



"The mission of Ledyard Public Schools is to ensure a culture of excellence that maximizes student achievement, develops skills for life-long learning, and prepares students to be productive and responsible citizens in a global society."

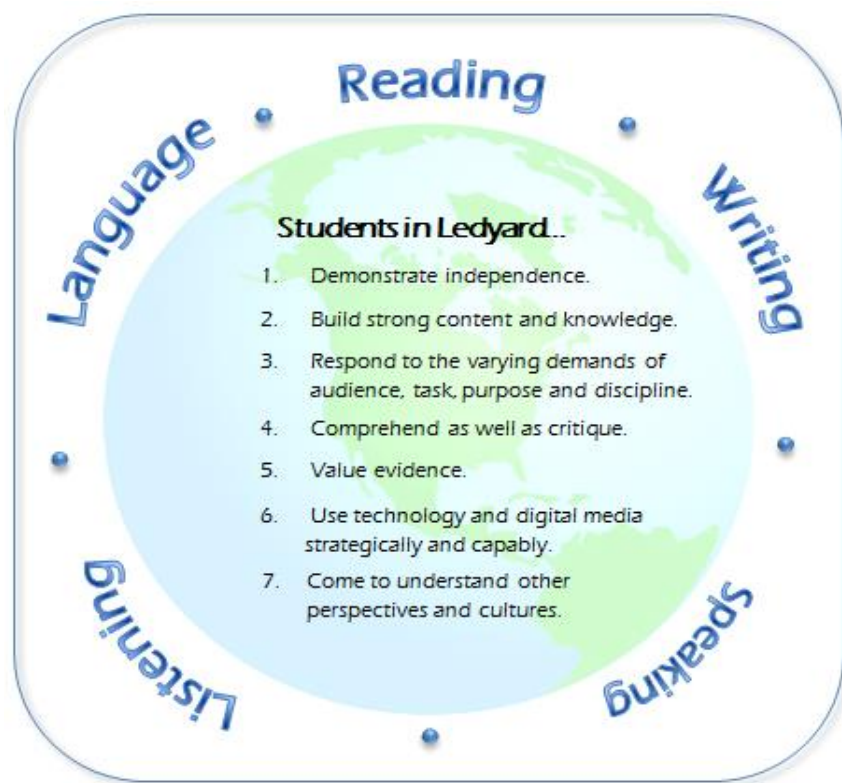
English Language Arts Philosophy

Language Arts is at the foundation of all learning. Therefore, it is a priority of Ledyard Public Schools Educators to develop all aspects of language arts including Reading, Writing, Speaking and Listening, and Language Skills in an integrated way using a variety of instructional strategies, experiences and resources. Our goal is to graduate students who are college and career ready, who think critically and communicate and express themselves clearly, and who are motivated to apply what they have learned independently and collaboratively in a variety of contexts and settings throughout life. We must be visionary in our approach to language arts instruction and vigilant in our pursuit of best practices based on current research. Through the implementation of the Common Core State Standards, students will compete in a global society where they meet the demands of the twenty-first century. Toward that end, Ledyard Public Schools will continue to provide ongoing communication to all families regarding student expectations and student achievement. As a community of learners in pursuit of excellence, we embrace beliefs and practices that ensure success for all.

Grade Seven English Language Arts

Overview:

The curriculum is an inclusive set of intentionally aligned components-clear learning outcomes with matching assessments, engaging learning activities, and instructional strategies-organized into sequenced Units of Study. These Units of Study serve as both the detailed *road-map* and high quality delivery system for ensuring all students achieve the desired end: The attainment of their designated grade specific standards.



This curriculum is aligned to the Common Core State Standards for English Language Arts, adopted by the State of Connecticut in July of 2010. The *Standards* themselves prepare students to be College and Career Ready (CCR) in Reading, Writing, Speaking and Listening. The College and Career Readiness *Anchor Standards*, the “backbone” of the Standards, describe the literacy skills which all students need when they graduate. The *K-12 Grade-Specific Standards* describe the literacy skills, corresponding to the CCR Anchor Standards by number. The *K-12 Grade-Specific Standards* define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The Ledyard Public Schools K-8 English Language Arts curricula infuse critical 21st Century Learning Skills which will ultimately provide students with the essential skills for success in a global society. These skills include Teamwork and Collaboration, Initiative and Leadership, Curiosity and Imagination, Innovation and Creativity, Critical Thinking and Problem Solving, Flexibility and Adaptability, Effective Oral and Written Communication as well as Accessing and Analyzing Information.

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6-8 CCR Anchor Standards:

The 6-8 *CCR Anchor Standards* are an integrated model of literacy containing four strands: *Reading, Writing, Speaking and Listening* and *Language*. Media requirements are blended throughout the standards.

