

	Name of Course: Grade 7 ELA Year: 2021-2022 Team Members: Falzone - Mahan Number of Days: 14	
Unit	Unit One: Introduction to Seventh Grade	
Essential Questions	• Literature relates to life: it can teach lessons and morals, or it can persuade, incite, convince or entertain. • Writers write with a purpose and choose specific structures and techniques to achieve their intent. • Effective readers use strategies to help them better comprehend a text.	
Content Standards	1. Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot). 2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.	
Concepts and Subskills	How do we become great readers, writers and thinkers?	Practices Model texts Mini lessons on craft Mini lessons on claims evidence Student presentation and defense of evidence
Content Objectives (Student Friendly Language)	1. Students will understand the essential skills and strategies they will need to practice in 7th grade 2. Students will understand the levels of thinking 3. Students will demonstrate their abilities and understanding through timed and untimed writing both information and narrative	
Content Vocabulary	Tier Two Words • Claim (argument, “promise to the reader”) • Evidence (support) • Organization and Structure (T.S., Claim Signal Phrase, TAG, TTQA) • Explanation	

	• Text type and purpose • Devices • Inference/Analysis • Abstract/Concrete • Diction
Assessments, Products, Projects	Grammar Pre-Assessment Narrative Pre-Assessment Expository Pre-Assessment
Text, Materials, and Resources	“Landscape and the Fall of Icarus” (Mahan) “Slip or Trip” (Mahan)

	Name of Course: 7th ELA Year: 7th Team Members: Aishling Falzone, Tim Mahan Number of Days: 30	
Unit	Unit One: Individuality and Conformity	
Essential Questions	• How does knowledge lead to discontent? • Is pain a price one must pay for emotional growth? • What are the common attributes among fictional and non-fictional characters that lead them to choose individuality over conformity despite significant emotional cost? • What makes a person a non-conformist? • When is it best to conform to the wishes or rules of others? • What problems are avoided when people conform? • What new problems does conformity create? • What are the costs of being an individual? • When is it important to act as an individual and stand up for one’s beliefs? • How important is it for people to have choices? • Is there risk in giving people choices?	
Concepts and Subskills	• Determine the theme or central idea of a text • Apply comprehension strategies • Analyze how the form or structure helps to convey the meaning of the drama.	Practices Socratic Seminars Round Table Discussion Writer’s Workshop

	• Include preview of topic in the introduction • Use facts, definitions, details, quotations, etc. to develop topic • Use appropriate transition words, phrases, and clauses • Use precise language and domain-specific vocabulary • Employ a formal writing style • Write a concluding statement	
Content Objectives (Student Friendly Language)	I can... • see the big picture of a story; how small pieces add up to a big piece	
Content Vocabulary	Tier One: utopia, dystopia, dissenter Tier Two: Tier Three:	
Assessment, Products, Projects	 7th- ELA -Stage 2 Assessment-Individuality and Conformity Open response Short expository writing: identify the theme with evidence Narrative/personal writing Journal prompts: quotes and textual evidence DIRT questions Quizzes	
Text, Materials, and Resources	<i>The Giver</i> by Lois Lowry Memory working video Informational reading on laws Poems: “Terrible Things”	

	The Sneetches by Dr. Seuss <i>Newbury Award Acceptance Speech: The Origins of the Giver</i> speech by Lois Lowry (contained in Literature Connections McDougal Littell) Other Media: <i>Harrison Bergeron</i> starring Sean Astin from McDougal Littell Literature in Performance Video Series Sampler Snoops video on irony
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	Name of Course: ELA 7th Grade Year: 2021-2022 Team Members: Aishling Falzone, Tim Mahan Number of Days: 15 days
Unit	Two Synthesis Essay
Essential Questions	How can we look at different perspectives on a topic to expand or change our understanding of a topic, modify our own view, or maybe come up with a new view on the topic?
Content Standards	RI. 7. 1 Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) RI.7.2 Determine a text’s central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. RI.7.10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

