CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

Language Arts

GRADE 7

Date of Board Approval: October 17, 2013
Revised: April 17, 2014

CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE: Language Arts   **SUBJECT:** English   **GRADE LEVEL:** 7

COURSE LENGTH: 1 year   **DURATION:** 45 min/day   **FREQUENCY:** 5 times/week

PREREQUISITES: Language Arts Grade 6   **CREDIT:** n/a   **LEVEL:** n/a

Course Description/Objectives:

In seventh grade English class students develop reading, writing, speaking, and listening skills in order to become more effective communicators. They read a variety of texts, including short stories, poetry, novels, and non-fiction. As they write informative, narrative, and persuasive pieces, they refine their abilities to use language and develop personal writing styles. Students also produce multi-media projects which integrate research, writing, and technology skills. Finally, they develop speaking and listening skills by participating in small and large group discussions, by presenting work to the class, and by listening and responding to various types of media.

Text: *Timeless Voices, Timeless Themes* Prentice Hall 2005
      Writing and Grammar Prentice Hall 2004

Additional Texts: *Out of the Dust*
      A Single Shard
      Greek Myths and Legends
      D'Aulaire's Book of Greek Myths

      Several novels are available for literature circles.

Curriculum Writing Committee: Monica Boone-Rice, Erin Burd, Dusti Campbell, and Spiridoula Laskowski

COURSE TIME LINE

Unit 1: Informational Writing and the Writing Process (Essential)   13 days

Unit 2: Short Story (Essential)   18 days

Unit 3: Creative Writing (Important)   13 days

Unit 4: Text Structures (Essential)   4 days

Unit 5: Non-fiction (Essential)   24 days

Unit 6: Poetry (Important)   14 days

Unit 7: Persuasion (Important)   18 days

Unit 8: Novel: Characterization (Essential)   24 days

Unit 9: Greek Mythology (Important)   14 days

Unit 10: Literature Circles (Important)   15 days

Unit 11: Language, Grammar, and Vocabulary (Essential)   Throughout

TOTAL: 157 days

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 13 days

UNIT #1: Informational Writing and the Writing Process

GRADE: 7

STANDARDS:

Common Core Standards:

[CCSS.ELA-Literacy.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. **CC.1.4.7.A**
[CCSS.ELA-Literacy.W.7.2a](#)	• 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. **CC.1.4.7.B, CC.1.4.7.D**
[CCSS.ELA-Literacy.W.7.2b](#)	• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **CC.1.4.7.C**
[CCSS.ELA-Literacy.W.7.2c](#)	• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **CC.1.4.7.D**
[CCSS.ELA-Literacy.W.7.2d](#)	• Use precise language and domain-specific vocabulary to inform about or explain the topic. **CC.1.4.7.E**
[CCSS.ELA-Literacy.W.7.2f](#)	• Provide a concluding statement or section that follows from and supports the information or explanation presented. **CC.1.4.7.D**
[CCSS.ELA-Literacy.W.7.4](#)	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.7**
[CCSS.ELA-Literacy.W.7.5](#)	• With some guidance and support from peers and adults, 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. **CC1.4.7.T**

CCSS.ELA-Literacy.W.7.6	• Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. **CC1.4.7.U**
CCSS.ELA-Literacy.W.7.10	• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **CC.1.4.7.X**
CCSS.ELA-Literacy.L.7.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.7.F**
CCSS.ELA-Literacy.L.7.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.7.F**
CCSS.ELA-Literacy.L.7.2b	• Spell correctly. **CC.1.4.7.F**
CCSS.ELA-Literacy.L.7.3	• Use knowledge of language and its conventions when writing, speaking, reading, or listening. **CC.1.4.7.F**
CCSS.ELA-Literacy.L.7.3a	• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **CC.1.4.7.Q**

PA Common Core Standards are noted in boldface.

KNOW, UNDERSTAND, DO

COURSE: Language Arts   **TIME FRAME:** 13 days

UNIT #1: Informational Writing and the Writing Process   **GRADE:** 7

UNDERSTANDINGS
Effective writing is the result of a multi-stage process that includes planning, conferring, revising, rewriting, and editing. When writing informational pieces, writers develop complete, logically ordered text with relevant, credible evidence and detail. The catalyst for informational writing may be personal experiences.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
An autobiography, memoir, or personal narrative

KNOW	DO
- List and define the following steps in the writing process: pre-write, draft, revise, edit, and publish. - Define focus correction areas (FCAs) as specific areas used to narrow the scope of revision and editing. - Define CUPS (capitalization, usage, punctuation, spelling) as an editing strategy. - Define informational writing, autobiography, memoir, and personal narrative.	- Apply the steps of the writing process to produce informational writing. - Utilize organizational structures that match the author's purpose. - Use focus correction areas to revise writing. - Check the focus, content, organization, and style when revising an essay or piece of informational writing. - Use peer review to revise writing. - Use the CUPS or another method to edit a piece of writing. - Publish a piece of writing using technology.

