

English 7 Curriculum

Unit 1: Writing an Effective Paragraph

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<p>5 Days</p> <p><i>Elements of a Paragraph</i></p>	<p>Writing is a means of documenting thinking.</p> <p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Purpose, topic and audience guide types of writing.</p>	<p>What are the components of an effective paragraph?</p>	<p>An effective paragraph contains the following elements:</p> <ul style="list-style-type: none"> • A topic sentence/thesis statement • Supporting details • A closing sentence • Appropriate mechanics/grammar 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Write an effective topic sentence that clearly introduces a topic • Generate details that support the topic • Write an effective closing sentence that supports the topic and provides closure 	<p>Direct instruction with practice:</p> <ul style="list-style-type: none"> • Writing a topic sentence • Writing a closing sentence <p>Teacher-generated supplements</p> <p>Writing Rubric</p>	<p>-Topic sentence</p> <p>-Concluding sentence</p> <p>-Main idea</p> <p>-Subject</p> <p>-Controlling idea</p>	<p>CC.1.4.7.B</p> <p>CC.1.4.7.C</p> <p>CC.1.4.7.D</p> <p>CC.1.4.7.E</p> <p>E07.C.1.2.1</p> <p>E07.C.1.2.2</p> <p>E07.C.1.2.6</p>
<p>2 Days</p>	<p>Writing is a means of</p>	<p>How does a writer incorporate a direct quotation</p>	<p>Direct quotations provide textual evidence to support an idea.</p>	<p>The students will be able to:</p>	<p>Direct instruction with practice:</p>	<p>-Quotation</p> <p>-text evidence</p>	<p>CC.1.4.7.E</p> <p>CC.1.4.7.K</p> <p>CC.1.4.7.O</p>

<p><i>Incorporating Quotations</i></p>	<p>documenting thinking.</p>	<p>in order to support an idea?</p>		<ul style="list-style-type: none"> • Locate direct quotes in a text that support an idea or response • Explain how/why a direct quote supports an idea or response 	<ul style="list-style-type: none"> • Citing a direct quote using proper MLA format (page number, punctuation) • Explaining the relevance and importance of a quote <p>Teacher-generated supplements</p>		<p>E07.C.1.3.2</p>
<p>3-5 Days <i>Responding to Text-Dependent Analysis</i></p>	<p>Writing is a means of documenting thinking.</p> <p>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</p>	<p>What is the best way to respond to a text-dependent analysis question/prompt?</p>	<p>Text-dependent analysis questions require evidence from the text to support an analysis.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Develop a response to a text-dependent analysis question evidence from the text • Locate important details in a text to support a response • Explain the importance of 	<p>Direct instruction and practice with the format for answering a text-dependent analysis question</p> <p>TDA handouts</p> <p>Short passages with TDA prompts</p> <p>Teacher-generated supplements</p>	<p>-Text-Dependent Analysis -Analysis -Interpret/ Interpretation</p>	<p>CC.1.4.7.B CC.1.4.7.C CC.1.4.7.D CC.1.4.7.E CC.1.4.7.K CC.1.4.7.S</p> <p>E07.E.1.1.2 E07.E.1.1.3 E07.E.1.1.4 E07.E.1.1.5 E07.E.1.1.6</p>

				<p>details in a text that support a response</p> <ul style="list-style-type: none"> • Properly cite quotations in a written response 	Writing Rubric		
<p>5 Days</p> <p><i>Grammar Focus: Subject & Predicate</i></p>	<p>Language is used to communicate and to deepen understanding.</p>	<p>What are the parts of a sentence?</p> <p>What is the purpose of the subject of a sentence?</p> <p>What is the purpose of the predicate of a sentence?</p>	<p>A sentence contains a subject which tells whom or what the sentence is about.</p> <p>A sentence contains a predicate which tells something more about the subject.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify simple and complete subjects in a sentence • Identify simple and complete predicates in a sentence 	<p><i>Holt Handbook: First Course</i></p> <ul style="list-style-type: none"> • Chapter 1, pages 5—23 <p>Teacher-generated supplements</p>	<p>-Subject</p> <p>-Simple subject</p> <p>-Complete subject</p> <p>-Predicate</p> <p>-Simple predicate</p> <p>-Complete predicate</p> <p>-Verb phrase</p> <p>-Compound subject</p> <p>-Compound verb</p>	<p>CC.1.4.7.F</p> <p>CC.1.4.7.L</p> <p>CC.1.4.7.R</p> <p>E07.D.1.1.1</p>

