieved, and the consequences of mismanagement, including in the discussion marginalization and segregation</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Informative and explanatory text structures</li> <li>● Clear introduction of topics, including a preview</li> <li>● Organizational strategies, including definition, classification, comparison/contrast, and cause/effect</li> <li>● Formatting</li> <li>● Graphics</li> <li>● Development of ideas using relevant facts, definitions, concrete details, quotations, and examples</li> <li>● Transitions specifically to create cohesion and clarify relationships among ideas</li> <li>● Precision of language and use of domain-specific vocabulary to best explain the topic or inform the reader about the topic</li> <li>● Aspects of formal style, including use of third person point of view, absence of</li> </ul>	<ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● Create a preview as part of the introduction of topics</li> <li>● Use organizational strategies appropriate to the purpose and audience</li> <li>● Include appropriate formatting, graphics, and multimedia when they are useful for increasing understanding</li> <li>● Develop ideas using relevant facts, concrete details, quotations, and examples</li> <li>● Create transitions specifically to increase cohesion and clarify relationships among ideas</li> <li>● Use the most precise language and</li> </ul>

	<p>informal or slang language or text speak, and varied use of sentence structures</p> <ul style="list-style-type: none"> <li>● conclusion/concluding statement</li> <li>● Narrative structure</li> <li>● Narration/narrator</li> <li>● Context</li> <li>● Point of view</li> <li>● Event sequence</li> <li>● Dialogue</li> <li>● Pacing</li> <li>● Description</li> <li>● Development</li> <li>● Transition words, phrases, and clauses</li> <li>● Precise words</li> <li>● Descriptive details</li> <li>● Sensory language</li> <li>● Conclusion that follows from and reflects on the narrated experiences or events</li> </ul>	<p>most-appropriate domain-specific vocabulary in order to accomplish the goal of effectively explaining or informing the audience</p> <ul style="list-style-type: none"> <li>● Use a formal style</li> <li>● Conclude the essay in a way that follows from and supports the information or explanation presented</li> <li>● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>● Establish a context and point of view as a means of orienting the reader</li> <li>● Introduce a narrator and characters</li> <li>● Create an event sequence that is organized and unfolds naturally and logically</li> <li>● Employ specific narrative techniques such as dialogue, pacing, and description in order to to develop the experiences, events, and characters</li> <li>● Use transition words to signal shifts from one time frame or setting to another and to indicate sequence</li> <li>● Capture the action and convey the experiences with precise words, relevant descriptive details, and sensory language.</li> <li>● Conclude the event in a way that follows from and reflects on the experiences</li> </ul>
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<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Pair-and-share discussions</li> <li>● Small-group discussions</li> <li>● Teacher-led discussions</li> <li>● Positive interaction with diverse partners</li> <li>● Elaboration and extension of ideas</li> <li>● Preparation of ideas for discussion, including reading, conducting research</li> <li>● Use of prepared materials to probe the topic more deeply and to reflect on ideas under discussion</li> <li>● Rules, goals, and roles for discussions</li> <li>● Well-crafted questions meant to elicit elaboration, response to others' comments, and ideas that keep the topic focused</li> <li>● Acknowledgement of new ideas</li> <li>● Modification of existing ideas and views</li> <li>● Discussion protocols, including sentence starters to help analyze main ideas and supporting details presented in diverse media and formats</li> <li>● Active listening strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss ideas and assertions with peers</li> <li>● Collaborate with peers in a variety of settings, including one-on-one, partnerships, small groups, and whole-class discussions</li> <li>● Demonstrate positive interactions with diverse partners</li> <li>● Elaborate on and extend the ideas of others before shifting the conversation or introducing a new topic</li> <li>● Use prepared materials during the discussion to probe the topic more deeply and to reflect on the ideas being discussed</li> <li>● Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed</li> <li>● 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</li> <li>● Acknowledge new ideas</li> <li>● Modify existing views after reflection</li> <li>● Analyze main ideas and supporting details presented in diverse media and formats</li> </ul>
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		<ul style="list-style-type: none"> <li>● Employ active listening strategies</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Capitalization rules appropriate for grade 7, including titles of individuals, direct address, titles of books, names of gods, etc.</li> </ul> <p>Academic Vocabulary: Examples:        caste system, jati, hierarchy, dictatorship</p> <p>Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy (will be reintroduced and reinforced throughout the year):        accurate/inaccurate information/ accuracy of information; acknowledge/address opposing viewpoint/counterclaims; address potential counterarguments/opposing claims; affix; analysis; antonym; argument argumentative text/article/ essay/writing audience (as in writer's audience); author's intent; author's message; author's point of view; author's purpose; blog; capitalization; central idea; character's action/ characters' interaction/ characters' relationships; claim; compare/contrast; comparison; conclude/conclusion; conclusion drawn</p> <p>Generative Vocab:</p> <ul style="list-style-type: none"> <li>● Mort- (Latin: mortem - death)</li> <li>● Vict- (Latin: victor - conqueror, winner)</li> <li>● Terr- (Latin: terra - earth, land)</li> </ul>	<ul style="list-style-type: none"> <li>● Apply capitalization rules correctly in writing</li> <li>● Form and use appropriate academic vocabulary when reading, writing, and speaking.</li> </ul>