KNOW, UNDERSTAND, DO

COURSE: Language Arts   **TIME FRAME:** 18 days

UNIT #2: Short Story   **GRADE:** 7

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.RL.7.1	• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.7.B**
CCSS.ELA-Literacy.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 the text. **CC.1.3.7.A**
CCSS.ELA-Literacy.RL.7.3	• Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) **CC.1.3.7.C, CC.1.3.7.E**
CCSS.ELA-Literacy.RL.7.7	• 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). **CC.1.3.7.G**
CCSS.ELA-Literacy.RL.7.10	• By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.7.K**
CCSS.ELA-Literacy.W.7.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.7.X**
CCSS.ELA-Literacy.W.7.9	• Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.3.7.B**
CCSS.ELA-Literacy.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. **CC.1.5.7.A**
CCSS.ELA-Literacy.L.7.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. **CC.1.3.7.I**

CCSS.ELA-Literacy.L.7.4a	• 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. **CC.1.3.7.I**
CCSS.ELA-Literacy.L.7.4c	• 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. **CC.1.3.7.I**
CCSS.ELA-Literacy.L.7.4d	• 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). **CC.1.3.7.I**
CCSS.ELA-Literacy.L.7.5a	• Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. **CC.1.3.7.F**
CCSS.ELA-Literacy.L.7.5b	• Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. **CC.1.3.7.I**
CCSS.ELA-Literacy.L.7.5c	• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). **CC.1.3.7.F**

KNOW, UNDERSTAND, DO

COURSE: Language Arts   **TIME FRAME:** 18 days

UNIT #2: Short Story   **GRADE:** 7

UNDERSTANDINGS
The themes in short stories provide a reader with a message or learning experience about life.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Teacher-produced story elements test that includes short story analysis using a cold read

KNOW	DO
- Explain that inferences link prior knowledge and details from a text. - Describe generalizations as broad statements made by using details from the text and background knowledge. - Explain that conclusions are based upon details found in a text. - Define the following as metacognitive thinking strategies: making connections, making inferences, visualizing, summarizing, monitoring understanding, questioning, and synthesizing. - Define the following literary elements: character, setting, plot, conflict, theme, point of view, tone, and mood. - Describe foreshadowing and flashback as plot devices. - Identify the elements of plot structure including exposition, rising action, falling action, and resolution. - Define the theme of a story as the author's message. - Explain that authors reveal characters through actions, dialogue, thoughts, motives, feelings, and relationships. - Identify character types as protagonist or antagonist. - Distinguish between tone and mood, tone being the attitude of the author toward the audience and characters and mood being the general feeling created by the author's words.	- Identify generalizations in a text. - Make generalizations and determine if the are valid or invalid. - Use evidence from a text and prior knowledge to make inferences while reading. - From text, draw conclusions using inferences and generalizations. - Make text to self, text to text, and text to world connections while reading and discussing texts. - Use questioning, making inferences, and synthesizing to monitor understanding while reading. - Use summarizing, visualizing, and making connections to interpret a text. - Use a variety of strategies and tools to determine or clarify meanings of unknown words. - Explain how the point of view of the narrator impacts story elements. - Identify character traits and provide supporting evidence from the text. - Analyze how an author develops the personality of a character. [STEAL= speech, thoughts, effect on others, actions, looks] - Identify and explain types of conflict expressed in stories. - Identify and analyze the effects of foreshadowing and flashback.

- Describe point of view as first person, third person limited, or third person omniscient.
- Describe conflict as internal or external.
- List the following types of conflict: person versus person, person versus nature, person versus society, person versus self, and person versus fate.

- Produce a plot structure chart.
- Summarize short stories using literary elements and devices.
- Respond in writing to a short story by identifying the theme and supporting it with text evidence.
- Compare and contrast two short stories using story elements.

  [text, audio, and/or video versions]

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 13 days

UNIT #3: Creative Writing

GRADE: 7

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.W.7.10	• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **CC.1.4.7.X**
CCSS.ELA-Literacy.W.7.3	• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **CC.1.4.7.M**
CCSS.ELA-Literacy.W.7.3a	• 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. **CC.1.4.7.N**
CCSS.ELA-Literacy.W.7.3b	• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **CC.1.4.7.O**
CCSS.ELA-Literacy.W.7.3c	• Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **CC.1.4.7.P**
CCSS.ELA-Literacy.W.7.3d	• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **CC.1.4.7.Q**
CCSS.ELA-Literacy.W.7.3e	• Provide a conclusion that follows from and reflects on the narrated experiences or events. **CC.1.4.7.P**
CCSS.ELA-Literacy.W.7.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.**
CCSS.ELA-Literacy.W.7.5	• With some guidance and support from peers and adults, 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. **CC1.4.7.T**

CCSS.ELA-Literacy.W.7.6	• Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. **CC1.4.7.U**
CCSS.ELA-Literacy.L.7.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.7.F, CC1.4.7.L, CC.1.4.7.R**
CCSS.ELA-Literacy.L.7.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.7.F, CC1.4.7.L, CC.1.4.7.R**
CCSS.ELA-Literacy.L.7.2b	• Spell correctly. **CC.1.4.7.F, CC1.4.7.L, CC.1.4.7.R**
CCSS.ELA-Literacy.L.7.3	• Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.7.3a	• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **CC.1.4.7.Q**

KNOW, UNDERSTAND, DO

COURSE: Language Arts

UNIT #3: Creative Writing

TIME FRAME: 13 days

GRADE: 7

UNDERSTANDINGS
Creative writing is an outlet for self-expression. Each genre has its own style, content, and form.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
One piece of creative writing using the conventions of the genre.