Unit 1 Assessments: Grammar test/quiz; graded response to a Text-Dependent Analysis question utilizing skills taught in the unit in one complete paragraph

Unit 2: Narrative Elements

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<p>5 days <i>Short Story</i></p> <p>“Rikki-tikki-tavi” by Rudyard Kipling</p>	<p>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</p>	<p>What are the elements of a narrative text?</p> <p>How do the different narrative elements influence each other?</p>	<p>Narrative elements include setting, character, plot, conflict, and theme.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Identify the setting, character, plot, conflict, and theme in a narrative text Explain how one narrative element influences another Explain the relationship(s) between narrative elements in a text 	<p>“Rikki-tikki-tavi” by Rudyard Kipling</p> <ul style="list-style-type: none"> Reading guide for use while reading Narrative elements charts/graphic organizers <p>Teacher-generated supplements</p> <p>Comprehension quiz for story</p>	<p>-Narrative -Setting -Character -Plot -Conflict -Theme</p> <p>Story Vocab: -immensely -cowered -valiant -consolation -impotent</p>	<p>CC.1.3.7.B CC.1.3.7.C</p> <p>E07.A-K.1.1.1 E07.A-K.1.1.3</p>
<p>5 days <i>Short Story</i></p> <p>“Three Skeleton Key”</p>	<p>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction</p>	<p>How do the different narrative elements influence each other?</p>	<p>Details from the setting of a narrative strongly affect the progression of the plot.</p> <p>The setting of a narrative helps to develop characters.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Identify the setting, plot, characters, conflict, and theme of a narrative while reading 	<p>“Three Skeleton Key” by George G. Toudouze</p> <ul style="list-style-type: none"> Reading guide for use while reading Narrative elements 	<p>-Narrative -Setting -Character -Plot -Conflict -Theme</p> <p>Story Vocab: -hordes -receding</p>	<p>CC.1.3.7.B CC.1.3.7.C</p> <p>E07.A-K.1.1.1 E07.A-K.1.1.3</p>

By George G. Toudouze	between reader and text.			<ul style="list-style-type: none"> • Locate details in a narrative that describe the setting • Explain how the details of a setting affect the characters, plot, and conflict of a narrative 	<p>charts/graphic organizers</p> <p>Teacher-generated supplements</p> <p>Comprehension quiz for story</p>	<p>-fathom -edible -derisive</p>	
7 Days Narrative Writing: Horror Story	<p>Language is used to communicate and to deepen understanding.</p> <p>Writing is a means of documenting thinking.</p> <p>Purpose, topic and audience guide types of writing.</p>	<p>How do the narrative elements of setting, plot, character, and conflict influence each other?</p> <p>How does a writer incorporate dialogue between characters in a narrative?</p>	<p>Details from the setting of a narrative strongly affect the progression of the plot.</p> <p>The setting of a narrative helps to develop characters.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Write a narrative that includes setting, plot, character, and conflict • Use sensory details to convey narrative elements in writing • Create dialogue between characters in a narrative • Follow the steps in the 	<p><i>Elements of Literature: Work Resources</i> (Writing, Listening, and Speaking)</p> <ul style="list-style-type: none"> • Pages 1-11 <p>Teacher-generated supplements</p> <p>Writing Rubric</p>	<p>-Narrative -Setting -Character -Plot -Conflict</p>	<p>CC.1.4.7.N CC.1.4.7.O CC.1.4.7.P CC.1.4.7.Q</p> <p>E07.C.1.3.1 E07.C.1.3.2 E07.C.1.3.3 E07.C.1.3.4 E07.C.1.3.5</p>