	<ul style="list-style-type: none"><li>● Fract- (Latin: fractus - break)</li><li>● Jur- (Latin: jus, juris - law)</li><li>● Cred- (Latin: credere - to believe)</li></ul>	
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<b>Unit Number and Title:</b>	Unit 2: Raise Your Argument, Not Your Voice: Analyzing and Constructing Argument
<b>Duration:</b>	9 Weeks
<b>Resource(s):</b>	<p>Core Texts/Resources:</p> <ul style="list-style-type: none"> <li>● <i>Everything's an Argument</i> (eighth edition)</li> <li>● <i>Can I Be Your Dog?</i> by Troy Cummings</li> <li>● “<u>There Are Three Sides to Every Argument</u>” by William Ury</li> <li>● “<u>6 Techniques for Clear and Compelling Speech</u>” by Simon Lancaster</li> <li>● “<u>How to Use Rhetoric to Get What You Want</u>” by Camille A. Langston</li> </ul> <p>Additional Resources (example):</p> <p>For the oral argument activity, topics will be drawn from current social studies or science topics. One such example is “Microbes: Helpful or Harmful?”</p> <ul style="list-style-type: none"> <li>● “<u>Your Microbes and You: The Good, the Bad, and the Ugly</u>”</li> <li>● “<u>Misunderstood Microbes</u>”</li> <li>● “<u>Alpine and Arctic Microbes Break Down Plastics</u>”</li> <li>● <u>Oral Argument Protocol</u> (tool)</li> </ul> <p>From <i>Into Literature</i>:          Tips for Speaking With Confidence          Grade 7 Writing Resources for Argument</p> <p>Teacher-created text sets contingent on the topics chosen by students.          Resource Link: <a href="https://ncte.org/blog/2018/01/mentor-texts-teaching-argument-writing/">https://ncte.org/blog/2018/01/mentor-texts-teaching-argument-writing/</a></p>
<b>Unit Overview:</b>	<p>In this unit of study, students will first learn and employ the argument protocol for forming oral arguments; the topic of the oral argument in which students will engage will be focused on current social studies or science topics, such as microbes, and whether they are more helpful or harmful to</p>

	<p>human beings. Following the oral argument activity, students will read and listen to informational text, analyze evidence to construct and debate an argument, and create formal written arguments around topics of their choice; they will also be allowed and/or encouraged to explore in greater depth topics they have found intriguing as they studied them in other classes.</p> <p>Students will study authors’ craft and the purposeful decisions writers of nonfiction make in order to inform, argue, or convince. This, in turn, will be used to reveal how each student can use his voice and style to create meaning and activate change. To meet their goal, students will learn how to identify and use credible and unbiased evidence and identify and use persuasive techniques to make their case. All language standards for grammar, usage, and conventions will be addressed both explicitly and through students’ authentic writing. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential questions related to the concepts of research and the environment which are phrased as “How do I best support and present my findings and conclusions?” and “How does our environment impact our lives?” Student learning will culminate in a research-based argument essay.</p>
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.7.4:</b> 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.</p> <p><b>RI.7.6:</b> 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.</p> <p><b>RI.7.8:</b> 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.</p> <p><b>RI.7.9:</b> 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.</p>



**Writing**

**W.7.1:** Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) 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.7.7:** 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.

**Speaking and Listening**

**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.

**SL.7.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**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.

**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. (See grade 7 Language standards 1 and 3 here for specific

	<p>expectations.)</p> <p><b>Language</b></p> <p>L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</li> </ol> <p><b>L.7.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> <li>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.</li> <li>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).</li> </ol>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● Why is it important to know how to make an evidence-based argument?</li> <li>● How can I use argument techniques and structure to help others understand my perspective?</li> <li>● How does audience and purpose impact the presentation of an argument?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Making positive change in the world requires skillful arguments backed by reason and evidence.</li> </ul>

	<ul style="list-style-type: none"> <li>● Research and facts provide the foundation for valid arguments and will help to make my perspective clear.</li> <li>● The audience and purpose must play central roles in determining the structure and support when presenting an argument.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Citation of several pieces of textual evidence as support for both explicit claims as well as inferences</li> <li>● Figurative connotative, and technical meaning of words as they are used in a text</li> <li>● The impact of word choice on meaning and tone</li> <li>● Tone</li> <li>● Author’s point of view</li> <li>● Author’s purpose</li> <li>● Distinguishing characteristics of the author’s position from that of others</li> <li>● Argument</li> <li>● Claim</li> <li>● Counterclaim</li> <li>● Sound reasoning</li> <li>● Relevant evidence</li> <li>● Comparison and contrast of presentations on the same topic by different authors</li> <li>● Audience</li> <li>● Voice</li> <li>● Perspective</li> </ul>	<ul style="list-style-type: none"> <li>● Cite several pieces of textual evidence to support analysis of a text</li> <li>● Uncover the meaning of words as they are used in a text</li> <li>● Analyze the impact of word choice on meaning and tone</li> <li>● Recognize the tone of a text</li> <li>● Determine an author’s point of view and purpose</li> <li>● Recognize how an author distinguishes his or her position from that of others</li> <li>● Trace and evaluate how an author uses information in a text to support a claim</li> <li>● Evaluate the reasoning used in an argument and determine its validity</li> <li>● Compare, contrast, and further analyze how two or more authors present information and ideas about the same topic</li> <li>● Analyze how authors use craft to create a persuasive argument</li> <li>● Support explicit analysis of a text</li> <li>● Support inferences drawn from a text</li> </ul>