KNOW	DO
• Describe the conventions of one of the following: short stories, poems, plays, essays, persuasive pieces, and memoirs.	• Read mentor texts of a variety of genres. • Select a genre and topic to focus the writing. • Using the writing process, create a draft. • Revise the writing based on teacher conference. • Edit the writing for publication. • Publish a piece of writing using technology.

KNOW, UNDERSTAND, DO

COURSE: Language Arts   **TIME FRAME:** 4 days

UNIT #4: Text Structures   **GRADE:** 7

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.RI.7.5

- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **CC.1.2.7.E**

CCSS.ELA-Literacy.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.**CC1.2.7.A**

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 4 days

UNIT #4: Text Structures

GRADE: 7

UNDERSTANDINGS
Authors use various structures to organize ideas in non-fiction text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Unit test

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KNOW

- Describe the THIEVES preview model for non-fiction
  [**T**-title **H**-heading **I**-introduction **E**-every first sentence
  V-vocabulary/visuals **E**-end of text questions **S**-summary]

- Explain that author's purpose determines the structure used to organize the text.
- List and define the following text structure types: compare/contrast, problem/solution, question/answer, sequence/chronological order, and cause/effect.
- Identify the main idea and details in a piece of non-fiction.
- Identify signal words associated with particular text structures.

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DO

- Preview a text using the THIEVES model.
- Analyze a text to determine the text structure and the relationship to the author's purpose.
- Use main idea and supporting details to summarize a non-fiction text.
- Produce a short piece of non-fiction text using one of the text structures.

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KNOW, UNDERSTAND, DO

COURSE: Language Arts   **TIME FRAME:** 24 days

UNIT #5: Non-Fiction   **GRADE:** 7

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.RI.7.1	• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text**. CC.1.2.7B**
CCSS.ELA-Literacy.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.**CC1.2.7.A**
CCSS.ELA-Literacy.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). **CC1.2.7.C**
CCSS.ELA-Literacy.RI.7.4	• 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. **CC1.2.7.F**
CCSS.ELA-Literacy.RI.7.6	• 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. **CC1.2.7.D**
CCSS.ELA-Literacy.RI.7.10	• By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC1.2.7.L**
CCSS.ELA-Literacy.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. **CC1.4.7.A**
CCSS.ELA-Literacy.L.7.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. **CC.1.2.7.K**
CCSS.ELA-Literacy.L.7.4a	• 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. **CC.1.2.7.K**
CCSS.ELA-Literacy.L.7.4c	• 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. **CC.1.2.7.K**
CCSS.ELA-Literacy.L.7.4d	• 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). **CC.1.2.7.K**

CCSS.ELA-Literacy.L.7.5b	• Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. **CC.1.2.7.K**
CCSS.ELA-Literacy.W.7.2a	• 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. **CC1.4.7.B**
CCSS.ELA-Literacy.W.7.2b	• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **CC1.4.7.C**
CCSS.ELA-Literacy.W.7.2c	• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **CC1.4.7.D**
CCSS.ELA-Literacy.W.7.2d	• Use precise language and domain-specific vocabulary to inform about or explain the topic. **CC1.4.7.E**
CCSS.ELA-Literacy.W.7.2e	• Establish and maintain a formal style. **CC1.4.7.E**
CCSS.ELA-Literacy.W.7.2f	• Provide a concluding statement or section that follows from and supports the information or explanation presented. **CC1.4.7.D**
CCSS.ELA-Literacy.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. **CC1.4.7.V**
CCSS.ELA-Literacy.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. **CC1.4.7.V**
CCSS.ELA-Literacy.W.7.9	• Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC1.4.7.V**
CCSS.ELA-Literacy.W.7.9b	• Apply *grade 7 Reading standards* to literary nonfiction (e.g. "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"). **CC.1.5.7.B**
CCSS.ELA-Literacy.SL.7.5	• Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **CC1.5.7.F**
CCSS.ELA-Literacy.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. **CC.1.3.7.H**
CCSS.ELA-Literacy.W.7.9a	• Apply *grade 7 Reading standards* to literature (e.g., "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"). **CC.1.3.7.H**

KNOW, UNDERSTAND, DO

COURSE: Language Arts   **TIME FRAME:** 24 days

UNIT #5: Non-Fiction   **GRADE:** 7

UNDERSTANDINGS
Non-fiction texts and media are structured to reflect the author's purpose to inform or persuade. Drawing conclusions and assessing the validity of generalizations helps readers to analyze and understand non-fiction texts. Writing credible non-fiction texts requires careful research and documentation.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Multimedia research project

KNOW	DO
- Describe generalizations as broad statements made by using details from the text and background knowledge. - Explain that conclusions are based upon details found in a text. - Define documentary as a compilation of artifacts or documents. - Differentiate between fact and opinion. - Describe strategies for avoiding plagiarism including paraphrasing and proper note taking. - Distinguish between credible and unreliable resources. - Distinguish between primary and secondary sources. - Distinguish between formal and informal tone in writing. - Explain that resources used in research projects, papers, or presentations must be acknowledged. - Explain the purpose of a works cited page.	- Read and analyze a variety of non-fiction texts including biographies, historical documents, speeches, and instructional texts. - Identify generalizations in a text and draw conclusions. - Make generalizations and determine if they are valid or invalid based on text evidence. - Use a variety of strategies and tools to determine or clarify meanings of unknown words. - Use a graphic organizer to sort information in order to analyze a text. - Determine author's purpose and support it with text evidence. - Analyze positions, arguments, and evidence in public documents. - Analyze a text to identify the author's perspective. - Evaluate the author's perspective to detect author bias. - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period. - Select a topic refine a research topic. - Develop questions or subtopics to guide and organize research. - Use valid and credible sources to access information.