College and Career Readiness Anchor Standards for **Reading for Literature and Informational Text**

The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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Reading Standards: Foundational Skills

NA

College and Career Readiness Anchor Standards for Writing

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for [Language](#)

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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College and Career Readiness Anchor Standards for **Speaking and Listening**

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

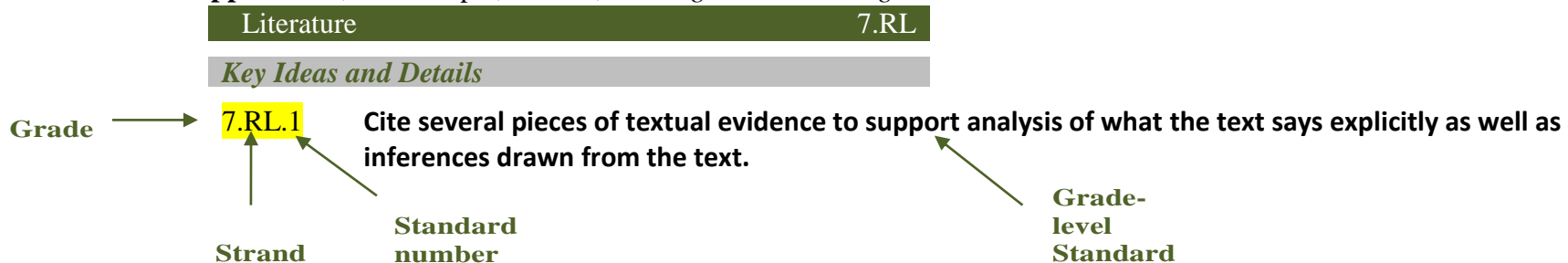
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade-Specific Standards: Refer to Appendix A

Individual grade-specific standards are identified by grade, strand, and number (or number and letter, where applicable) and are located in **Appendix A**; for example, **7.RL.1**, means *grade 7, Reading Literature, standard 1*.



Note for Coding: Any standard that is highlighted in yellow indicates if that standard is either new or if there is an increase in rigor.
Pacing Guide, Glossary of Terms for Unit Components: Refer to Appendix A

Grade Seven English Language Arts Unit 1 Reading and Writing

Subject(s)	English Language Arts
Unit of Study	The Making of a Good Story
Pacing	35 days

Unit Summary

Students will compose an expository informational article that demonstrates their understanding of text structure, organization, central idea and specific word choice. Throughout the unit, the teacher will provide whole group instruction using mentor texts and student generated writing to help students further develop their ability to analyze author's perspective and write objective summaries.

Priority and Supporting CCSS

Note: The following standards are overarching standards and are found in all grade seven units of study: RL.10, RI.10, W.4, W.10, SL.6, L.6.

CCR.7.RL.3 ANALYZE how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCR.7.RL.6 ANALYZE how an author develops and contrasts the points of view of different characters or narrators in a text.

CCR.7.W.3b USE narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCR.7.W.3d USE precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCR.7.SL.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.

CCR.7.L.1b CHOOSE among simple, compound, complex, and compound-complex sentences to signal differing relationships among words.

CCR.7.L.1c PLACE phrases and clauses within a sentence, **RECOGNIZING** and **CORRECTING** misplaced and dangling modifiers.

CCR.7.W.3 WRITE narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCR.7.W.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.

CCR.7.W.3c USE a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCR.7.W.3e PROVIDE a conclusion that follows from and reflects on the narrated experiences or events.

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Unit 1 Reading and Writing

CCR.7.SL.1 ENGAGE effectively in a range of collaborative discussion (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.

CCR.7.SL.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.

CCR.7.SL.1b FOLLOW rules for collegial discussions, TRACK progress toward specific goals and deadlines, and DEFINE individual roles as needed.

CCR.7.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.7.L.1a EXPLAIN the function of phrases and clauses in general and their function in specific sentences.

CCR.7.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.7.L.2b SPELL correctly.

CCR.7.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.7.L.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.

CCR.7.L.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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.3 <ul style="list-style-type: none"> • Story Elements <ul style="list-style-type: none"> ○ Plot (e.g., rising action, falling action, flashback, foreshadowing, climax/turning point, resolution) ○ Episodes ○ Conflicts ○ Character types (e.g., flat/round, static/dynamic) and character roles (e.g., protagonist/antagonist, hero/villain) ○ Setting ○ Mood • Drama Elements <ul style="list-style-type: none"> ○ Acts ○ Scenes ○ Dialogue • Character actions and feelings 	RL.3 <p>EXPLAIN (how characters interact and how settings change)</p> <p>EXPLAIN (how plot elements interact and create mood)</p> <p>ANALYZE (how particular elements of a story or drama interact)</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">4</p>

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<p>RL.6</p> <ul style="list-style-type: none"> • Author's purpose • point of view <ul style="list-style-type: none"> ○ first-person ○ third-person ○ third-person limited ○ third-person omniscient • character • narrator <p>W.3b</p> <ul style="list-style-type: none"> • Awareness of audience • Topic • Effective narrative techniques <ul style="list-style-type: none"> ○ dialogue ○ elaboration ○ description • Experiences • Well-structured event sequence • Characters <p>W.3d</p> <ul style="list-style-type: none"> • Precise words and phrases • Relevant descriptive details • Figurative language • Plot Development <ul style="list-style-type: none"> ○ Action ○ Experiences ○ Events <p>SL.1c</p> <ul style="list-style-type: none"> • questions that elicit elaboration • relevant observations • relevant ideas <p>L.1b</p> <ul style="list-style-type: none"> • Sentence variety (e.g., simple, compound, 	<p>RL.6</p> <p>DESCRIBE (author's purpose for writing text)</p> <p>IDENTIFY (different characters' points of views)</p> <p>ANALYZE (how author develops point of view of characters or narrators)</p> <p>ANALYZE (how author contrasts point of view of characters or narrators)</p> <p>W.3b</p> <p>USE (narrative techniques)</p> <p>DEVELOP (experiences, events, and/or characters)</p> <p>W.3d</p> <p>USE (precise words and phrases)</p> <p>USE (relevant descriptive details)</p> <p>USE (sensory language to capture action)</p> <p>CAPTURE (experiences)</p> <p>CONVEY (experiences and events)</p> <p>SL.1c</p> <p>POSE (questions that elicit elaboration)</p> <p>RESPOND (with relevant observations and ideas)</p> <p>L.1b</p> <p>CHOOSE (among simple, compound, complex, and</p>	<p>1</p> <p>1</p> <p>4</p> <p>4</p> <p>3</p> <p>6</p> <p>3</p> <p>3</p> <p>3, 6</p> <p>3</p> <p>3</p> <p>2, 4</p> <p>5</p> <p>1</p>
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Unit 1 Reading and Writing**