	<ul style="list-style-type: none"> <li>● Bias</li> <li>● Ethos/Pathos/Logos</li> </ul>	<ul style="list-style-type: none"> <li>● Cite text correctly</li> <li>● Read a variety of texts on a topic from multiple perspectives</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Arguments to support claims with clear reasons and relevant evidence</li> <li>● Claims</li> <li>● Counterclaim (alternate or opposing)</li> <li>● Logical organization of reasons and evidence</li> <li>● Logical reasoning</li> <li>● Relevant evidence</li> <li>● Accurate, credible sources</li> <li>● Cohesion created by intentional use of specific words, phrases, and clauses</li> <li>● Aspects of formal style, including use of third person point of view, absence of informal or slang language or text speak, and varied use of sentence structures</li> <li>● Conclusion/concluding statement</li> <li>● Audience</li> <li>● Voice</li> <li>● Perspective</li> <li>● Bias</li> <li>● Ethos/Pathos/Logos</li> <li>● Evidence and relevant information gathered from multiple credible sources, both print and digital</li> <li>● Effective search terms</li> <li>● Direct quotations and paraphrases to avoid plagiarism and that follow a standard for</li> </ul>	<ul style="list-style-type: none"> <li>● Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● Introduce claims</li> <li>● Acknowledge alternate or opposing counterclaims</li> <li>● Organize reasons and evidence logically</li> <li>● Support claims with logical reasoning and relevant evidence</li> <li>● Conduct effective research, locating and using credible sources of information that aid in demonstrating an understanding of the topic or text</li> <li>● Be intentional in the use of specific words to create cohesion and clarify relationships among claims, reasons, and evidence</li> <li>● Gather relevant information from multiple credible sources, both print and digital</li> <li>● Use search terms effectively</li> <li>● Assess the credibility and accuracy of information</li> <li>● Paraphrase information</li> <li>● Directly and correctly quote information, and cite that information correctly using a standard for citation such as that of the Modern Language Association</li> </ul>

	citation such as that of the Modern Language Association	
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Oral claims</li> <li>● Reasoning</li> <li>● Text structure</li> <li>● Pair-and-share discussions</li> <li>● Small-group discussions</li> <li>● Teacher-led discussions</li> <li>● Positive interaction with diverse partners</li> <li>● Elaboration and extension of ideas</li> <li>● Preparation of ideas for discussion, including reading, conducting research</li> <li>● Use of prepared materials to probe the topic more deeply and to reflect on ideas under discussion</li> <li>● Rules, goals, and roles for discussions</li> <li>● Well-crafted questions meant to elicit elaboration, response to others' comments, and ideas that keep the topic focused</li> <li>● Acknowledgement of new ideas</li> <li>● Modification of existing ideas and views</li> <li>● Signs and characteristics of various text structures to aid in identifying the speaker's argument and locating the reasoning and evidence</li> <li>● Multimedia components and visual displays to enhance a presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborate with peers in a variety of settings, including one-on-one, partnerships, small groups, and whole-class discussions</li> <li>● Demonstrate positive interactions with diverse partners</li> <li>● Elaborate on and extend the ideas of others before shifting the conversation or introducing a new topic</li> <li>● Use prepared materials during the discussion to probe the topic more deeply and to reflect on the ideas being discussed</li> <li>● Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed</li> <li>● 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</li> <li>● Acknowledge new ideas</li> <li>● Modify existing views after reflection</li> <li>● Use multimedia components and visual displays to enhance a presentation</li> <li>● Delineate a speaker's claims and reasoning</li> <li>● Identify the text structure of the oral</li> </ul>

		<p>argument in order to better identify the claims and evidence of others' ideas</p>
<p><b>Language</b></p>	<ul style="list-style-type: none"> <li>● The function of phrases and clauses in general and their function in specific sentences</li> <li>● Simple sentences</li> <li>● Compound sentences</li> <li>● Complex sentences</li> <li>● Compound-complex sentences</li> <li>● Placement of phrases and clauses within a sentence</li> <li>● Misplaced and dangling modifiers</li> </ul> <p>Academic Vocabulary: Examples: ethos, pathos, logos, bias, perspective</p> <p>Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy (will be reintroduced and reinforced throughout the year): concrete details/words/ phrases/language; conflict/tension; context; contradict; controlling idea/thesis; conventions; counterargument; counterclaim; credible; definition; develop ideas (evidence/ elaboration); dialogue; draft; edit; editorial; elaborate/elaboration of ideas; essay; establish a claim; evidence; excerpt; explanatory article/text/ essay/writing; flashback</p>	<ul style="list-style-type: none"> <li>● Explain the function of phrases and clauses in general</li> <li>● Explain the function of phrases and clauses in specific sentences</li> <li>● Identify the differences between the four main sentence types</li> <li>● Choose among the sentence types to signal differing relationships among ideas</li> <li>● Recognize and correct misplaced and dangling modifiers</li> <li>● Use phrases and clauses correctly in sentences</li> <li>● Form and use appropriate academic vocabulary when reading, writing, and speaking.</li> </ul>