- Use a graphic organizer take notes by paraphrasing or properly quoting and citing relevant information.
- Draft a script.
- Create a works cited page.(MLA formatting)
- Produce a research-based multimedia project.

KNOW, UNDERSTAND, DO

COURSE: Language Arts   **TIME FRAME:** 14 days

UNIT #6: Poetry   **GRADE:** 7

STANDARDS:

Common Core Standards:

[CCSS.ELA-Literacy.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 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. **CC.1.3.7.F**
[CCSS.ELA-Literacy.RL.7.5](#)	• Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. **CC.1.3.7.F**
[CCSS.ELA-Literacy.RL.7.7](#)	• 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). **CC.1.3.7.G**
[CCSS.ELA-Literacy.RL.7.10](#)	• By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.7.K**
[CCSS.ELA-Literacy.L.7.5](#)	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.1.3.7.F**
[CCSS.ELA-Literacy.L.7.5a](#)	• Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. **CC.1.3.7.F**
[CCSS.ELA-Literacy.W.7.10](#)	• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **CC.1.4.7.X**

KNOW, UNDERSTAND, DO

COURSE: Language Arts   **TIME FRAME:** 14 days

UNIT #6: Poetry   **GRADE:** 7

UNDERSTANDINGS
Poets use figurative language and poetic conventions to express ideas and feelings.
COMMON ASSESSMENTS/CULMINATING ACTIVITY
Test that includes an essay question or prompted writing that requires the comparison of two texts or poems.

KNOW	DO
- Explain how the conventions of poetry differ from the conventions of prose. - Identify the structures used in haiku, rhyming couplet, narrative poems, concrete poems, and free verse. - Identify literary elements within a poem to include rhyme, rhythm, speaker/voice, tone, and mood. - Define types of figurative language: personification, simile, metaphor, hyperbole, alliteration, imagery, and symbolism.	- Distinguish between poetry and prose. - Read poems and make connections. (text to text, text to self, text to world) - Evaluate a poet's word choice and its impact on a poem. - Analyze a poet's purpose and the structure of a poem. - Identify and interpret figurative language. - Analyze the effectiveness of figurative language. - Compare experiencing the text version of a poem to the experience of an audio or multi-media version. - Use figurative language techniques in personal writing. - Write original poems using figurative language. - Compare and contrast two pieces of poetry using literary elements and the use of figurative language. - Use a graphic organizer to compare a text and a poem or two poems.

KNOW, UNDERSTAND, DO

COURSE: Language Arts   **TIME FRAME:** 18 days

UNIT #7: Persuasion   **GRADE:** 7

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.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). **CC1.2.7.C**
CCSS.ELA-Literacy.RI.7.4	• 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. **CC1.2.7.F**
CCSS.ELA-Literacy.RI.7.6	• 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. **CC1.2.7.D**
CCSS.ELA-Literacy.RI.7.7	• Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). **CC1.2.7.G**
CCSS.ELA-Literacy.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. **CC1.2.7.H**
CCSS.ELA-Literacy.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. **CC1.2.7.D**
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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. **CC.1.4.7.W**
CCSS.ELA-Literacy.W.7.9	• Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.4.7.S**
CCSS.ELA-Literacy.W.7.10	• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **CC.1.4.7.X**

CCSS.ELA-Literacy.W.7.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.7.1	• Write arguments to support claims with clear reasons and relevant evidence. **CC.1.4.7.G**
CCSS.ELA-Literacy.W.7.1a	• Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **CC.1.4.7.I, CC.1.4.7.J**
CCSS.ELA-Literacy.W.7.1b	• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **CC.1.4.7.I**
CCSS.ELA-Literacy.W.7.1c	• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **CC.1.4.7.K**
CCSS.ELA-Literacy.W.7.1d	• Establish and maintain a formal style. **CC.1.4.7.K**
CCSS.ELA-Literacy.W.7.1e	• Provide a concluding statement or section that follows from and supports the argument presented. **CC.1.4.7.J**
CCSS.ELA-Literacy.W.7.5	• With some guidance and support from peers and adults, 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. **CC.1.4.7.T**
CCSS.ELA-Literacy.W.7.6	• Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CCSS.ELA-Literacy.L.7.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.7.L**
CCSS.ELA-Literacy.L.7.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.7.L**
CCSS.ELA-Literacy.L.7.2b	• Spell correctly. **CC.1.4.7.L**
CCSS.ELA-Literacy.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. **CC.1.5.7.B**
CCSS.ELA-Literacy.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.**CC.1.5.7.C**
CCSS.ELA-Literacy.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. **CC.1.5.7.D**
CCSS.ELA-Literacy.SL.7.5	• Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **CC.1.5.7.F**
CCSS.ELA-Literacy.SL.7.6	• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **CC.1.5.7.E**