				writing process to write a narrative			
5 Days <i>Grammar Focus: Phrases & Clauses</i>	Language is used to communicate and to deepen understanding.	<p>What is the difference between a phrase and a clause?</p> <p>What are the different types of phrases and clauses?</p> <p>How do different types of phrases and clauses help to enhance writing?</p>	<p>A phrase is a group of related words that does not contain both a verb and its subject.</p> <p>Prepositional, adjective, adverb phrases add detail to a sentence.</p> <p>A clause is a word group that contains a verb and its subject.</p> <p>An independent clause can stand alone as a sentence.</p> <p>A subordinate, adjective, or adverb clause cannot stand alone as a sentence.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify clauses and phrases in writing Incorporate specific types of clauses and phrases into writing 	<p><i>Holt Handbook: First Course</i></p> <ul style="list-style-type: none"> Chapter 5, pages 88—96 Chapter 6, pages 112—124 <p>Teacher-generated supplements</p>	<p>-phrase</p> <p>-prepositional phrase</p> <p>-adjective phrase</p> <p>-adverb phrase</p> <p>-clause</p> <p>-independent clause</p> <p>-subordinate clause</p> <p>-adjective clause</p> <p>-adverb clause</p>	<p>CC.1.4.7.F</p> <p>E07.D.1.1.1</p>
<p><i>Unit 2 Assessments:</i> Grammar test/quiz; comprehension quiz for each short story; Text-Dependent Analysis which focuses on narrative elements</p>							

Unit 3: Informational Text/Nonfiction

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 Days <i>Text Structure</i>	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How is informational text organized? What are four different text structures?	Informational texts can be organized in several ways: chronological, cause and effect, compare and contrast, and problem and solution. Authors use different organizational structures to distinguish their position from that of others.	The students will be able to: <ul style="list-style-type: none"> Identify the structure of an informational text as chronological, cause and effect, compare and contrast, and problem and solution Locate details in a text that help determine the organizational structure Determine an author’s purpose for using a specific organizational structure 	Direct instruction with practice: -four text structures: chronological, cause and effect, compare and contrast, and problem and solution Suggested Article: “Throw Away Your Earbuds NOW!” by Jennifer Dignan, with Frances Hannan Teacher-generated supplements	-nonfiction -chronological -cause and effect, -compare and contrast -problem and solution	CC.1.2.7.D CC.1.2.7.E CC.1.2.7.F E07.B-C.2.1.1 E07.B-C.2.1.2 E07.B-C.2.1.3
7 days <i>Main Idea & Supporting Details</i>	Comprehension requires and enhances critical thinking and is constructed	What is a main/central idea? How does a main/central idea	The main idea of a text is the idea that is central to the entire text.	The students will be able to: <ul style="list-style-type: none"> Identify the main idea in a nonfiction text 	Suggested Nonfiction articles: "Your Phone Could Ruin Your Life (if	-Main Idea -Supporting details -Stated -Implied	CC.1.2.7.A CC.1.2.7.B CC.1.2.7.C E07.B-K.1.1.1 E07.B-K.1.1.2

	through the intentional interaction between reader and text.	develop over the course of a text? Which details in a text provide evidence to support an idea/analysis?	The main idea may be stated directly in the text, or it may be implied. Supporting details are used to support or prove the main idea.	<ul style="list-style-type: none"> Locate supporting details which prove the main idea 	<p>you let it)." By Kristin Lewis -Scholastic Scope, March 2015, pp. 4-9.</p> <p>"Is anything wrong with this picture? Our favorite devices could be making us rude." By Lauren Tarshis & Kristin Lewis -Scholastic Scope, September 2016, pp. 24-26.</p> <p>"Watch out: Cell phones can be addictive." By Kathiann Kowalski -Science News for Students, 17 Sept. 2014.</p> <p>Teacher-generated supplements</p>		E07.B-K.1.1.3
10 Days <i>Writing: Informative/ Explanatory</i>	Language is used to communicate and to deepen understanding. Writing is a means of	How is an informative/explanatory essay organized? What are the steps involved in writing an informative/	A successful informative essay centers on a controlling idea supported by evidence. Informative writing includes accurately	The students will be able to: <ul style="list-style-type: none"> Choose a subject to investigate Locate and evaluate sources to find 	<i>Elements of Literature: Work Resources</i> (Writing, Listening, and Speaking) <ul style="list-style-type: none"> Pages 67—78 	-thesis -primary source -secondary source -plagiarism -chronological order	CC.1.4.7.B CC.1.4.7.C CC.1.4.7.D CC.1.4.7.E E07.C.1.2.1 E07.C.1.2.2 E07.C.1.2.3 E07.C.1.2.4