<p>complex, compound-complex)</p> <p>L.1c</p> <ul style="list-style-type: none"> Phrases and clauses How to correct misplaced and dangling modifiers 	<p>compound-complex sentences to signal differing relationships among ideas)</p> <p>L.1c PLACE (phrases and clauses within a sentence) RECOGNIZING and CORRECTING (misplaced and dangling modifiers)</p>	<p>3 1,2</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> What makes a story worth reading? How do we engage in meaningful conversation? How can a word reveal its meaning? 	<ol style="list-style-type: none"> Writers depend on a variety of devices and techniques to craft a good story. Listening actively, synthesizing the ideas of others, and responding appropriately generate meaningful conversation. Word parts are clues to word meaning.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u></p> <p>This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Learning Activities	Teacher Notes
<p><u>Focus of Unit</u> (Stories)</p> <ul style="list-style-type: none"> Analyzing elements of story/drama and points of view Writing well-structured narratives using techniques to develop events and characters Applying word choice: using descriptive details and sensory language Posing and responding to others' questions Greek and Latin affixes <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none"> Reading and classroom expectations and routines will be established. Grammar mini-lessons can be incorporated throughout the unit with a focus of using Greek and Latin 	

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Unit 1 Reading and Writing

affixes using Lesson 26 from *CROSSWALK Coach*, pages 226-231 and additional grammar resources.

3. The following lessons can be imbedded throughout the unit:
 - *CROSSWALK Coach*, Lesson 2, pages 32-37 and Lesson 4 and 5, pages 44-55 (RL.3, RL.6) Lesson 18, pages 166-171 (Writing)
 - *Common Core Coach*, Lesson 2, pages 19-46 (W.3b) and Lesson 8, pages 139-162 (W.3, L.1a, L3)
- Students will analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) and how an author develops and contrasts the points of view of different characters or narrators in a text. **Note:** Students will be informed they will be expected to use these elements of a story or drama in a written narrative piece.
 - As an introduction to the unit, discuss “*What makes good literature?*” *CROSSWALK Coach*, Lesson 1, pages 24-31, focuses on genres within fiction. Discuss types of genres and which students personally find interesting. Students can track a list of the genres and titles that they read throughout the year.
 - Model and conduct close readings of text discussing and analyzing story elements including, conflicts (i.e., character vs. nature, character vs. society), characters (i.e., flat/round, dynamic, hero/villain), setting and mood. Assess student understanding (i.e., *How does the setting shape the character? What examples from the text support your thinking? How does the setting influence the plot? How does an author develop a memorable character? How does the setting influence the main character in this drama?*).
 - During reading, record story elements using a variety of graphic organizers (e.g., character maps, plot diagrams, story charts, conflict-analysis worksheets).
 - Provide opportunities for students to participate in Book Talks to reflect and discuss texts being read focusing on:
 - *What is the author’s purpose is and how do you know.*
 - *Which word best describes the main character(s) in the story? What evidence supports your thinking.*
 - *How does the setting/mood affect the characters?*
- Student will analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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- Review with students the four types of author's purpose (to inform, to teach, to persuade, to entertain) and lead a class discussion around the author's purpose using student selected texts.
- Model how an author develops and contrasts the different points of view within literature and the benefits and disadvantages of each when it comes to the type of literature.
- Students will conduct close readings to discuss the various points of view, marking the text for clues that may signal those viewpoints. Discussion and journal responses can include:
 - *What are the advantages/disadvantages of the point of view this story is told in?*
 - *How will the text be different if it were told in a different point of view?*
 - *What is the most likely reason the author decided to have different narrators in the story? Use examples from the story in your analysis.*
- Towards the end of the unit, students will independently write their own conclusion to the story, "The Lady or the Tiger," using the taught elements of a story.

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Action- real or fictional events that compromise the subject of a novel, story, poem or play
Author's purpose- the reason(s) author has for writing a selection; to inform, to entertain, or persuade
Characterization- the way a writer reveals a character's personality- through the character's words and behavior, descriptions of the character's appearance, thoughts and feelings, and comments made about others in the story
Clause- a group of words having its own subject and predicate but forming only part of a complete sentence
Climax- the highest point of interest, tension, or excitement in a story
Complex sentence- a sentence containing an independent clause and at least one independent clause
Compound sentence- two sentences joined by a conjunction to create a new sentence