KNOW, UNDERSTAND, DO

COURSE: Language Arts   **TIME FRAME:** 18 days

UNIT #7: Persuasion   **GRADE:** 7

UNDERSTANDINGS
Propaganda is used to influence thoughts and actions. Effective and research-based persuasion influences others.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Multi-paragraph persuasive essay written in a formal, academic tone

KNOW	DO
- Describe propaganda types and techniques including bandwagon, red herring, emotional appeal, testimonial, repetition, name calling, appeal to numbers or statistics, and appeal to facts. - Explain how logic and evidence support an argument. - Examine two sides of an argument. - Describe the types of Aristotelian appeal including pathos, ethos, kairos, and logos. Pathos occurs when the author appeals to the audience's emotions. Ethos occurs when the author appeals to the audience's ethics/morals/integrity. Kairos creates a sense of urgency in the audience. Logos occurs when the author uses logic and reason to influence the audience. - Describe strategies for avoiding plagiarism. - Distinguish between credible and unreliable resources. - Distinguish between primary and secondary sources. - Explain the content and purpose of a thesis statement. - Distinguish between formal and informal tone in writing. - Explain that resources used in research projects, papers or presentations must be acknowledged. - Explain the purpose of a works cited page.	- Analyze the impact of propaganda techniques. - Analyze how two or more authors writing about the same topic present key information. - Create an example of one type of propaganda. - Select a topic and compose a clearly stated position.(thesis statement) - Develop questions or subtopics to guide and organize research. - Use valid and credible sources to access information. - Take notes by paraphrasing or properly quoting and citing relevant information. - Anticipate and counter reader concerns and arguments. - Utilize a graphic organizer to plan the content organization of the essay. - Draft, revise, and edit a persuasive essay. - Create a works cited page.(MLA formatting) - Present a short speech conveying the essential points of the essay. - Evaluate the effectiveness of classmates' speeches.

KNOW, UNDERSTAND, DO

COURSE: Language Arts   **TIME FRAME:** 24 days

UNIT #8:   Novel: Characterization   **GRADE:** 7

STANDARDS:

Common Core Standards:

[CCSS.ELA-Literacy.RL.7.1](#)	• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text **CC1.3.7.B**
[CCSS.ELA-Literacy.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 the text.**CC1.3.7.A**
[CCSS.ELA-Literacy.RL.7.3](#)	• Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **CC1.3.7.C**
[CCSS.ELA-Literacy.RL.7.10](#)	• By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC1.3.7.K**
[CCSS.ELA-Literacy.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.
[CCSS.ELA-Literacy.W.7.10](#)	• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **CC1.4.7**
[CCSS.ELA-Literacy.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. **CC1.4.7.A**
[CCSS.ELA-Literacy.W.7.2a](#)	• 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. **CC1.4.7.B**

CCSS.ELA-Literacy.W.7.2b	• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **CC1.4.7.C**
CCSS.ELA-Literacy.W.7.2c	• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **CC1.4.7.D**
CCSS.ELA-Literacy.W.7.2d	• Use precise language and domain-specific vocabulary to inform about or explain the topic. **CC1.4.7.E**
CCSS.ELA-Literacy.W.7.2f	• Provide a concluding statement or section that follows from and supports the information or explanation presented. **CC1.4.7.D**
CCSS.ELA-Literacy.W.7.5	• With some guidance and support from peers and adults, 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.**CC.1.4.7.T**
CCSS.ELA-Literacy.W.7.6	• Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. **CC.1.4.7.U**
CCSS.ELA-Literacy.L.7.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.7.L**
CCSS.ELA-Literacy.L.7.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.7.L**
CCSS.ELA-Literacy.L.7.2b	• Spell correctly.**CC.1.4.7.F**

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 24 days

UNIT #8: Novel: Characterization

GRADE: 7

UNDERSTANDINGS
Characters develop and change in a novel revealing the novel's themes. Conflicts shape the development of a character.
COMMON ASSESSMENTS/CULMINATING ACTIVITY
Compose an essay analyzing how the change in a character influences one of the novel's themes.

KNOW	DO
- Define the following literary elements: character, setting, plot, conflict, theme, point of view, tone, and mood. - Describe foreshadowing and flashback as plot devices. - Identify the elements of plot structure including exposition, rising action, falling action, and resolution. - Define the theme of a story as the author's message. - Distinguish between tone and mood, tone being the attitude of the author toward the audience and characters, and mood being the general feeling created by the author's words. - Describe point of view as first person, third person limited or third person omniscient. - Describe conflict as internal or external. - List the following types of conflict: person versus person, person versus nature, person versus society, person versus self, and person versus fate. - Define antagonist and protagonist. - Identify the antagonist and protagonist in the novel. - Identify methods of characterization. [actions, dialogue, thoughts, motives, feelings, and relationships]	- Make text-to-self connections. - Keep a reflective component through the reading of the novel. - Participate in small and large group discussions. - By examining actions, thoughts, dialogue, feelings, and relationships, determine traits of a character and provide supporting text evidence. - Analyze how a character changes over the course of the novel and predict the future life and experiences of a chosen character. - Discuss how the interactions of the antagonist and protagonist influence the plot. - Identify themes and cite text evidence. - Utilize the writing process to compose an essay.