	<p>documenting thinking.</p> <p>Purpose, topic and audience guide types of writing.</p>	<p>explanatory essay?</p>	<p>documented information from several sources and organizes the information in a logical way.</p> <p>Informative essays end with a summary of ideas and an overall conclusion.</p>	<p>evidence/facts about a subject</p> <ul style="list-style-type: none"> • Take notes from sources using proper MLA citations • Write a thesis statement that includes both the topic of the essay and the most important conclusion drawn • Organize an informational essay 	<p><i>Holt: Elements of Literature</i> text:</p> <ul style="list-style-type: none"> • Pages 864—869 <p>Purdue Owl Online Writing Lab (MLA reference)</p> <p>Teacher-generated supplements</p> <p>Writing Rubric</p>		<p>E07.C.1.2.5</p> <p>E07.C.1.2.6</p>
<p>5 Days</p> <p><i>Grammar Focus: Sentence Structure</i></p>	<p>Language is used to communicate and to deepen understanding.</p>	<p>What are the different types of sentences?</p> <p>How are different types of sentences structured?</p>	<p>A simple sentence contains one independent clause and no subordinate clauses.</p> <p>A compound sentence contains two or more independent clauses and no subordinate clauses.</p> <p>A complex sentence contains one independent clause and at least one subordinate clause.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify a sentence as simple, compound, complex, or compound-complex • Locate independent and subordinate clauses in sentences • Explain what makes a 	<p><i>Holt Handbook: First Course</i></p> <ul style="list-style-type: none"> • Chapter 7, pages 128—145 <p>Teacher-generated supplements</p>	<p>-simple sentence</p> <p>-compound sentence</p> <p>-complex sentence</p> <p>-compound-complex sentence</p>	<p>CC.1.4.7.F</p> <p>CC.1.4.7.L</p> <p>CC.1.4.7.R</p> <p>E07.D.1.1.2</p>

			A compound-complex sentence contains two or more independent clauses and at least one subordinate clause.	sentence simple, compound, complex, or compound-complex			
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Unit 3 Assessments: Grammar test/quiz; Text-Dependent Analysis which focuses on the structure of informational texts

Unit 4: Character/Point of View

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 Days <i>Short Story: "Antaeus"</i> By Borden Deal	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What are the different types of characters? Why do characters think/act a certain way? (character motivation) How do characters' thoughts/actions and interactions with each other help the plot progress?	Characters can be described as major, minor, round, flat, dynamic, static, protagonist, and/or antagonist. A character's motivation is the reason why he/she thinks or acts in a specific way.	The students will be able to: <ul style="list-style-type: none"> Describe characters as major, minor, round, flat, dynamic, static, protagonist, and/or antagonist Explain the motivation behind a character's thoughts or actions Analyze the relationship 	"Antaeus" by Borden Deal <ul style="list-style-type: none"> Reading guide for use while reading Teacher-generated supplements that focus on character motivation	-major -minor -round -flat -dynamic -static -protagonist -antagonist Story Vocab: -resolute -domain -contemplate -shrewd -sterile	CC.1.3.7.E CC.1.3.7.B CC.1.3.7.C E07.A-K.1.1.1 E07.A-K.1.1.3

				between a character's motivation and the conflict			
5 Days <i>Point of View/ Perception</i>	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How does a change in point of view affect our perception? How do writers use different points of view to develop a text? How can a certain point of view that a writer chooses influence the reader?	Understanding the point of view of a text will help a reader to identify themes/central ideas. Changing the point of view of a text can change a reader's perception of the text.	The students will be able to: <ul style="list-style-type: none"> • Interpret different perspectives in a text • Contrast the points of view in various versions of the same story • Analyze how changing the point of view of a story can change the reader's perception 	Suggested stories from <i>Holt: Elements of Literature</i> : <ul style="list-style-type: none"> • "Yeh-Shen" retold by Ai-Ling Louie Pages 382-387 • "What's Really in a Name?" by Joan Burditt pages 365-366 Other Texts: <ul style="list-style-type: none"> • "Cinderella" • "The Blind Men and the Elephant" 	-Perspective -Point of view -1 st person -3 rd person limited -3 rd person omniscient -perception	CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E E07.A-K.1.1.1 E07.A-K.1.1.3 E07.A-C.2.1.1
5 Days <i>Writing: Point of View/Perception</i>	Language is used to communicate and to deepen understanding. Writing is a means of	How does a change in point of view affect our perception? How do writers use different	Understanding the point of view of a text will help a reader to identify themes/central ideas. Changing the point of view of a text can	The students will be able to: <ul style="list-style-type: none"> • Rewrite a fairy tale from an alternate point of view • Utilize narrative techniques to 	Example fairy tale texts Teacher-generated supplements for each step of the writing process	-Perspective -Point of view -1 st person -3 rd person limited -3 rd person omniscient -perception	CC.1.4.7.N CC.1.4.7.O E07.C.1.3.1 E07.C.1.3.2 E07.C.1.3.4