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<p>Compound-complex sentence- a sentence that contains two or more independent clauses and one or more dependent clauses</p> <p>Conclusion- the end of a piece of writing that sums up the text's main points and sometimes leaves the reader with something to think about</p> <p>Concise language- words used to state information clearly and without repetition</p> <p>Conflict- the main problem in a story that the characters must solve</p> <p>Dangling modifier- a modifier that is associated with the wrong word</p> <p>Dependent clause- a group of words that cannot stand alone as a sentence, even if it has a subject and a verb</p> <p>Dialogue- a direct conversation between characters</p> <p>Event sequence- the order in which events occur</p> <p>Evidence- information that shows, proves, or gives reasons for making a judgment</p> <p>Fictional narrative- a story that the author makes up</p> <p>Figurative Language- words that create images using language that has a deeper meaning than what the actual words express</p> <p>Imagery- a word or phrase that appeals to the senses</p> <p>Introduction- the beginning of a piece of writing that captures the reader's attention & presents the text's thesis/statement/main idea</p> <p>Misplaced modifier- a modifier that refers to an unintended word because of its placement in the sentence</p> <p>Mood- the atmosphere of a literary work intended to evoke a certain emotion or feeling from the audience or reader</p> <p>Narrative- a story of description of events that may or may not be true</p> <p>Point of view/perspective- the position of the narrator in relation to the story derived from the author's depiction of events and attitude towards the character</p> <ul style="list-style-type: none"> • First person- narrator is telling the story and is a character in the story • Third person- narrator is telling a story from someone else's viewpoint • Third person limited- narrator that reports the facts and interprets events from the perspective of a single character • Third person omniscient- all knowing narrator who reports facts but interprets events and relates feelings of character <p>Response to literature- a type of writing in which an author describes and analyzes some aspect of a literary work</p> <p>Sensory language- words in a description that uses the five senses</p> <p>Sequence- the order in which events or ideas are arranged</p> <p>Simple sentence- a sentence with a simple subject and a verb that produces a complete thought</p> <p>Transitions- words, phrases or clauses that connect or move ideas from one subject to another</p> <p>Word function- the grammatical role or position occupied by a word in written material</p>	
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Assessment	Performance Task
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Grade Seven English Language Arts Unit 1 Reading and Writing

<p><u>Formal</u></p> <ul style="list-style-type: none"> -Rubrics -End of Unit Assessment -Ending of “The Landlady” using Narrative Rubric <p><u>Informal</u></p> <ul style="list-style-type: none"> Quizzes Teacher and Student Rubrics Journals Teacher Observation Discussions Conferencing Writing Samples 	
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Instructional Strategies
<p>-CRISS Strategies</p> <p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p><u>Instructional</u></p> <ul style="list-style-type: none"> -Student Work -Unit 1 Supporting Materials (Point of View Slideshow, Characterization Slideshow, Story Chart) - Selections from Scott Foresman <i>Literature</i> Anthology <p><u>Short Stories</u></p> <ul style="list-style-type: none"> • “The Landlady” by Roald Dahl (Model Text) • “Most Dangerous Game” • “Sound of Thunder” • “The Monkey’s Paw” • “The Gun” by Carol Ellis • “This Gift of the Magi” 570 	

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Unit 1 Reading and Writing**

<ul style="list-style-type: none">• “Charles”-<i>Write Source</i> 2000 student books-<i>Crosswalk Coach</i> Lessons-<i>The Readers Handbook</i> student copy <p><u>Teacher</u></p> <ul style="list-style-type: none">-Student Assessment Data-Supporting Materials-CRISS Manual-<i>Constructing Meaning</i> by Nancy Boyles-<i>Teaching Middle School Writing</i> by Laura Robb-<i>Teaching Middle School Reading</i> by Laura Robb-<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb-<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann-<i>Grammar for Middle School</i> by Don and Jenny Killgallon-<i>Write Source</i> teacher’s guide-<i>The Reader’s Handbook</i> Teacher’s Guide-<i>Crosswalk Coach</i> and <i>Common Core Coach</i> Lessons	
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Interdisciplinary Connections

Grade Seven English Language Arts Unit 2 Reading and Writing

Subject(s)	English Language Arts
Unit of Study	Analyzing Craft and Structure
Pacing	35 days

Unit Summary

Students will analyze fictional texts through an in-depth study of author's use of word choice and word meaning and its intent including figurative language and connotative meaning. Students will interpret author's point of view through pronoun usage and shifts. Throughout the unit, the teacher will provide whole group instruction using mentor texts and student writing to help students further develop their ability to analyze the connections between authors' writing and their lives. Students will also have opportunities to engage in collaborative discussions in order to gain a deeper understanding of what makes a story worth reading. Finally, as a culminating writing task, students will create their own Poetic Memoirs.

Priority and Supporting CCSS

Note: The following standards are overarching standards and are found in all grade seven units of study: RL.10, RI.10, W.4, W.10, SL.6, L.6.

CCR.7.RL.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.

CCR.7.RI.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).

CCR.7.W.3b USE narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCR.7.W.3d USE precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCR.7.L.2a USE a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old, green shirt*).

CCR.7.L.5a INTERPRET figures of speech (e.g., literary, biblical, and mythological allusions) in context.

CCR.7.RL.5 ANALYZE how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCR.7.RI.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.

CCR.7.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.7.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.7.L.2b SPELL correctly.

CCR.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.L.4 DETERMINE or **CLARIFY** the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and

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content, choosing flexibly from a range of strategies.

CCR.L.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.

