

Grade level: 7

Course Title: English 7

Topic/Concept: Building Blocks of Language: Nouns, Pronouns, & Clear Communication

Time Allotment: 2-3 weeks

Unit Sequence: 1

Major Concepts to be learned:

- Nouns name people, places, things, and ideas
- Pronouns replace nouns to avoid repetition and improve fluency
- Clear pronoun usage prevents confusion in writing
- Writing purpose and audience affect tone and word choice
- Email communication requires structure, clarity, and etiquette

Expected Skills to be demonstrated:

- Identify and classify nouns and pronouns in sentences
- Use pronouns correctly and clearly in writing
- Revise sentences to improve clarity and fluency
- Write a properly formatted email
- Apply appropriate tone and etiquette in written communication

PA Standards/Anchors:

Eligible Content:

CC.1.1.7.A – Demonstrate command of the conventions of standard English grammar
CC.1.1.7.B – Use common, proper, and possessive nouns
CC.1.1.7.C – Use pronouns correctly
CC.1.4.7.B – Identify and analyze evidence and develop ideas
CC.1.4.7.D – Organize ideas clearly and logically
CC.1.4.7.F – Demonstrate a grade-appropriate command of conventions

- Types of nouns (common, proper, concrete, abstract)
- Types of pronouns (personal, possessive, reflexive)
- Pronoun-antecedent agreement
- Sentence clarity and fluency
- Email structure (subject line, greeting, body, closing)
- Email etiquette (tone, audience awareness, conventions)

Instructional Strategies:

- Mini-lessons on nouns and pronouns
- Sentence modeling and guided practice
- Editing activities focused on pronoun clarity
- Analysis of sample emails (strong vs. weak examples)
- Peer review and revision for fluency
- Daily writing warm-ups

Assessments:

- Grammar practice and checks
- Exit tickets identifying nouns and pronouns
- Sentence revision activities
- Draft emails with feedback

Grade level: 7	Course Title: English 7	Topic/Concept: Bringing Stories to Life: Verbs & Ghost Stories
Time Allotment: 3-4 weeks	Unit Sequence: 2	
Major Concepts to be learned:		
<ul style="list-style-type: none">• Verbs show action, state of being, and occurrence• Strong verbs create vivid images and movement• Verb tense consistency supports clarity• Narrative elements work together to tell a compelling story• Ghost stories rely on mood, suspense, and pacing		
Expected Skills to be demonstrated:		
<ul style="list-style-type: none">• Identify and use different types of verbs (action, linking, helping)• Revise weak verbs to strengthen writing• Maintain consistent verb tense• Develop characters, setting, and plot in a narrative• Write an original ghost story with a clear beginning, middle, and end		
PA Standards/Anchors:		Eligible Content:
CC.1.1.7.A – Demonstrate command of standard English grammar CC.1.1.7.D – Use verbs correctly to convey time and mood CC.1.4.7.A – Write narratives to develop real or imagined experiences CC.1.4.7.B – Use narrative techniques such as dialogue and description CC.1.4.7.C – Use words and phrases to convey sensory details CC.1.4.7.F – Demonstrate a grade-appropriate command of conventions CC.1.3.7.C – Analyze how elements of fiction interact		<ul style="list-style-type: none">• Action, linking, and helping verbs• Verb tense and consistency• Narrative elements (plot, setting, character, conflict)• Mood and suspense• Sensory details and imagery• Narrative structure

Instructional Strategies:

- Mini-lessons on verb usage and tense
- Mentor text analysis of ghost stories
- Verb revision activities (weak → strong verbs)
- Plot mapping and story planning graphic organizers
- Writing workshops and peer conferencing
- Read-alouds to analyze mood and pacing

Assessments:

- Verb identification and revision exercises
- Story planning organizers
- Draft checkpoints and teacher feedback
- Exit tickets on verb usage

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**Topic/Concept: Painting Pictures with Words:
Prepositions, Figurative Language, & Poetry**

Time Allotment: 3 weeks

Unit Sequence: 3

Major Concepts to be learned:

- Prepositions show relationships between words in a sentence
- Prepositional phrases add detail and clarity
- Figurative language creates imagery and emotion
- Poetry and song rely on sound, rhythm, and word choice
- Language can be used creatively to express ideas and feelings

Expected Skills to be demonstrated:

- Identify prepositions and prepositional phrases
- Use prepositional phrases to enhance writing
- Identify and create figurative language (simile, metaphor, personification)
- Analyze imagery and meaning in poetry and song lyrics
- Write original verses using figurative language

PA Standards/Anchors:

Eligible Content:

CC.1.1.7.A – Demonstrate command of standard English grammar
CC.1.1.7.E – Use phrases and clauses to convey meaning
CC.1.3.7.A – Determine theme or central idea in poetry
CC.1.3.7.B – Cite textual evidence to support analysis
CC.1.4.7.C – Use precise language and sensory details
CC.1.4.7.D – Organize ideas for purpose and audience
CC.1.4.7.X – Write routinely for a range of tasks and purposes

- Common prepositions
- Prepositional phrases
- Sentence imagery and detail
- Figurative language (simile, metaphor, personification)
- Elements of poetry (imagery, rhythm, repetition)
- Song lyrics and poetic structure

Instructional Strategies:

- Mini-lessons on prepositions and phrases
- Sentence expansion activities
- Annotation of poems and song lyrics
- Figurative language identification and creation
- Shared writing of class carols or poems
- Writing workshops and peer feedback

Assessments:

- Preposition identification practice
- Figurative language exit tickets
- Poetry drafts and revisions
- Group analysis discussions

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Topic/Concept: Sentence Construction & Persuasive Communication

Time Allotment: 4-6 weeks

Unit Sequence: 4

Major Concepts to be learned:

- Sentences serve different purposes in communication and can be classified as declarative, interrogative, imperative, or exclamatory.
- Sentence structures (simple, compound, complex, and compound-complex) affect clarity, variety, and effectiveness in writing.
- Phrases and clauses function as building blocks of sentences and help convey precise meaning.
- Effective arguments require clear claims, logical reasoning, and supporting evidence.
- Persuasive communication uses strategies such as emotional appeals, logical reasoning, and credible evidence to influence an audience.

Expected Skills to be demonstrated:

- Identify and classify the four types of sentences: declarative, interrogative, imperative, and exclamatory.
- Construct sentences using appropriate sentence types for different purposes.
- Identify and write simple, compound, complex, and compound-complex sentences.
- Distinguish between phrases and clauses and identify independent and dependent clauses.
- Use phrases and clauses to create varied and effective sentences.
- Develop clear argumentative paragraphs that include a claim, supporting evidence, and reasoning.
- Recognize and apply persuasive strategies such as ethos, pathos, and logos.

PA Standards/Anchors:

Eligible Content:

CC.1.2.7.H – Evaluate an author's argument, reasoning, and evidence.
CC.1.4.7.G – Write arguments to support claims with clear reasons and relevant evidence.
CC.1.4.7.P – Organize ideas using strategies such as definition, classification, comparison/contrast, and cause/effect.
CC.1.4.7.Q – Write with an awareness of audience and purpose.
CC.1.5.7.A – Engage effectively in collaborative discussions.
CC.1.5.7.D – Present claims and findings clearly with relevant descriptions and appropriate organization.
CC.1.4.7.F – Demonstrate command of the conventions of standard English grammar and usage.
CC.1.4.7.L – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

- Identify and use the four types of sentences.
- Identify and construct simple, compound, complex, and compound-complex sentences.
- Identify phrases and clauses, including independent and dependent clauses.
- Analyze arguments by identifying claims, evidence, and reasoning.
- Recognize persuasive techniques such as repetition, emotional appeal, and rhetorical questions.
- Produce clear argumentative writing supported by evidence.

Instructional Strategies:

- Direct Instruction: Explicit teaching of sentence types, sentence structures, and grammatical terminology.
- Modeling/Think-Aloud: Teacher demonstrates how to identify clauses and construct different sentence types.
- Guided Practice: Sentence sorting, sentence-combining activities, and grammar mini-lessons.
- Collaborative Learning: Small group analysis of persuasive texts and speeches.
- Writing Workshop: Drafting and revising argumentative paragraphs.
- Speech Preparation: Practice persuasive techniques and speaking strategies.
- Graphic Organizers: Claim–Evidence–Reasoning charts and speech outlines.
- Differentiation:
 - Sentence frames and guided outlines for struggling writers
 - Extension activities for advanced students involving complex sentence construction
 - Visual supports and structured practice for ELL students
- Technology Integration: Use presentation tools for persuasive speeches and digital writing tools for drafting.

Assessments:

- Sentence identification exercises
- Sentence construction practice
- Exit tickets on phrases and clauses
- Peer review of argumentative paragraphs
- Participation in class discussions and speech practice

- Strong analytical writing is grounded in careful reading and understanding of a text.
- Text-dependent analysis requires students to make a clear claim and support it with specific evidence from the text.
- Effective responses include explanation (reasoning) that connects evidence back to the claim.
- Organization and structure (introduction, body, conclusion) improve clarity and coherence.
- Academic language and precise vocabulary strengthen written analysis.