	documenting thinking. Purpose, topic and audience guide types of writing.	points of view to develop a text? How can a certain point of view that a writer chooses influence the reader?	change a reader's perception of the text.	rewrite a fairy tale • Use appropriate prewriting, drafting, and revising techniques while rewriting a fairy tale	Writing Rubric		
5 Days <i>Grammar Focus: Agreement (Subject and Verb, Pronoun and Antecedent)</i>	Language is used to communicate and to deepen understanding.	Why is it important to have agreement between a subject and a verb and a pronoun and an antecedent?	A verb should agree in number with its subject. Singular subjects take singular verbs. Plural subjects take plural verbs. A pronoun must agree in number and gender with its antecedent.	The students will be able to: • Classify words as singular or plural • Identify subject and verb forms that agree • Choose pronouns that agree in number and gender with their antecedents	<i>Holt Handbook: First Course</i> • Chapter 8, pages 146—170 Teacher-generated supplements	-number -singular -plural -verb -subject -pronoun -antecedent -indefinite pronoun	CC.1.4.7.F CC.1.4.7.L CC.1.4.7.R E07.D.1.1.9
<i>Unit 4 Assessments: Grammar test/quiz; Text-Dependent Analysis which focuses on point of view/perception</i>							

Unit 5: Plot

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days <i>Plot</i>	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How do the elements and stages of plot develop over the course of a text?	Specific events in a text advance the plot. There are five stages to a plot: exposition, rising action, climax, falling action, and resolution	The students will be able to: <ul style="list-style-type: none"> Identify the stages of plot in a text Identify key events in a text Explain how events cause the plot to advance 	Direct instruction and practice with identifying stages of plot Suggested Text: "The Monsters are Due on Maple Street" by Rod Sterling <ul style="list-style-type: none"> Reading guide for use while reading Comprehension quizzes Teacher-generated supplements	-plot -exposition -rising action -central conflict -inciting incident -climax -falling action -resolution	CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-K.1.1.3
3 Days Writing: <i>Plot Analysis</i>	Language is used to communicate and to deepen understanding. Writing is a means of documenting thinking.	How do the elements and stages of plot develop over the course of a text?	Specific events in a text advance the plot. There are five stages to a plot: exposition, rising action, climax, falling action, and resolution	The students will be able to: <ul style="list-style-type: none"> Analyze the stages of a plot in order to explain how events cause the plot to advance 	Graphic organizers for each stage of the writing process Teacher-generated supplements Writing Rubric	-plot -exposition -rising action -central conflict -inciting incident -climax -falling action -resolution	CC.1.4.7.B CC.1.4.6.D CC.1.4.7.E E07.C.1.2.1 E07.C.1.2.3 E07.C.1.2.4 E07.C.1.2.5 E07.C.1.2.6

	Purpose, topic and audience guide types of writing.			<ul style="list-style-type: none"> Write with style, focus, and clarity 			
5 Days <i>Grammar Focus: Using Verbs Correctly</i>	Language is used to communicate and to deepen understanding.	Why is it important to use consistent verb tense?	<p>The tense of a verb indicates the time of the action.</p> <p>Verb tense should not be changed needlessly.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Identify the appropriate tense of a verb Write using consistent verb tense 	<p><i>Holt Handbook: First Course</i></p> <ul style="list-style-type: none"> Chapter 9, pages 186—196 <p>Teacher-generated supplements</p>	<p>-tense</p> <p>-present</p> <p>-past</p> <p>-future</p> <p>-present perfect</p> <p>-past perfect</p> <p>-future perfect</p> <p>-active voice</p> <p>-passive voice</p>	<p>CC.1.4.7.F</p> <p>CC.1.4.7.L</p> <p>CC.1.4.7.R</p> <p>E07.D.1.1.6</p>