KNOW, UNDERSTAND, DO

COURSE: Language Arts   **TIME FRAME:** 14 days

UNIT #9: Greek Mythology   **GRADE:** 7

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.RL.7.10
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.7.K**

CCSS.ELA-Literacy.W.7.9
- Draw evidence from literary or informational texts to support analysis, reflection, and research.**CC.1.3.7.B**

CCSS.ELA-Literacy.W.7.10
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **CC.1.4.**

CCSS.ELA-Literacy.W.7.4
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4**

CCSS.ELA-Literacy.W.7.3
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **CC.1.4.7.M**

CCSS.ELA-Literacy.W.7.3a
- 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. . **CC.1.4.7.P**

CCSS.ELA-Literacy.W.7.3b
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **CC.1.4.7.O**

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 14 days

UNIT #9: Greek Mythology

GRADE: 7

UNDERSTANDINGS
Myths were created to help the ancient Greeks to make sense of their world. Greek mythology is the basis for many modern day hero stories. Ancient Greek culture and mythology continue to impact our culture.
COMMON ASSESSMENTS/CULMINATING ACTIVITY
A narrative piece that incorporates a mythological character

KNOW	DO
- Distinguish between a myth and a legend. - Explain the difference between mortals and immortals. - Identify gods and goddesses and their roles in Greek mythology - Describe the characteristics of a Greek hero. - Explain the purposes of myths in ancient civilizations, for example, explaining natural phenomena and dictating acceptable behavior.	- Read and respond to Greek myths and legends. - Locate references to Greek mythology in modern culture. - Identify words and phrases that are of Greek origin.

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 15 days

UNIT #10: Literature Circles

GRADE: 7

STANDARDS:

Common Core Standards:

[CCSS.ELA-Literacy.RL.7.1](#)	• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text **CC1.3.7.B**
[CCSS.ELA-Literacy.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 the text.**CC1.3.7.A**
[CCSS.ELA-Literacy.RL.7.3](#)	• Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **CC1.3.7.C**
[CCSS.ELA-Literacy.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 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. text. **CC1.3.7.F**
[CCSS.ELA-Literacy.RL.7.6](#)	• Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. text.**CC1.3.7.D**
[CCSS.ELA-Literacy.RL.7.10](#)	• By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC1.3.7.K**
[CCSS.ELA-Literacy.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. **CC1.5.7.A, CC1.5.7.E**
[CCSS.ELA-Literacy.SL.7.1a](#)	• 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. **CC.1.5.7.A**
[CCSS.ELA-Literacy.SL.7.1b](#)	• Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **CC.1.5.7.A**

| CCSS.ELA-Literacy.SL.7.1c | • 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. **CC.1.5.7.A** |
| CCSS.ELA-Literacy.SL.7.1d | • Acknowledge new information expressed by others and, when warranted, modify their own views. **CC.1.5.7.A** |

KNOW, UNDERSTAND, DO

COURSE: Language Arts   **TIME FRAME:** 15 days

UNIT #10: Literature Circles   **GRADE:** 7

UNDERSTANDINGS

Discussing literature involves reflecting on a text, listening to the ideas of others, and refining one's interpretation of a novel or any literary work.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Project-based assessment (in collaborative groups or independently)

KNOW	DO
• Describe the elements of discussion etiquette. [Expressing an opinion, responding to others' comments, disagreeing, soliciting a response, asking for clarification, interruption, and offering suggestions.] *Literature circles require students to apply literary analysis skills developed throughout the year.	• Independently read and interpret a novel. • Examine literary elements and devices in a novel to demonstrate comprehension. • Create questions that evoke deeper thinking and discussion. • Actively listen and respond in literary discussions. • Clarify, illustrate, or expand upon ideas in a literary discussion. • Reflect in writing while reading the novel.

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: Throughout

UNIT #11: Language, Grammar, and Vocabulary

GRADE: 7

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.L.7.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.7.F, CC.1.4.7.L, CC.1.4.7.R, CC.1.5.7.G**
CCSS.ELA-Literacy.L.7.1a	• Explain the function of phrases and clauses in general and their function in specific sentences. **CC.1.4.7.F, CC.1.4.7.L, CC.1.4.7.R**
CCSS.ELA-Literacy.L.7.1b	• Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. **CC.1.4.7.E, CC.1.4.7.K, CC.1.4.7.Q**
CCSS.ELA-Literacy.L.7.1c	• Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* **CC.1.4.7.E, CC.1.4.7.K, CC.1.4.7.Q**
CCSS.ELA-Literacy.L.7.2a	• Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). **CC.1.4.7.F, CC.1.4.7.L, CC.1.4.7.R**
CCSS.ELA-Literacy.L.7.2b	• Spell correctly. **CC.1.4.7.F, CC.1.4.7.L, CC.1.4.7.R**
CCSS.ELA-Literacy.L.7.3	• Use knowledge of language and its conventions when writing, speaking, reading, or listening. **CC.1.4.7.F, CC.1.4.7.L, CC.1.4.7.R, CC.1.5.7.G**
CCSS.ELA-Literacy.L.7.3a	• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* **CC.1.4.7.E, CC.1.4.7.K, CC.1.4.7.Q**
CCSS.ELA-Literacy.L.7.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. **CC.1.2.7.F, CC.1.3.7.F**