CCR.L.5 DEMONSTRATE understanding of figurative language, word relationships, and nuances in word meanings.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.4 <ul style="list-style-type: none"> Genre specific terms (line, verse, stanza, refrain, scene, act, chapter, section) Figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) Connotative meanings Literary Devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) Mood Tone 	RL.4 DIFFERENTIATE (between literal and non-literal meaning) INTERPRET (figurative language) EXPLAIN (how figurative language and literary devices enhance and extend meaning) ANALYZE (how specific language choices impact meaning and tone) DETERMINE (meaning of words and phrases as they are used in text) ANALYZE (the impact of rhymes and other repetition of sounds on a specific verse or stanza of a poem or section of a story or drama)	4 3 2 4 2 4
RI.3 <ul style="list-style-type: none"> How to analyze (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) Key ideas, concepts, procedures Details that explain key ideas, events, procedures 	RI.3 USE (details to analyze interactions between and among individuals events or procedures) ANALYZE (the interactions between individuals, events, and ideas in a text)	3 4
W.3b <ul style="list-style-type: none"> Awareness of audience Topic Effective narrative techniques <ul style="list-style-type: none"> dialogue elaboration description Well-structured event sequence Characters 	W.3b USE (narrative techniques) DEVELOP (experiences, events, and/or characters)	3 6

**Grade Seven English Language Arts
Unit 2 Reading and Writing**

W.3d <ul style="list-style-type: none"> Precise words and phrases Relevant descriptive details Figurative language Plot Development <ul style="list-style-type: none"> Action Experiences Events 	W.3d USE (precise words and phrases) USE (relevant descriptive details) USE (sensory language to capture action) CAPTURE (experiences) CONVEY (experiences and events)	3 3 3,6 3 3
L.2a <ul style="list-style-type: none"> Coordinate adjectives 	L.2a USE (comma to separate coordinate adjectives)	3
L.5a <ul style="list-style-type: none"> Figures of speech (e.g., literary, biblical, mythological allusions) 	L.5a INTERPRET (figures of speech in context)	2

Essential Questions	Corresponding Big Ideas
1. What strategies can I use to help me determine meanings of words to help me understand what I am reading? 2. What connections can I make to help me better understand a text? 3. How does life impact my writing?	1. Authors make purposeful choices to achieve attended effect within texts. 2. Author's backgrounds can influence topics and ideas. 3. Effective writers use their own life experiences to drive their writing.

Standardized Assessment Correlations (State, College and Career)
<u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Grade Seven English Language Arts Unit 2 Reading and Writing

Learning Activities	
<p>Focus of Unit (Literary Text)</p> <ul style="list-style-type: none"> Determining word meanings: figurative and connotative language Analyzing text structure Writing well-structured narratives, poem or drama using techniques to develop events and characters while using descriptive details and sensory language Interpreting figures of speech <p>Activities</p> <p>Notes:</p> <ol style="list-style-type: none"> Grammar mini-lessons can be incorporated throughout the unit with a focus on using commas to separate coordinate adjectives, <i>CROSSWALK Coach</i>, Lesson 23, pages 208-213, and interpreting figures of speech. The following lessons can be imbedded throughout the unit: <ul style="list-style-type: none"> CROSSWALK Coach Lesson 3, pages 38-43 (RL.4 Poetry) and Lesson 14, pages 126-131 (RI.5) Common Core Coach, Lesson 4, pages 69-92 (W3), Lesson 6, pages 113-126 and Lesson 7, pages 127-138 (RL.1, RL.4, RL.5) Mini-lessons for narrative writing techniques will be reviewed from Unit 1 and continued throughout the unit. Students will be pre-assessed on academic vocabulary terms. <ul style="list-style-type: none"> Review basic poetry concepts and definitions (e.g., line, verse, stanza, refrain, scene, act, alliteration, repetition, rhythm, rhyme, dialogue, tone, mood) modeling examples using variety of literary texts and provide opportunities for close readings of poetry, highlighting examples of poetic concepts. Share examples with class. Lead a discussion on how to interpret figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) and how to differentiate between literal and non-literal language using mentor texts. Provide opportunities for students to find examples from their own reading. Possible discussion and journal responses: <ul style="list-style-type: none"> <i>Which words help the reader understand the meaning of _____?</i> <i>How does figurative language enhance and extend meaning in poetry?</i> <i>How do literary devices enhance and extend meaning in poetry?</i> <i>Why does the author use _____? (insert literary device)</i> <i>How does specific language choices impact meaning and tone?</i> Model and discuss how to analyze the impact of rhymes and repetition of sounds within poems, stories or drama. Possible discussion and journal responses: 	<p>Teacher Notes</p>

Grade Seven English Language Arts Unit 2 Reading and Writing

<ul style="list-style-type: none"> ▪ <i>What is the impact of the repetition of the word _____ in paragraph ____?</i> ▪ <i>How does the use of the word _____ rather than _____ impact the image the author is creating of the main character?</i> <ul style="list-style-type: none"> • Conduct close readings using various forms of poetry and text written by, or about, Edgar Allen Poe. Student will take notes and will participate in teacher-led class discussions with a focus on the following: <ul style="list-style-type: none"> ➤ the influences of events, people and memories throughout the author's life ➤ literary and poetic devices and how they affect mood and tone ➤ the advantages and disadvantages of Point of View ➤ how Poe created suspense • Using the interactive website <i>Knowing Poe</i>, students will be exposed to various patterns of organization (e.g. sequence/chronological order of Poe's life, problem/solutions, description, conflict/resolutions, comparisons) and text features (title, author, cover, pictures, captions, maps, headings, charts and graphs, glossaries). • Using anchor texts that demonstrate the organizational structure of a memoir, lead class discussions that further emphasis on the ideas shared by the works of Poe and other various poets (i.e., Angelou, Langston Hughes). Discussions should how an author's life influences his/her writing. • Students will independently create their own Poetic Memoirs to develop a personal experience in their own lives. The poetic memoirs will include specific writing techniques such as basic poetry concepts, figurative language and sensory and descriptive details. <p><u>Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.</u></p>	
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Grade Seven English Language Arts Unit 2 Reading and Writing