Unit 5 Assessments: Grammar test/quiz; Text-Dependent Analysis which focuses on elements of and the progression of plot

Unit 6: Poetry

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
15 Days	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	<p>What are poetic devices?</p> <p>How does poetry express meaning?</p> <p>How are different types of poems structured?</p>	<p>Sound devices are used to add meaning to poems.</p> <p>There are many different types of poems. Each type of poem has its own structure.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Identify sound devices in poetry Analyze how sound devices add meaning to poems Identify types of poems based on structure 	<p>Suggested poems:</p> <ul style="list-style-type: none"> “Jabberwocky” “Oranges” “Annabel Lee” “Sarah Cynthia Sylvia Stout would Not Take the Garbage Out” “Harlem Nights” “Winter Moon” 	<p>-prose</p> <p>-simile</p> <p>-metaphor</p> <p>-extended metaphor</p> <p>-tone</p> <p>-personification</p> <p>-imagery</p> <p>-lyric poem</p> <p>-narrative poem</p> <p>-sonnet</p> <p>-limerick</p>	<p>CC.1.3.7.D</p> <p>CC.1.3.7.E</p> <p>CC.1.3.7.F</p> <p>E07.A-C.2.1.1</p> <p>E07.A-C.2.1.2</p> <p>E07.A-C.2.1.3</p>

	Information to gain or expand knowledge can be acquired through a variety of sources.				<ul style="list-style-type: none"> • “Madam and the Rent Man” • “I’m Nobody” <p>Teacher-generated supplements</p>	-alliteration -rhyme -onomatopoeia	
5 Days <i>Writing: Write a Poem</i>	Language is used to communicate and to deepen understanding. Writing is a means of documenting thinking. Purpose, topic and audience guide types of writing.	How can poetic devices add a deeper meaning to a poem? How does one incorporate poetic devices into the writing of a poem?	Sound devices are used to add meaning to poems. There are many different types of poems. Each type of poem has its own structure.	The students will be able to: <ul style="list-style-type: none"> • Write an original poem which incorporates poetic devices • Analyze the poetic devices in a poem in order to explain a deeper meaning 	Sample poems Teacher-generated supplements Writing Rubric	-prose -simile -metaphor -extended metaphor -tone -personification -imagery -lyric poem -narrative poem -sonnet -limerick -alliteration -rhyme -onomatopoeia	CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3
5 Days <i>Grammar Focus: Using Pronouns and Modifiers Correctly</i>	Language is used to communicate and to deepen understanding.	What are the correct ways to use pronouns and modifiers?	Case is the form that a noun or pronoun takes to show its relationship to other words in a sentence. The subject of a verb should be in the nominative case.	Students will be able to: <ul style="list-style-type: none"> • Revise sentences to appropriately use pronouns and modifiers • Write using clear, case-specific pronouns 	<i>Holt Handbook: First Course</i> <ul style="list-style-type: none"> • Chapter 10, pages 201—218 • Chapter 11, pages 222—240 <p>Teacher-generated supplements</p>	-nominative case -objective case -appositives -modifier -double negative -misplaced modifier -dangling modifier	CC.1.4.7.F CC.1.4.7.L CC.1.4.7.R E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5

			<p>Direct and indirect objects of verbs should be in the objective case.</p> <p>A modifier is a word, a phrase, or a clause that makes the meaning of a word or word group more specific.</p> <p>Modifiers should be placed as close as possible to the words they modify.</p>	<ul style="list-style-type: none"> Recognize and correct misplaced and dangling modifiers 			
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Unit 6 Assessments: Grammar test/quiz; poetry analysis test/quiz