	<p>Generative Vocabulary:</p> <ul style="list-style-type: none"><li>● Micro- (Greek: mikros - small)</li><li>● Bio- (Greek: bios - life)</li><li>● Log- (Greek: logos - word, reason)</li><li>● Path- (Greek: pathos - feeling, suffering)</li><li>● Gen- (Greek: genos - race, kind)</li><li>● Dyna- (Greek: dynamis - power)</li><li>● observer)</li></ul>	
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<b>Unit Number and Title:</b>	Unit 3: From the Outside Looking In: The Study of Craft and Voice
<b>Duration:</b>	5 Weeks
<b>Resource(s):</b>	<p>Core Texts/Resources:  <i>The Outsiders</i> by S.E. Hinton (will be read by all seventh-grade students)</p> <p>Additional Resources:  “<u>Herd Behavior</u>” by CommonLit Staff  “<u>Life in the Pod</u>” by Kerry Lotzof  “<u>The Omega Wolf</u>” author not credited  “<u>Gombee Chimpanzee War</u>” by Tim Brinkhof  “<u>Division of Labor in Honeybees: Form, Function, and Proximate Mechanisms</u>” by Brian R. Johnson  “<u>The Outsiders Author Rejects Graphic Novel Form</u>” by Nicole Drum  “<u>A Historic Road Marker Tells the Story of a Forgotten Murder</u>” by Laura Sullivan</p> <p>From <i>Into Literature</i>:  Grade 7 Writing Resources for Informational/Argument Writing</p>
<b>Unit Overview:</b>	<p>Students will read <i>The Outsiders</i> and explore the concept of stereotyping and bias. They will also apply their understanding of literary techniques and elements as they engage in and write a literary analysis. Students will explore craft and the development of ideas over the course of a longer text and determine how these concepts contribute to their analysis of the text. They will also revisit the concept of community and social behavior and how they shape the individual.</p> <p>Students will explore the time period of the text and how it informs their understanding of the characters’ actions and interactions. This collaborative activity includes station work where students interact with technology, explore historical events, explore popular culture, and listen to music from the 1960’s and work with their peers to answer reflective questions at each station. This activation</p>



	<p>and development of content knowledge will allow the students to connect with the text and understand the story on a more comprehensive level.</p> <p>Students will write a full-length literary analysis of the text with a focus on structure, evidence, grammar conventions, and development of ideas. There is also a focus on a strong academic voice and vocabulary. All language standards will be addressed both explicitly and through students’ authentic writing. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential questions related to the concepts of human relationships and conflicts as reflected in the questions “Why are human relationships important?” and “How is conflict essential to our growth?”</p>
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.2:</b> 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.</p> <p><b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.6:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text</p> <p><b>RL.7.7:</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><b>RI.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.7.2:</b> 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.</p> <p><b>RI.7.3:</b> 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).</p> <p><b>RI.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative,</p>

connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

### **Writing**

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

### **Speaking and Listening**

**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.

- 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.

	<p>c. Pose questions that elicit elaboration and respond to others' questions and comments</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><b>Language</b></p> <p><b>L 7.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.7.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How do social conditions and a person’s background affect the way people are perceived?</li> <li>● How are pack and herd behavior evident in the story and what effect does each have on the characters’ actions?</li> <li>● How do stories help to combat stereotypes or bias?</li> <li>● What does it mean to be an outsider?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● Social structures create the norms in which humans operate; social structures are always evolving.</li> <li>● Both pack and herd behavior can encourage people to act in ways that are not consistent with their character.</li> <li>● Realistic fiction encourages a reader to make connections, question actions, and relate to characters who may be different or similar to ourselves.</li> <li>● An outsider is someone who has been rejected by a community or society because of looks, background, actions, beliefs, religion and any other possible attribute that makes that person seem different from the rest.</li> </ul>

<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Citation of several pieces of textual evidence as support for both explicit claims as well as inferences</li> <li>● Theme or central idea and how it is developed over the course of the text</li> <li>● Objective summary of a text</li> <li>● Interaction between and influence on various elements of a text</li> <li>● Conflict and resolution as two main types of interaction between individuals, events, and ideas</li> <li>● Setting as a literary element that can shape characters or plot</li> <li>● Comparison and contrast of written works to their counterparts in other media, with a focus on unique techniques used to create it</li> <li>● Point of view of different characters or narrators and how the author developed them</li> <li>● Figurative, connotative, and technical meaning of words</li> <li>● Impact of word choice on meaning and tone</li> <li>● Perspective</li> <li>● Allusion</li> <li>● Symbolism</li> <li>● Foreshadowing</li> </ul>	<ul style="list-style-type: none"> <li>● Read a text closely and be able to offer an analysis with support from several pieces of textual evidence</li> <li>● Determine a theme or central idea</li> <li>● Analyze the development of a theme over the course of a text</li> <li>● Summarize a text objectively</li> <li>● Consider conflict created by those interactions in the story between individuals, events, and ideas</li> <li>● Analyze the impact of setting on character, plot, and theme</li> <li>● Consider and analyze point of view or perspective and how the author develops and contrasts the points of view of different characters or narrators in the text</li> <li>● Compare and contrast different versions of the same story, paying particular attention to the aspects and techniques unique to each medium and the impact they have on the retelling of the story</li> <li>● Identify the conflict or problem in the story</li> </ul>