Vocabulary

Act- a major division of a play

Action- real or fictional events that compromise the subject of a novel, story, poem or play

Affix- a group of letters added to the beginning or end of a word that changes the meaning of the word

Alliteration- the repetition of consonant sounds at the beginning of words

Allusion- an indirect reference to a well-known person, place, event, literary work or work of art

Author's purpose- the reason(s) author has for writing a selection; to inform, to entertain, or persuade

Clause- a group of words having its own subject and predicate but forming only part of a complete sentence

Connotation- the meaning of a word based on an association that is implied by the word's ideas or qualities

Denotation- the objective meaning of a word independent of other associations the word calls to mind

Description- a type of writing with the purpose of providing information in such a way that a person, place or thing can be seen in the reader's mind

Dialogue- a direct conversation between characters

Drama- a written work that tells a story through action or speech and is meant to be acted out

Dramatic structure- the way in which a play is organized, including acts, scenes and stage directions

Evidence- information that shows, proves, or gives reasons for making a judgment

Figurative language- words that create images using language that has a deeper meaning than what the actual words express

Figure of speech- an expression in which words are used in unusual or non-literal ways to create vivid or dramatic effects

Idiom- words or phrases that cannot be taken literally

Metaphor- a comparison of two unlike things, without using the word *like* or *as*

Meter- the pattern of stressed and unstressed syllables in a line of poetry

Monologue- a speech given by an actor that is directed to the audience, not to other actors

Mood- the atmosphere of a literary work intended to evoke a certain emotion or feeling from the audience or reader

Narrative- a story of description of events that may or may not be true

Personification- giving human qualities to an animal, object or abstract idea

Poetry- a genre of writing that is separated into lines and stanzas in which an author uses sound devices, such as rhyme and rhythm, to create meaning and evoke emotion in the reader

Refrain- a repeated line or number of lines in a poem, usually at the end of each verse

Repetition- When the same word, line or phrase is repeated several times

Rhyme- the repetition of sounds at the end of lines

Rhythm- the repeated pattern of sounds used in poetry

Sensory language- words in a description that uses the five senses

Sequence- the order in which events or ideas are arranged

Simile- a direct comparison of two unlike things using the word *like* or *as*

Soliloquy- a speech in a play delivered by one character while he or she is alone on stage

Grade Seven English Language Arts Unit 2 Reading and Writing

Sonnet- a fourteen-line poem with a precise rhyme scheme and meter

Stanza- a group of lines within a poem

Structure of text- the organization or arrangement of ideas in written work

Technical Meaning- written or spoken material (with little or no figurative language) that relates to a specialized subject or field

Tone- the feeling conveyed by a written or spoken work; the attitude the author takes toward the subject of a literary work

Assessment	Performance Task
<u>Formal</u> -Memoir using Memoir Rubric <u>Informal</u> -Quizzes -Teacher Observation -Discussions -Conferencing -Peer Presentation -Writing Samples -Literary Quizzes	NA

Instructional Strategies
-CRISS Strategies See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<u>Instructional</u> -Student Work -Unit 2 Supporting Materials (Poetic Devices , Plays and Poe) -Anchor Texts: (includes differentiated/modified texts) <ul style="list-style-type: none"> • “The Fall of the House of Usher” (Play) • “The Raven” • “The Cask of Amontillado” 	<ul style="list-style-type: none"> • <i>Knowing Poe at knowingpoe.thinkport.org/default_flash.asp</i> • RhymeFree IPAD app

Grade Seven English Language Arts Unit 2 Reading and Writing

<ul style="list-style-type: none"> • <i>“The Tell Tale Heart”</i> • <i>An Edgar Allan Poe Reader</i> • <i>The Best of Poe Graphic Novel & Audio CD</i> <p>-Write Source 2000 student books -The Reader’s Handbook student copy -Crosswalk Coach and Common Core Coach</p> <p><u>Teacher</u></p> <p>-Student Assessment Data -Supporting Materials -CRISS Manual -Teaching Middle School Writing by Laura Robb -Teaching Middle School Reading by Laura Robb -Teaching Reading: A Differentiated Approach by Laura Robb -The Dynamics of Writing Instruction series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann -Grammar for Middle School by Don and Jenny Killgallon -Write Source teacher’s guide -The Reader’s Handbook teacher’s guide -Crosswalk Coach and Common Core Coach</p>	
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Interdisciplinary Connections

Grade Seven English Language Arts Unit 3 Reading and Writing

Subject(s)	English Language Arts
Unit of Study	What's the Big Idea?
Pacing	30 days

Unit Summary

Students will compose summaries that demonstrates their understanding of text structure, organization, central idea and specific word choice. Throughout the unit, the teacher will provide whole group instruction using mentor texts and student generated writing to help students further develop their ability to analyze author's perspective and write objective summaries.