CCSS.ELA-Literacy.L.7.4a	• 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. **CC.1.2.7.F, CC.1.2.7.K, CC.1.3.7.F, CC1.3.7.I**
CCSS.ELA-Literacy.L.7.4b	• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
CCSS.ELA-Literacy.L.7.4c	• 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. **CC.1.2.7.F, CC.1.2.7.K, CC.1.3.7.F, CC1.3.7.I**
CCSS.ELA-Literacy.L.7.4d	• 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). **CC.1.2.7.F, CC.1.2.7.K, CC.1.3.7.F, CC1.3.7.I**
CCSS.ELA-Literacy.L.7.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.1.2.7.F, CC.1.3.7.F**
CCSS.ELA-Literacy.L.7.5a	• Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. **CC.1.2.7.F, CC.1.3.7.F**
CCSS.ELA-Literacy.L.7.5b	• Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.**CC.1.3.7.I**
CCSS.ELA-Literacy.L.7.5c	• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). **CC.1.3.7.I**
CCSS.ELA-Literacy.L.7.6	• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.2.7.J, CC.1.3.7.J**

KNOW, UNDERSTAND, DO

COURSE: Language Arts   **TIME FRAME:** Throughout

UNIT #11: Language, Grammar, and Vocabulary   **GRADE:** 7

UNDERSTANDINGS
Language is the primary way that individuals communicate thoughts and feelings. In order to communicate effectively in spoken and written language it is critical to understand and apply grammar. Formal academic communication requires correct usage and grammar.
COMMON ASSESSMENTS/CULMINATING ACTIVITY   Formative assessment occurs throughout the year in writing and literature lessons.   Published pieces of writing are assessed for style and conventions.

KNOW

- Define and describe the functions of adverbs, conjunctions, and modifiers.
- Identify the subject and predicate in a sentence.
- Define phrase and clause.
- Identify the function of a semi-colon.
- Recognize the function of a comma.
- Define synonym and antonym.
- Explain how affixes impact word meaning.
- Describe how context clues can be used to determine meaning.
- Explain how an author's usage of a word determines meaning.
- Identify dictionaries, glossaries, and thesauruses as resources for vocabulary development and enrichment.
- Identify common Greek and Latin roots and affixes.

DO

- Explain the function of phrases and clauses in general and their function in specific sentences.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships.
- Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- Use quotation marks to punctuate dialogue.
- Edit written work to eliminate run-on sentences and fragments.
- Use a grade level editing checklist while proofreading written work.
- Revise work to eliminate wordiness and redundancy.
- Read, view, and listen to a variety of texts to acquire new vocabulary.
- Use context clues to determine the meaning of unfamiliar vocabulary.
- Consult print and digital reference materials to find the pronunciation of a word or determine or clarify its meaning or its part of speech.
- Analyze the connotations of words with similar definitions.

Language and Grammar Scope and Sequence

Grades 6-12

Language is dynamic; it changes to reflect society and culture, and it provides the primary way that individuals communicate thoughts and feelings. Effective written and oral communications rely upon understanding and applying the rules of standard English. This thoughtful knowledge of language and the skillful application of conventions and craft enhance expression and aid comprehension.

Teaching grammar and language concepts and conventions requires a multi-faceted approach.

- Some direct instruction is useful to define a concept, to show how it functions, and to explain its importance.
- Mentor texts (authentic models) may be used to demonstrate how constructions and conventions work.
- Student writing assignments should allow students to explore, practice, and refine concepts in their own writing.
- Editing checklists and rubrics should be designed to help students focus their work, understand expectations, and be held accountable.

In the tables that follow, grammar and language concepts and skills taught in grades 6 through 12 are identified. Instruction follows the sequence: instruct, build, strengthen, and maintain. **Instruct** indicates the first year a skill or concept is taught. **Build** indicates that additional instruction or re-teaching is expected. **Strengthen** indicates brief refreshers may be required, but students will use editing checklists and rubrics to assess their writing. **Maintain** indicates that the concept or skill will be demonstrated routinely in writing and speaking.

I= Instruct B= Build S= Strengthen M= Maintain							
Parts of Speech	6	7	8	9	10	11	12
Identify nouns, verbs, adjectives, adverbs, and pronouns in sentences and explain their functions.	I	B	S	M	M	M	M
Identify prepositions, conjunctions, and interjections in sentences and describe their functions.		I	B	S	M	M	M
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			I	B	S	M	M
Form and use verbs in active and passive voice.			I	B	S	M	M
Sentence Building	6	7	8	9	10	11	12
Identify the four types of sentences in texts and use them in writing. (statement, question exclamation, command)	S	M	M	M	M	M	M
Identify the subject and predicate of a sentence.	I	B	S	M	M	M	M
Identify and correct fragments in writing. (unless they are used for effect)	I	B	S	M	M	M	M
Identify and correct run-on sentences in writing.	I	B	S	M	M	M	M
Identify and use different sentence patterns in writing. (Grade 6- S-V, S-V-DO, S-V- IO-DO only)	I	I	B	S	S	M	M
Identify prepositional phrases and appositives in sentences and place them appropriately in sentences when writing.		I	B	S	M	M	M
Explain the functions of participles, infinitives, and gerunds.			I	B	S	M	M
Use phrases (verbals, appositives, prepositional) to write effectively.			I	B	S	M	M
Define and identify dependent and independent clauses.		I	B	S	M	M	M
Identify simple, compound, and complex sentences in texts and use them in writing.		I	B	S	M	M	M
Analyze the structure of sentences though diagrams or graphic organizers. (sentences from texts read and students' writing)	I	B	S	M	M	M	M