	<ul style="list-style-type: none"> <li>● Figurative language</li> <li>● Word meaning in context</li> <li>● Pack behavior</li> <li>● Herd behavior</li> </ul>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Evidence from literary or informational texts to support analysis, research, and reflection</li> <li>● Informative and explanatory text structures</li> <li>● Clear introduction of topics, including a preview</li> <li>● Organizational strategies, including definition, classification, comparison/contrast, and cause/effect</li> <li>● Formatting</li> <li>● Graphics</li> <li>● Development of ideas using relevant facts, definitions, concrete details, quotations, and examples</li> <li>● Transitions specifically to create cohesion and clarify relationships among ideas</li> <li>● Precision of language and use of domain-specific vocabulary to best explain the topic or inform the reader about the topic</li> <li>● Aspects of formal style, including use of third person point of view, absence of informal or slang language or text speak, and varied use of sentence structures</li> <li>● Conclusion/concluding statement</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize and cite appropriate direct quotes and literary evidence to support analytical claim</li> <li>● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● Create a preview as part of the introduction of topics</li> <li>● Use organizational strategies appropriate to the purpose and audience</li> <li>● Include appropriate formatting, graphics, and multimedia when they are useful for increasing understanding</li> <li>● Develop ideas using relevant facts, concrete details, quotations, and examples</li> <li>● Create transitions specifically to increase cohesion and clarify relationships among ideas</li> <li>● Use the most precise language and most-appropriate domain-specific vocabulary in order to accomplish the goal of effectively explaining or informing the audience</li> <li>● Use a formal style</li> </ul>

		<ul style="list-style-type: none"> <li>● Conclude the essay in a way that follows from and supports the information or explanation presented</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Pair-and-share discussions</li> <li>● Small-group discussions</li> <li>● Teacher-led discussions</li> <li>● Positive interaction with diverse partners</li> <li>● Elaboration and extension of ideas</li> <li>● Preparation of ideas for discussion, including reading, conducting research</li> <li>● Use of prepared materials to probe the topic more deeply and to reflect on ideas under discussion</li> <li>● Rules, goals, and roles for discussions</li> <li>● Well-crafted questions meant to elicit elaboration, response to others' comments, and ideas that keep the topic focused</li> <li>● Acknowledgement of new ideas</li> <li>● Modification of existing ideas and views</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss ideas and assertions with peers</li> <li>● Collaborate with peers in a variety of settings, including one-on-one, partnerships, small groups, and whole-class discussions</li> <li>● Demonstrate positive interactions with diverse partners</li> <li>● Elaborate on and extend the ideas of others before shifting the conversation or introducing a new topic</li> <li>● Use prepared materials during the discussion to probe the topic more deeply and to reflect on the ideas being discussed</li> <li>● Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed</li> <li>● 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</li> <li>● Acknowledge new ideas</li> <li>● Modify existing views after reflection</li> </ul>

<p><b>Language</b></p>	<ul style="list-style-type: none"> <li>● Figurative language, word relationships, and nuances in word meanings</li> <li>● Figures of speech from literary, biblical, and mythological allusions as used in context</li> <li>● Word relationships, including synonym/antonym, analogy, etc.</li> <li>● connotation/denotation</li> </ul> <p>Academic Vocabulary: Examples:        Stereotype, socioeconomic class, popular culture, herd, pack</p> <p>Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy (will be reintroduced and reinforced throughout the year):        focus; global notes; grammar usage; heading; illustrate; inclusion; infer/inference(s)/ inference(s) made; integrate information/ideas; interaction; interpretation; introduction; justify; key events; logical progression of ideas; logical sequence of events; mental picture/image; multi-paragraph; multiple meanings; narrative/narrative writing; observation; organize/organization of ideas; paraphrase/paraphrasing</p> <p>Generative Vocabulary:</p> <ul style="list-style-type: none"> <li>● Socio- (Latin: socius - companion,</li> </ul>	<ul style="list-style-type: none"> <li>● Interpret figures of speech and figurative language in context</li> <li>● Use the relationships between words to better understand each of the words</li> <li>● Demonstrate an understanding of the connotative and denotative meaning of words</li> <li>● Form and use appropriate academic vocabulary when reading, writing, and speaking.</li> </ul>
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	<p>ally)</p> <ul style="list-style-type: none"><li>● Frater- (Latin: frater - brother)</li><li>● Phil- (Greek: philos - friend, love)</li><li>● Phon- (Greek: phōnē - sound, voice)</li><li>● Cogn- (Latin: cognoscere - to know)</li><li>● Sol- (Latin: solus - alone, lonely)</li></ul>	
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<b>Unit Number and Title:</b>	Unit 4: Looking Back to Move Forward: Reading Historical Fiction to Examine Injustice
<b>Duration:</b>	6 Weeks
<b>Resource(s):</b>	<p>Core Texts/Resources:          Following is a list of historical fiction novels from which students typically choose; however, additional titles will be added as new and engaging texts become available:</p> <p><i>The Downstairs Girl</i> by Stacy Lee  <i>The Rock and The River</i> by Kekla Magoon  <i>The Mighty Miss Malone</i> by Christopher Paul Curtis  <i>Ground Zero</i> by Alan Gratz  <i>Uprising</i> by Margaret Peterson Haddix  <i>The Lions of Little Rock</i> by Kristin Levine  <i>Chains</i> by Laurie Halse Anderson  <i>Mississippi Trial, 1955</i> by Chris Crowe  <i>Distant Waves: A Novel of the Titanic</i> by Suzanne Weyn  <i>Resistance</i> by Jennifer A. Nielsen  <i>Ties That Break, Ties That Bind</i> by Lensey Namioka  <i>The Breadwinner</i> by Deborah Ellis  <i>Fallen Angels</i> by Walter Dean Myers  <i>The War That Saved My Life</i> by Kimberly Brubaker Bradley  <i>The Night Diary</i> by Veera Hiranandani  <i>Prisoner B - 3087</i> by Alan Gratz  <i>My Brother Sam Is Dead</i> by James Lincoln Collier and Christopher Collier  <i>Fever 1793</i> by Laurie Halse Anderson  <i>Esperanza Rising</i> by Pam Muñoz Ryan</p> <p>Additional Resources:  <i>A Long Walk to Water</i> by Linda Sue Park</p>