Unit 7: Characterization/Theme

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 Days <i>Characterization</i>	Comprehension requires and enhances critical thinking and is constructed through the intentional	How does an author develop a character? What are the types of characterization?	Characterization is the process by which an author reveals a character's traits. Direct characterization occurs when an author tells the reader	The students will be able to: <ul style="list-style-type: none"> Explain a character's traits through both direct and indirect characterization 	Suggested short stories: <ul style="list-style-type: none"> "Girls" from <i>How Angel Peterson Got His Name</i> by Gary Paulsen 	Characterization -indirect characterization -direct characterization -character traits	CC.1.3.7.B CC.1.3.7.C E07.A-K.1.1.1 E07.A-K.1.1.3

	interaction between reader and text.	How does an author reveal character traits?	what a character is like. Indirect characterization occurs when an author shows what a character is like through speech, thoughts, effect on other characters, actions, and looks.	<ul style="list-style-type: none"> Distinguish between direct and indirect characterization 	<ul style="list-style-type: none"> “Mother and Daughter” by Gary Soto <p>Reading Guides for use while reading</p> <p>Teacher-generated supplements</p>		
5 Days <i>Theme</i>	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How do authors communicate a central message? How does an author develop the theme over the course of a text?	Theme is a revelation about life. It is a discovery of truth about human experience. Theme is what the writer wants the reader to discover while sharing the experiences of the story’s characters.	The students will be able to: <ul style="list-style-type: none"> Identify the theme of a narrative Cite details from a text to support a theme Analyze a story to explain how narrative elements help to develop the theme 	Suggested Short Stories/Poems: <ul style="list-style-type: none"> “Hearts and Hands” by O. Henry “The Highway Man” by Alfred Noyes “Annabel Lee” by Edgar Allan Poe 	-theme	CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-K.1.1.3
5 Days <i>Writing: Compare & Contrast Essay</i>	Language is used to communicate and to deepen understanding.	How does a writer organize a compare & contrast essay?	The technique of comparison and contrast can help increase the understanding of two or more things.	The students will be able to: <ul style="list-style-type: none"> Use appropriate prewriting and drafting skills to write a 	<i>Elements of Literature: Work Resources</i> (Writing, Listening, and Speaking) <ul style="list-style-type: none"> Pages 56—65 	-compare -contrast -Venn diagram	CC.1.4.7.N CC.1.4.7.O CC.1.4.7.P CC.1.4.7.Q E07.C.1.3.1 E07.C.1.3.2

	<p>Writing is a means of documenting thinking.</p> <p>Purpose, topic and audience guide types of writing.</p>			<p>compare and contrast essay</p> <ul style="list-style-type: none"> Revise the essay by rearranging sentences, adding transitional expressions, and providing additional supporting details and examples Write with clarity, style, and focus 	<p><i>Holt: Elements of Literature</i></p> <ul style="list-style-type: none"> Pages 772—777 <p>Teacher-generated supplements</p> <p>Writing Rubric</p>		<p>E07.C.1.3.3 E07.C.1.3.4 E07.C.1.3.5</p>
<p>5 Days <i>Grammar Focus: Writing Effective Sentences</i></p>	<p>Language is used to communicate and to deepen understanding.</p>	<p>Why is it important to avoid fragments and run-on sentences?</p>	<p>Because it is not a complete thought, a sentence fragment can confuse a reader.</p> <p>Run-on sentences make it harder for a reader to tell where one thought ends and another begins.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Determine whether a group of words is a complete sentence, a sentence fragment, or a run-on sentence. Combine sentences in order to reduce the number of repeated words and ideas 	<p><i>Holt Handbook: First Course</i></p> <ul style="list-style-type: none"> Chapter 118, pages 412—443 <p>Teacher-generated supplements</p>	<p>-fragment -run-on sentence -parallel -stringy sentences -wordy sentences</p>	<p>CC.1.4.7.F CC.1.4.7.L CC.1.4.7.R</p> <p>E07.D.1.1.7</p>

Unit 7 Assessments: Grammar test/quiz; comprehension quiz for each short story; Text-Dependent Analysis which focuses on characterization and theme

Unit 8: Testing Strategies

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days <i>Standardized Test Prep/Testing Strategies</i>	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What information is essential and what is nonessential? How do bias and propaganda affect a reader's interpretation of a text? How do connotations and denotations affect the meaning of words?	It is important to recognize information that is essential in a text.	The students will be able to: <ul style="list-style-type: none"> • Generate appropriate responses to prompts • Recognize information that is essential in a text and information that is nonessential • Explain the effect of bias and propaganda on a reader's interpretation of a text 	Yearly PSSA released item samplers and scoring guides Teacher-generated supplements	-essential -nonessential -bias -propaganda -connotation -denotation	CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J E07.A-C.2.1.3 E07.A-V.4.1.2
10 Days <i>Writing: Persuasive Writing—</i>	Language is used to communicate and to deepen understanding.	How is a claim supported? How do writers include relevant	An interpretation of a work's meaning has to be supported by evidence.	The students will be able to: <ul style="list-style-type: none"> • Use appropriate prewriting and drafting skills to 	<i>Holt: Elements of Literature:</i> <ul style="list-style-type: none"> • Pages 630—635 	-thesis -interpretation -claim -evidence	CC.1.4.7.G CC.1.4.7.H CC.1.4.7.I CC.1.4.7.J CC.1.4.7.K