I= Instruct B= Build S= Strengthen M= Maintain							
Usage	6	7	8	9	10	11	12
Categorize pronouns as subjective, objective, and possessive.	I	B	S	M	M	M	M
Use intensive pronouns correctly. (e.g. myself, ourselves)	I	B	S	M	M	M	M
Recognize and correct vague pronouns(i.e., ones with unclear or ambiguous antecedents)	I	B	S	M	M	M	M
Recognize that pronouns and antecedents must agree in number and person.	I	B	S	S	M	M	M
Recognize that subjects and verbs must agree with each other.	I	B	S	S	M	M	M
Use adverbs and adjectives correctly. (e.g. good/well)	B	S	S	M	M	M	M
Use comparative and superlative adjectives and adverbs correctly. (use more/most less/least or er, est appropriately)	I	B	S	S	M	M	M
Edit writing for correct homophone use. (to/too, its/it's, your/you're, whose/who's, there/their/they're)	S	S	M	M	M	M	M
Maintain verb tense (past, present, future) throughout a piece of writing.		I	B	S	M	M	M
Recognize and correct inappropriate shifts in verb voice and mood.			I	B	S	M	M
Use parallel structure.				I	B	S	M
Resolve usage issues by consulting references.	I	B	B	S	M	M	M
Recognize that usage is a matter of convention and conventions change over time, and are sometimes contested.				I	B	S	M
Mechanics	6	7	8	9	10	11	12
Spelling							
Spell frequently used words correctly.	S	S	M	M	M	M	M
Consult electronic and print references to correct spelling.	B	S	S	M	M	M	M
Use spell-check on word-processed documents.	I	B	S	M	M	M	M
Eliminate spelling errors during the editing phase of formal writing assignments.	I	B	S	M	M	M	M

I= Instruct B= Build S= Strengthen M= Maintain							
Mechanics (continued)	6	7	8	9	10	11	12
Capitalization							
Capitalize the first word in a sentence.	S	M	M	M	M	M	M
Capitalize proper nouns.	S	M	M	M	M	M	M
Capitalize "Mom, Dad…" when used as proper nouns.	I	B	S	M	M	M	M
Capitalize words in titles correctly.	I	B	S	M	M	M	M
Consult references to correct capitalization.	I	B	S	M	M	M	M
Punctuation	6	7	8	9	10	11	12
Use correct end of sentence punctuation.	S	M	M	M	M	M	M
Use apostrophes for contractions and possessives.	B	S	M	M	M	M	M
Use commas to separate items in a series.	S	M	M	M	M	M	M
Use commas to set off nonrestrictive/parenthetical elements in a sentence	I	B	S	M	M	M	M
Use commas to separate coordinate adjectives.		I	B	S	M	M	M
Use commas before coordinator in compound sentences.	I	B	S	M	M	M	M
Use commas to around interrupters(appositives, direct address, interjections)		I	B	S	M	M	
Distinguish and divide main and subordinate clauses using commas and semi-colons.				I	B	S	M
Use quotation marks and correct punctuation to mark dialogue.	B	B	S	M	M	M	M
Correctly punctuate quotations integrated into an essay.			I	B	S	M	M
Use semicolons to join independent clauses with or without conjunctive adverbs.			I	B	S	M	M
Use colons to introduce a list or a quotation.				I	B	S	M
Use a comma, ellipsis, or dash to indicate a pause or break.				I	B	S	M
Use an ellipsis to indicate an omission.				I	B	S	M
Observe hyphenation conventions.						I	S	M
Consult references to correct punctuation.	I	B	S	M	M	M	M
Formatting							
Indent or double space paragraphs.	S	S	M	M	M	M	M
Use MLA formatting for header, font and font size, margins, spacing, pagination, citations, and works cited.		I	B	S	S	M	M

I= Instruct B= Build S= Strengthen M= Maintain							
Style/Rhetoric	6	7	8	9	10	11	12
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	I	B	S	M	M	M	M
Maintain a consistent point of view within a piece of writing.		I	B	S	M	M	
Maintain consistency in style and tone.	I	B	S	M	M	M	M
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			I	B	S	M	M
Use parallel structure. OR Identify and use parallelism and properly placed modifiers for rhetorically effective sentences.				I	B	S	M
Vary sentence patterns for meaning, style, and reader interest.	I	B	S	M	M	M	M
Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.		I	B	S	M	M	M
Choose language that expresses ideas concisely and precisely, recognizing and eliminating redundancy and wordiness.		I	B	S	M	M	M
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			I	B	S	M	M

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)