	<p><i>Baseball Saved Us</i> by Ken Mochizuki          Informational <u>text set</u> about Japanese Internment Camps</p>
<p><b>Unit Overview:</b></p>	<p>In this unit, students will analyze the structure and authors’ craft elements within the genre of historical fiction to help determine the meaning and overarching themes of human rights. Students will build their background knowledge by examining informational and visual texts while reading a historical novel of their choice with their peers in a small group. Through this, they will gain an understanding of how historical events impact and shape the experiences of characters.</p> <p>Students read <i>A Long Walk to Water</i> by Linda Sue Park in social studies class, so this will be used as a reference text in ELA class as we begin to consider what historical fiction can reveal to us about injustices around the world. To continue this learning, students will be reading historical fiction texts in book clubs. They will explore how culture and experience impacts the perspective of the characters within the texts they read and how these ideas impact their own lives and experiences. Students understand that injustice occurs when people are not fully accepted by members of their own communities.</p> <p>Students will use research to create a multimodal representation of the historical time period studied. This includes informational and narrative writing, poetry, and symbolic visual representations through art. All language standards will be addressed both explicitly and through students’ authentic writing. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential questions related to the concepts of community and society, as well as culture as reflected in the questions “Why do we seek and build community?” and “How do stories tell us about what a culture values?”</p>
<p><b>Standard(s):</b></p>	<p><b>Reading</b>  <b>RL.7.2:</b> 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>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the</p>

characters or plot).

**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

**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.7.9:** 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.

### **Writing**

**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 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.7.7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.7.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Speaking and Listening**

**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.

**SL.7.5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

### **Language**

**L.7.1.C:** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- b. Spell correctly.

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What are the choices an author makes when writing historical fiction?</li> <li>• What information do I need when I encounter a historical time period I do not know or fully understand?</li> <li>• How do people stand up to or live within injustices in their community?</li> <li>• How does the context of a certain time period directly impact the choices and decisions a character may make?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• By studying historical events and reading historical fiction, people can learn lessons that clarify our thinking about current and future events.</li> <li>• Authors intertwine specific historical events or figures and fictional elements to tell a complete story of a time period.</li> <li>• People band together and use their collective voices to stand up to injustices despite their personal and community limitations.</li> <li>• The time, place, and social context of a story determine to a large degree the choices and decisions a character makes, thus impacting that character’s experiences.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Theme or central idea and how it is developed over the course of the text</li> <li>• Objective summary of a text</li> <li>• Interaction between and influence on various elements of a text</li> <li>• Historical Fiction - text structure</li> <li>• Literary elements and techniques: conflict, POV, perspective</li> <li>• Comparison and contrast of a fictional portrayal with its historical inspiration</li> <li>• Comparison and contrast of presentations on the same topic by different authors</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the importance of this event/time period and how this event impacts us today</li> <li>• Determine a theme or central idea</li> <li>• Analyze the development of a theme or central idea over the course of a text</li> <li>• Summarize a text objectively</li> <li>• Analyze the impact of setting on character, plot, and theme</li> <li>• 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</li> </ul>

		<ul style="list-style-type: none"> <li>● 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)</li> <li>● Analyze the choices various authors make when presenting the same topic or information</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Clear introduction of topics, including a preview</li> <li>● Organizational strategies, including definition, classification, comparison/contrast, and cause/effect</li> <li>● Formatting</li> <li>● Graphics</li> <li>● Development of ideas using relevant facts, definitions, concrete details, quotations, and examples</li> <li>● Transitions specifically to create cohesion and clarify relationships among ideas</li> <li>● Precision of language and use of domain-specific vocabulary to best explain the topic or inform the reader about the topic</li> <li>● Aspects of formal style, including use of third person point of view, absence of informal or slang language or text speak, and varied use of sentence structures</li> <li>● Conclusion/concluding statement</li> <li>● Chronology text structure</li> </ul>	<ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● Create a preview as part of the introduction of topics</li> <li>● Use organizational strategies appropriate to the purpose and audience</li> <li>● Include appropriate formatting, graphics, and multimedia when they are useful for increasing understanding</li> <li>● Develop ideas using relevant facts, concrete details, quotations, and examples</li> <li>● Create transitions specifically to increase cohesion and clarify relationships among ideas</li> <li>● Use the most precise language and most-appropriate domain-specific vocabulary in order to accomplish the goal of effectively explaining or informing the audience</li> </ul>