	W.7.1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. W.7.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections. W.7.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. W.7.1.d Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). W.7.1.e Provide a concluding statement or section that follows from and supports the argument presented. W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.7.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.7.5.a Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 7). W.7.5.b Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7). W.7.6 Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. W.7.7 Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.7.8 When conducting research, 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.
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	W.7.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. L.7.3.a Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.	
Concepts and Subskills		Practices Writing workshop Direct instruction Peer review and editing Notetaking/annotation Outlining Analyzing exemplars
Content Objectives (Student Friendly Language)	• I can write an argument essay using evidence to support my claims • I can read different sources and analyze the similarities and differences • I can revise and edit an essay • I can acknowledge and refute a counterclaim	
Content Vocabulary	Tier One Vocabulary	
	landfill ban debris contrarianism entangled biodegradable respectively former	
	Tier Two Vocabulary	
	synthesis signal phrase claim evidence counterclaim	
	Tier Three Vocabulary	

Assessments, Products, Projects	Seventh Grade Synthesis Essay Seventh Grade Synthesis Rubric  7th-ELA Stage 2 Assessment- Synthesis Essay
Text, Materials, and Resources	Plastic Bag Sources

	Name of Course: Grade 7 English Language Arts Year: Grade 7 Team Members: Falzone/Mahan Number of Days: 20
Unit	Unit Three: Hope and Humanity
Essential Questions	How does adversity shape or reveal our character? How do circumstances influence our decisions?
Content Standards	RL.7.1 Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text. RL.7.3 Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot). RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. RL.7. 5Analyze how aspects of a literary work’s structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama). RL.7.11 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. W.7.1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

	W.7.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections. W.7.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. W.7.1.d Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). W.7.1.e Provide a concluding statement or section that follows from and supports the argument presented. W.7.3 Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. W.7.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. W.7.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.7.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.7.3.d Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. W.7.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events	
Concepts and Subskills		Practices Note-taking Evidence tracking
Content Objectives (Student Friendly Language)	<u>Key Ideas and Details</u> ● Cite several pieces of textual evidence to support analysis of explicit and inferential meanings ● Determine a text's central idea ● Analyze the interaction between individuals, events, and ideas	

	<u>Text Types and Purposes</u> • Write arguments • Write informative/explanatory texts • Write narratives <u>Production and Distribution of Writing</u> • Produce clear and coherent writing • Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach
Content Vocabulary	Tier One Vocabulary Calligraphy Maturity Sacrifice Hero (heroism) Honor (honorable) Adversity resiliency Bamboo
	Tier Two Vocabulary Axis Powers Allies
	Tier Three Vocabulary Hiroshima Korean Communist Army Braided narrative Character Theme Point of View
Assessments, Products, Projects	 7th-ELA-Stage 2 Assessment-Unit 3- Hope in Humanity
Text, Materials, and Resources	1. Pre-Reading Informational Text: <i>Meet Yoko Kawashima Watkins</i> 2. <i>So Far from the Bamboo Grove</i> 3. Selected literature circle titles

	Name of Course: Grade 7 English Language Arts
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	Year: 7th Grade Team Members: Falzone/Mahan Number of Days: 20 days	
Unit	Unit Five: Poetry Slam	
Essential Questions	How can we express ourselves and our views on the world through poetry?	
Content Standards	RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text. RL.7.3 Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot). RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) RL.7.5 Analyze how aspects of a literary work’s structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama). SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Concepts and Subskills		Practices Writers workshop Editing, Revision practices
Content Objectives (Student Friendly Language)	<u>Key Ideas and Details</u> ● Cite several pieces of textual evidence to support analysis of explicit and inferential meanings ● Determine a theme ● Analyze how particular elements of a story, poem, or drama interact <u>Presentation of Knowledge and Ideas</u> ● Present claims and findings ● Include multimedia components in presentations ● Adapt speech to a variety of contexts and tasks ● Demonstrate understanding of figurative language	

Content Vocabulary	Tier One Vocabulary
	poet poem
	Tier Two Vocabulary
	social justice
	Tier Three Vocabulary
	speaker stanza improvisation wordplay syntax rhetorical device rhyme scheme (internal rhyme, slant rhyme, etc.) alliteration assonance introspection repetition rhyme diction figurative language <i>Extension possibilities</i> Syntactical devices
Assessments, Products, Projects	1. Poetry journal 2. Poetry Speaking and Performance Rubric
Text, Materials, and Resources	Brave New Voices - selected poems Amanda Gorman Inaugural Poem