Priority and Supporting CCSS

Note: The following standards are overarching standards and are found in all grade seven units of study: RL.10, RI.10, W.4, W.10, SL.6, L.6.

CCR.7.RL.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.

CCR.7.RI.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.

CCR.7.RI.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.

CCR.7.W.2b DEVELOP the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCR.7.SL.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.

CCR.7.L.3a CHOOSE language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CCR.7.L.4b USE common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

CCR.7.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.7.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.7.L.2b SPELL correctly.

CCR.7.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.7.L.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.

CCR.7.L.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.

**Grade Seven English Language Arts
Unit 3 Reading and Writing**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.2 <ul style="list-style-type: none"> • How to summarize • How to analyze • Central/main idea • Theme • Supporting details • Characteristics of an effective summary • Objective Summary 	RL.2 DETERMINE (a theme or central idea of a text) ANALYZE (its development over the course of the text) SUMMARIZE (a text) PROVIDE (an objective summary of the text)	2 4 2 6
RI.2 <ul style="list-style-type: none"> • How to explain • Central idea • Key details • Types of text structure (e.g., chronological order, definition, simple process, description, comparison) • Different purposes for graphic organizers • Characteristics of an effective summary for informational texts • How to summarize • How to analyze 	RI.2 DETERMINE (two or more central ideas in a text) ANALYZE (their development over the course of the text) PROVIDE (an objective summary of the text)	2 4 6
RI.5 <ul style="list-style-type: none"> • Various text structures (e.g., sentences, paragraph, chapter, section) • Various patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect, conflict/resolution) • Various text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, glossaries, 	RI.5 MAKE (predictions about text based on text features and text structures) EXPLAIN (how text structure and/or features enhances text's purpose or central idea) 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)	5 2 4

**Grade Seven English Language Arts
Unit 3 Reading and Writing**

<p>indices)</p> <ul style="list-style-type: none"> • Difference between text structure and text feature • Relationships between parts of text and whole text 		
<p>W.2b</p> <ul style="list-style-type: none"> • Topic • Relevant information (e.g., definitions, details, quotations, examples) 	<p>W.2b DEVELOP (the topic with relevant facts, definitions, concrete details, quotations, or other information and examples)</p>	3
<p>SL.2</p> <ul style="list-style-type: none"> • Main ideas presented • Supporting details presented • Diverse media and formats (e.g., visually, quantitatively, orally) • How to clarify • 	<p>SL.2 ANALYZE(the main ideas and supporting details presented in diverse media and formats) EXPLAIN (how the ideas clarify a topic, text, or issue under study)</p>	4 2
<p>L.3a</p> <ul style="list-style-type: none"> • Precise Language • When language is wordy and redundant 	<p>L.3a CHOOSE (language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy)</p>	1,4
<p>L.4b</p> <ul style="list-style-type: none"> • Greek or Latin affixes • Greek or Latin roots 	<p>L.4b USE (Greek or Latin affixes and roots as clues to the meaning of a word)</p>	3

Essential Questions	Corresponding Big Ideas
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Grade Seven English Language Arts Unit 3 Reading and Writing

<ol style="list-style-type: none"> 1. How do I compose an objective summary stating the key points of the text? 2. What is my purpose for writing and how do I best develop it? 3. How does collaborating help and enhance my understanding of a text? 	<ol style="list-style-type: none"> 1. Effective readers use a variety of strategies to make sense of key ideas and details presented in text. 2. Writing should be purposefully focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader. 3. Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.
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Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

<p><u>Focus of Unit</u></p> <ul style="list-style-type: none"> • Determining themes • Creating objective summaries from fiction and nonfiction texts and developing topics with relevant information • Analyzing main ideas presented by others in various formats <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Grammar mini-lessons can be incorporated throughout the unit with a focus of using choosing precise and clear language to avoid redundancy using Lesson 24 from <i>CROSSWALK Coach</i>, pages 214-219 and additional grammar resources. 2. The following lessons can be imbedded in the unit: <ul style="list-style-type: none"> ➤ <i>CROSSWALK Coach</i>, Lesson 6, pages 56-60 (RL.2) ➤ <i>Common Core Coach</i>, Lesson 5, pages 106-112 (RI.1, RI.2) • At the beginning of Unit 3, students will read <i>Refugee</i> by Alan Gratz. The historical fiction novel will serve as a model text to explicitly teach students about various children refugee. Students will be expected to compare and contrast these similarities and differences to help summarize the experiences. Students will be reading the novel throughout the unit individually and in group reading practices during class, with various levels of support. • Throughout the unit and while reading <i>Refugee</i>, model various articles that demonstrate a variety of text 	<p>Teacher Notes</p>
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Grade Seven English Language Arts

Unit 3 Reading and Writing

structures (e.g. chronological order, definition, simple process, description, comparison). Students will then read a variety of differentiated articles to practice their understanding of various text structures. Articles can provide background knowledge to the novel.