	<ul style="list-style-type: none"> <li>● Text features of historical fiction</li> <li>● Event sequences in narrative writing</li> <li>● Research questions</li> <li>● Narration/narrator</li> <li>● Context</li> <li>● Point of view</li> <li>● Event sequence</li> <li>● Dialogue</li> <li>● Pacing</li> <li>● Description</li> <li>● Development</li> <li>● Transition words, phrases, and clauses</li> <li>● Precise words</li> <li>● Descriptive details</li> <li>● Sensory language</li> <li>● Conclusion that follows from and reflects on the narrated experiences or events</li> </ul>	<ul style="list-style-type: none"> <li>● Use a formal style</li> <li>● Conclude the essay in a way that follows from and supports the information or explanation presented</li> <li>● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>● Establish a context and point of view as a means of orienting the reader</li> <li>● Introduce a narrator and characters</li> <li>● Create an event sequence that is organized and unfolds naturally and logically</li> <li>● Employ specific narrative techniques such as dialogue, pacing, and description in order to to develop the experiences, events, and characters</li> <li>● Use transition words to signal shifts from one time frame or setting to another and to indicate sequence</li> <li>● Capture the action and convey the experiences with precise words, relevant descriptive details, and sensory language.</li> <li>● Conclude the event in a way that follows from and reflects on the experiences</li> <li>● Conduct research</li> <li>● Apply research to narrative writing</li> <li>● Write informational texts</li> <li>● Write narrative texts using the historical fiction text structure</li> </ul>
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<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● One-on-one discussion</li> <li>● small -group discussion</li> <li>● Idea extension</li> <li>● Multimedia components</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in small group discussions about their reading</li> <li>● Create a multimodal presentation to demonstrate understanding of the text and time period</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● <u>Comma rule 6</u></li> </ul> <p>Academic Vocabulary: Examples:        refugee, justice, injustice, civil, human right</p> <p>Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy (will be reintroduced and reinforced throughout the year):        phrase; plagiarism/plagiarize/plagiarizing; plot; point of view/viewpoint; pre-write; precise/concise language; presentation; punctuation/punctuated; purpose (e.g., author's or speaker's purpose); purpose for writing (explanatory, argumentative, narrative writing); quotation(s)/quoting; reference/identify sources; relationship(s); relevant; relevant supporting evidence; research; research question; resolve/resolution; revise; root word; sensory language/details; sequence of events; setting</p>	<ul style="list-style-type: none"> <li>● Use a comma to correctly separate coordinate adjectives</li> <li>● Form and use appropriate academic vocabulary when reading, writing, and speaking.</li> </ul>



	<p>Generative Vocabulary:</p> <ul style="list-style-type: none"><li>● Just- (Latin: justus - just, righteous)</li><li>● Equi- (Latin: aequus - equal, fair)</li><li>● Civ- (Latin: civis - citizen)</li><li>● Demo- (Greek: demos - people)</li><li>● Ethno- (Greek: ethnos - nation, people)</li><li>● Migr- (Latin: migrare - to move, to wander)</li></ul>	
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<b>Unit Number and Title:</b>	Unit 5: A World of Stories: A Study of Traditional Mythology and Oral Traditions
<b>Duration:</b>	9 weeks
<b>Resource(s):</b>	<p>Core Texts/Resources:</p> <p>“The Firebringer” by Louis Untermeyer (the myth of Prometheus from Perfection Learning- <i>Echoes of Mt. Olympus</i>)</p> <p>“Arachne” by Olivia E. Coolidge (Perfection Learning- <i>Echoes of Mt. Olympus</i>)</p> <p>“The Myth of Maui” (Polynesian myth) (<u>Example Copy of The Myth of Maui</u>)</p> <p>“<u>What Is a Myth?</u>”</p> <p><u>Teaching Native American Studies</u></p> <p><u>Five Tribal Nations</u></p> <p><u>Creation myths/origin stories</u></p> <p>Additional Resources:</p> <p>From <i>Into Literature</i>:</p> <p>“Searching for King Arthur” by Gerd Ludwig</p> <p>“It’s a Mist! It’s a Bat! It’s a...Vampire!”</p> <p>“Unrest in Peace”</p>
<b>Unit Overview:</b>	<p>Students begin to understand the connection among cultures through traditional myths, legends, and oral traditions from cultures like those of the Native Americans that are studied in social studies. Through the study of Greek and world myths, as well as oral traditions, students will examine the human condition and how we are all connected. Students will also understand the concept of allusion and the impact of these various stories on our current culture.</p> <p>Through written and visual analysis, students will identify and explain themes within world mythology. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential questions related to the concepts of nature and the natural world, as well as culture as reflected in the questions “How does our environment impact our lives?” and “How do stories tell us about what a culture values?” Students will conduct research around various cultures, do short informational writes to collect this new content, and use it to inform the creation of their own myths.</p>