<i>Supporting an Interpretation</i>	<p>Writing is a means of documenting thinking.</p> <p>Purpose, topic and audience guide types of writing.</p>	evidence to support claims?	A good interpretation of a literary work states a clear interpretation (claim) and supports it with details, examples, and reasons.	<p>develop a persuasive essay supporting an interpretation of a work</p> <ul style="list-style-type: none"> Revise the essay by adding precise nouns, verbs, adjectives, details, quotations and other references to make the argument more convincing Write with style, clarity, and focus 	<p><i>Elements of Literature: Work Resources</i> (Writing, Listening, and Speaking)</p> <ul style="list-style-type: none"> Pages 45—54 <p>Teacher-generated supplements</p> <p>Writing Rubric</p>	<p>CC.1.4.7.L</p> <p>E07.C.1.1.1</p> <p>E07.C.1.1.2</p> <p>E07.C.1.1.3</p> <p>E07.C.1.1.4</p> <p>E07.C.1.1.5</p>
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Unit 8 Assessments: Text-Dependent Analysis

Unit 9: Greek Mythology

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	Comprehension requires and enhances critical thinking	<p>What is a myth?</p> <p>Who were the makers of myths?</p>	A myth is a story that represents the deepest wishes and fears of human beings.	<p>The students will be able to:</p> <ul style="list-style-type: none"> Explain how a myth relates to 	<p>Suggested myths:</p> <ul style="list-style-type: none"> “Echo and Narcissus” 	<p>-mythology</p> <p>-myth</p> <p>-origin myth</p>	<p>CC.1.3.7.A</p> <p>CC.1.3.7.B</p> <p>CC.1.3.7.C</p> <p>CC.1.3.7.E</p>

<p>Greek Mythology</p>	<p>and is constructed through the intentional interaction between reader and text.</p> <p>Information to gain or expand knowledge can be acquired through a variety of sources.</p>	<p>What are the purposes of myths?</p>	<p>Myths are used to:</p> <ul style="list-style-type: none"> • Explain the creation of the world • Explain natural phenomena • Give story form to ancient religious practices • Teach moral lessons • Explain history • Express the deepest fears and hopes of the human race 	<p>natural phenomena</p> <ul style="list-style-type: none"> • Describe the relationship between the information in a myth and modern-day beliefs and practices 	<ul style="list-style-type: none"> • “Origins of the Seasons” • “Orpheus, the Great Musician” • “The Flight of Icarus” • “King Midas and the Golden Touch” • “The Funeral Banquet of King Midas” • “Pandora’s Box” <p>Teacher-generated supplements</p>	<p>-natural phenomena -moral -irony</p>	<p>E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-K.1.1.3 E07.A-C.2.1.2</p>
<p>5 Days <i>Writing:</i> <i>Write an Origin Myth</i> (as part of 7th grade cross-curricular project)</p>	<p>Language is used to communicate and to deepen understanding.</p> <p>Writing is a means of documenting thinking.</p> <p>Purpose, topic and audience guide types of writing.</p>	<p>How can a myth explain a natural phenomenon?</p>	<p>Origin myths are the special type of myths that give an explanation for how something came to be.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Write their own version of an origin myth which explains a natural phenomenon • Write with style, clarity, and focus 	<p>Graphic organizers for each step of the writing process</p> <p>Teacher-generated supplements</p> <p>Writing rubric</p>	<p>-origin myth</p>	<p>CC.1.4.7.N CC.1.4.7.O CC.1.4.7.P CC.1.4.7.Q</p> <p>E07.C.1.3.1 E07.C.1.3.2 E07.C.1.3.3 E07.C.1.3.4 E07.C.1.3.5</p>

Unit 9 Assessments: Mythology test, cross-curricular project presentation