Expected Skills to be demonstrated:

- Closely read and annotate literary and informational texts.
- Identify key ideas, themes, and supporting details in a text.
- Analyze how authors develop ideas, characters, or arguments.
- Respond to a TDA prompt with a clear and focused claim.
- Select and incorporate relevant textual evidence.
- Explain how evidence supports their analysis.
- Organize writing using a structured format (introduction, body paragraphs, conclusion).
- Use appropriate transitions and academic language.
- Revise and edit writing for clarity, grammar, and conventions.

PA Standards/Anchors:

CC.1.2.7.A – Determine two or more central ideas in a text and analyze their development.
CC.1.3.7.A – Determine a theme or central idea of a text and analyze its development.
CC.1.2.7.B / CC.1.3.7.B – Cite several pieces of textual evidence to support analysis.
CC.1.4.7.S – Draw evidence from literary or informational texts to support analysis.
CC.1.4.7.T – Develop and strengthen writing through planning, revising, editing, and rewriting.
CC.1.4.7.U – Use technology to produce and publish writing.
CC.1.4.7.F – Demonstrate command of grammar and usage.
CC.1.4.– Demonstrate command of conventions (capitalization, punctuation, spelling).

Eligible Content:

- Analyze a text and respond to a prompt using evidence.
- Identify and cite relevant textual evidence.
- Develop a clear claim that answers the prompt.
- Explain how evidence supports the claim.
- Organize writing into a coherent structure.
- Use appropriate transitions and formal style.
- Revise writing to improve clarity and correctness.

Instructional Strategies:

- Direct Instruction: Explicit teaching of TDA structure (claim, evidence, reasoning).
- Modeling/Think-Aloud: Teacher models how to annotate texts and construct responses.
- Guided Practice: Whole-class and small-group analysis of sample prompts and responses.
- Close Reading Strategies: Annotation, highlighting, and text marking.
- Graphic Organizers: CER (Claim–Evidence–Reasoning) charts and paragraph outlines.
- Writing Workshop: Drafting, revising, and editing TDA responses.
- Peer Review: Students provide feedback using rubrics or checklists.
- Differentiation:
 - Sentence starters and scaffolded organizers
 - Chunked texts and guided questions
 - Extension prompts for advanced learners
- Technology Integration: Use digital platforms for drafting, revising, and submitting writing.

Assessments:

- Annotation checks
- Exit tickets analyzing text evidence
- Practice TDA paragraphs
- Small group discussions
- Draft writing checkpoints

Major Concepts to be learned:

- Myths are traditional stories that explain natural events, human behavior, and cultural beliefs.
- Greek and Norse mythologies share common themes such as heroism, fate, and the influence of gods.
- Characters and events in mythology often symbolize larger ideas or moral lessons.
- Greek and Roman roots form the foundation of many English words.
- Understanding word roots improves vocabulary development and reading comprehension.
- Mythology continues to influence modern literature, language, and culture.

Expected Skills to be demonstrated:

- Identify key characters, settings, and events in Greek and Norse myths.
- Determine themes and central ideas in mythological texts.
- Compare and contrast elements of Greek and Norse mythology.
- Analyze how mythological characters respond to challenges and conflicts.
- Interpret the meaning and purpose of myths.
- Identify and define common Greek and Roman roots.
- Use roots to determine the meaning of unfamiliar words.
- Create original myths through writing and drawing.

PA Standards/Anchors:

CC.1.3.7.A – Determine a theme or central idea of a text and analyze its development.
CC.1.3.7.C – Analyze how elements of a story interact.
CC.1.2.7.K – Determine meaning of words and phrases using context and word parts.
CC.1.4.7.S – Draw evidence from literary texts to support analysis.
CC.1.4.7.P – Organize ideas effectively for writing tasks.

Eligible Content:

- Identify themes and central ideas in myths.
- Analyze characters, setting, and plot in mythological texts.
- Compare and contrast myths from different cultures.
- Identify and define Greek and Roman roots.
- Use roots to determine meanings of unfamiliar words.
- Cite textual evidence to support responses.
- Write creative responses based on an understanding of mythological texts.

Instructional Strategies:

- Mini-lessons on Greek Mythology, Norse Mythology, Hero’s Journey and Archetypes
- Annotation of myths
- Read-Alouds and Reader’s Theater
- Word Study with Greek and Roman roots
- Writing workshops and peer feedback
- Technology Integration

Assessments:

- Reading comprehension questions
- Root word quizzes and practice
- Exit tickets on themes or vocabulary
- Participation in discussions
- Short written responses