

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT

7th Grade English Language Arts

UNITS OF STUDY

Unit 1: Who Do I Want to Become?

Essential Questions: How do a person's life experiences influence their character? What can inspire a person to change?

Common Text: *Crash* by Jerry Spinelli

Unit 2: Verse Novel Literature Circles

Essential Questions: How do readers make meaning from poems? Can there be more than one interpretation?

Text Choices: *Paper Hearts*, *House Arrest*, *The Crossover*, *Up From the Sea*, *Alone*, *Starfish*, *Iveliz Explains it All*

Unit 3: What It Means to Belong

Essential Questions: What does it mean to belong? What inspires people to take action?

Common Text: *Ask Me No Questions* by Marina Budhos

Unit 4: Hope and Adversity

Essential Questions: How do people maintain hope in times of adversity? What does "hope" mean in times that seem hopeless?

Common Texts: *The Diary of Anne Frank* (drama) by Goodrich & Hackett

Unit 5: Shaping Our Perspectives:

Essential Question: How do our experiences shape our perspective?

Common Text: *Seedfolks* by Paul Fleischman

ASSESSMENTS

Formative

- Unit pre and post-assessments
- Reading conferences & check-ins
- Annotated reading responses
- Exit tickets & class discussions
- Drafts with peer feedback
- Summary writing

Summative

- Literary analysis paragraphs and essays
- Creative writing tasks
- On-demand writing prompts
- Project-based choice assessments

APPLICATION OF LEARNING

Perspective Writing

Students craft narratives for which they incorporate perspectives of minor characters.

Literary Analysis

Students analyze themes and author's craft/writing choices to make an argument.

Cross-Genre Text Analysis

Students develop a claim, gather evidence, and write a formal piece using both informational and literary texts.

Summary and Application Essay Writing

Students utilize learning from a literary text incorporating major historical events and key vocabulary to craft an essay.

Narrative Craft Application

Students apply their understanding of an author's stylistic choices by crafting an original chapter that blends new and existing characters while mirroring the author's voice, structure, and narrative techniques.

NYS PORTRAIT OF A GRADUATE

By the end of 7th grade ELA, students are developing into confident, critical communicators. They read complex texts with stamina and purpose, craft multi-paragraph writing pieces that support a central claim with evidence, and engage in structured academic discussions that reflect genuine curiosity. Students practice the habits of a lifelong learner—asking questions, seeking multiple perspectives, and revising their thinking—reflecting the NYS Portrait of a Graduate competencies of critical thinking, effective communication, and collaborative problem-solving.