	<p>This unit will culminate with the creation of myths based on the readings and research conducted throughout the learning experiences. All language standards will be addressed both explicitly and through students' authentic writing.</p>
<p><b>Standard(s):</b></p>	<p><b>Reading</b></p> <p><b>RL 7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.4:</b> 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.</p> <p><b>RL.7.5:</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>RI 7.2:</b> 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.</p> <p><b>RI.7.5:</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>Writing</b></p> <p><b>W7.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W7.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences,</li> </ol>

	<p>events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>Speaking and Listening</b>  <b>SL7.1:</b> 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.</p> <p><b>Language</b>  <b>L.7.3.A:</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How are myths, oral traditions, and legends relevant to humanity?</li> <li>• What are the impacts of mythology and legends on our culture?</li> <li>• What can we learn from myths, oral traditions, and legends?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Myths, oral traditions, and legends seek to explain human behaviors.</li> <li>• Cultures communicate beliefs and tradition through stories.</li> <li>• Ancient stories can help us make sense of the modern world.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Setting as a literary element that can shape characters or plot</li> <li>• Figurative connotative, and technical meaning of words as they are used in a text</li> <li>• The impact of rhymes and other repetitions on a specific verse or section of a text</li> </ul>	<ul style="list-style-type: none"> <li>• Cite several pieces of textual evidence as support for explicit claims and inferences</li> <li>• Analyze how particular elements of a story interact</li> <li>• Explore the impact of setting on characters or plot</li> </ul>

	<ul style="list-style-type: none"> <li>● Form or structure of a text that contributes to the meaning</li> <li>● Development of two or more central ideas in a text</li> <li>● Objective summary</li> <li>● Definition of myths, legends, oral traditions</li> <li>● Allusion</li> <li>● Creation stories</li> <li>● Myths</li> <li>● Legends</li> <li>● Oral traditions</li> <li>● Patterns /archetypes</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the meaning of words and phrases as they are used in a text</li> <li>● 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.</li> <li>● Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</li> <li>● Determine two or more central ideas in a text and analyze their development over the course of the text</li> <li>● Write an objective summary of a text</li> <li>● Identify the characteristics of a myth, a legend, and oral traditions</li> <li>● Compare myths with legends and oral traditions</li> <li>● Recognize allusions and research them to expand background knowledge</li> <li>● Define and recognize archetypes</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Informative and explanatory text structure</li> <li>● Narrative text structure</li> <li>● Narration/narrator</li> <li>● Context</li> <li>● Point of view</li> <li>● Event sequence</li> <li>● Dialogue</li> <li>● Pacing</li> <li>● Description</li> <li>● Development</li> </ul>	<ul style="list-style-type: none"> <li>● Write short, research-based accounts of various cultures that will inform stories from that culture</li> <li>● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>● Establish a context and point of view as a means of orienting the reader</li> </ul>

	<ul style="list-style-type: none"> <li>● Transition words, phrases, and clauses</li> <li>● Precise words</li> <li>● Descriptive details</li> <li>● Sensory language</li> <li>● Conclusion that follows from and reflects on the narrated experiences or events</li> <li>● Characteristics of a myth and its structure</li> <li>● Compare and contrast text structure</li> <li>● Organization of relevant content</li> <li>● Reflection as a learning process</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce a narrator and characters</li> <li>● Create an event sequence that is organized and unfolds naturally and logically</li> <li>● Employ specific narrative techniques such as dialogue, pacing, and description in order to to develop the experiences, events, and characters</li> <li>● Use transition words to signal shifts from one time frame or setting to another and to indicate sequence</li> <li>● Capture the action and convey the experiences with precise words, relevant descriptive details, and sensory language.</li> <li>● Conclude the event in a way that follows from and reflects on the experiences</li> <li>● Analyze the structure of a myth, a legend, and an oral tradition</li> <li>● Compare myths, legends, and oral traditions from around the world</li> <li>● Create a myth story</li> <li>● Reflect on learning</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Collaborative discussions in pairs, small groups, or in teacher-led discussions with diverse partners</li> <li>● Question formulation technique</li> <li>● Idea expansion</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss civilly within different groups and partnerships</li> <li>● Ask questions to clarify understanding</li> <li>● Expand on another’s ideas</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Precise and concise language</li> <li>● Wordiness</li> <li>● Redundancy</li> </ul>	<ul style="list-style-type: none"> <li>● Eliminate wordiness and redundancy in writing</li> <li>● Form and use appropriate academic vocabulary when reading, writing, and</li> </ul>

	<p>Academic Vocabulary: Examples: myth, legend, tale, archetype, pattern</p> <p>Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy (will be reintroduced and reinforced throughout the year): skim; source(s); stanza; style; summarize; support; synonym; text structure (compare/contrast; cause/effect; problem/solution; pro/con); theme; thesis/controlling idea; tone; topic; transitions/transition words/ phrases; trustworthy source(s); visualize; website</p> <p>Generative Vocabulary:</p> <ul style="list-style-type: none"> <li>● Mytho- (Greek: mythos - myth, story)</li> <li>● Leg- (Latin: legere - to gather, to select)</li> <li>● Arch- (Greek: arkhos - chief, principal)</li> <li>● Typ- (Greek: typos - type, model)</li> <li>● Chron- (Greek: khronos - time)</li> <li>● Morp- (Greek: morphe - form, shape)</li> </ul>	speaking.
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