- Model characteristics of an effective summary of both informational and fictional texts.
- Students will use graphic organizers to identify central idea(s) and key details which will enable them to create an objective summary of the text. Lead class discussions and provide opportunities for students to discuss thinking:
 - *What is the main idea of this reading? Support using details from the text.*
 - *Provide an objective summary of the text.*
 - *If you could rename this chapter / section, what would you rename it and why?*
 - *Which sentence best summarizes _____?*
 - *What is the main idea of _____? Or Which two details from the text support the main idea?*
 - *Explain how _____ happens. Give two examples.*
 - *What is the most likely reason the author used _____ structure in _____?*
 - *What would make the best new title for _____? Why?*

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Grade Seven English Language Arts

Unit 3 Reading and Writing

Vocabulary

Affix- a group of letters added to the beginning or end of a word that changes the meaning of a word

Central idea- the main or basic idea; a common thread or repeated idea that is incorporated throughout a written work

Conclusion- the end of a piece of writing that sums up the text's main points and sometimes leaves the reader with something to think about

Definitions- a type of writing with the purpose of explaining the meaning of a concrete or abstract word

Diverse media- a variety of forms used to communicate information

Facts- information that can be proven true

Format- the organization or arrangement of written work

Historical fiction- a genre of writing that includes historical facts and characters in a fictional story

Historical texts- a genre of writing that uses factual information to inform about events or people from history; can be written long ago or in the present

Main idea- what a text is mostly about

Objective summary- a succinct, accurate description in the writer's own words using the content of a source's text

Opinion- a belief based on thoughts or feelings, rather than on facts

Quotation- materials that is repeated exactly

Structure of text- the organization or arrangement of ideas in written work (e.g., description, time order, comparison/contrast, cause and effect, directions)

Summary- a brief statement of the main ideas and supporting details presented in a piece of writing

Text Structure- the way an author organizes and presents information and ideas in a text

**Grade Seven English Language Arts
Unit 3 Reading and Writing**

Assessment	Performance Task
<u>Formal</u> End of Unit Assessment <u>Informal</u> Quizzes Journals Teacher Observation Discussions Conferencing Writing Samples	NA

Resources	Technology Resources
<u>Instructional</u> -Student Work -Supporting Materials Anchor Texts: <ul style="list-style-type: none"> • <i>Refugee</i> by Alan Gratz • Leveled articles related to Refugees - <i>The Reader's Handbook</i> student copy - <i>Write Source</i> 2000 student books - <i>Crosswalk Coach</i> and <i>Common Core Coach</i> Lessons <u>Teacher</u> -Student Assessment Data -Supporting Materials -CRISS Manual - <i>Teaching Middle School Writing</i> by Laura Robb - <i>Teaching Middle School Reading</i> by Laura Robb	http://pbskids.org/zoom/activities/playhouse http://www.coreygreen.com/storytips.html http://www.actden.com/pp www.newsela.com

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Unit 3 Reading and Writing**

<ul style="list-style-type: none">- <i>Teaching Reading: A Differentiated Approach</i> by Laura Robb- <i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann- <i>Grammar for Middle School</i> by Don and Jenny Killgallon- <i>Write Source</i> teacher's guide- <i>The Reader's Handbook</i> teacher's guide- <i>Crosswalk Coach</i> and <i>Common Core Coach</i>	
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Interdisciplinary Connections

Grade Seven English Language Arts Unit 4 Reading and Writing

Subject(s)	English Language Arts
Unit of Study	Finding the Evidence
Pacing	30 days

Unit Summary

Students will compose an argumentative essay that demonstrates their understanding of text structure, organization, central idea and specific word choice. Throughout the unit, the teacher will provide whole group instruction using mentor texts and student generated writing to help students further develop their ability to analyze author's perspective and gather meaningful evidence. Students will edit and revise their initial piece using SBAC rubric to guide them through the writing process.

PRIORITY and Supporting CCSS

Note: The following standards are overarching standards and are found in all grade seven units of study: RL.10, RI.10, W.4, W.10, SL.6, L.6.

CCR.7.RI.1 CITE several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCR.7.RI.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.

CCR.7.RI.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.

CCR.7.RI.9 ANALYZE how two or more author's writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCR.7.W.1.a INTRODUCE claim(s), ACKNOWLEDGE alternate or opposing claims, and ORGANIZE the reasons and evidence logically.

CCR.7.W.1.b SUPPORT claim(s) with logical reasoning and relevant evidence, USING accurate, credible sources and DEMONSTRATING an understanding of the topic or text.

CCR.7.L.5.c DISTINGUISH among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

CCR.7.RL.1 CITE several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCR.7.RI.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.

CCR.7.W.1 WRITE arguments to support claims with clear reasons and relevant evidence.

CCR.7.W.1.c USE words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

Grade Seven English Language Arts Unit 4 Reading and Writing

CCR.7.W.1.d ESTABLISH and MAINTAIN a formal style.
 CCR.7.W.1.e PROVIDE a concluding statement or section that follows from and supports the argument presented.
 CCR.7.SL.3c DELINEATE a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
 CCR.7.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.
 CCR.7.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 CCR.7.L.2.b SPELL correctly.
 CCR.7.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.
 CCR.7.L.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.
 CCR.7.L.4.a 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.1 <ul style="list-style-type: none"> Explicitly stated information Inferences about content Textual Evidence Analytical judgments 	RI.1 DRAW (conclusions) ANALYZE (text) CITE (several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text)	4 4 3,5
RI.4 <ul style="list-style-type: none"> Word choice Context clues Literal/denotative meaning Connotative meanings Technical meanings Tone 	RI.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)	3 4
RI.6 <ul style="list-style-type: none"> Author's purpose Point of View in Informational Text Author's perspective 	RI.6 IDENTIFY (alternate positions) DETERMINE (an author's point of view or purpose in a text) ANALYZE (how the author distinguishes his or her position from that of others)	1 4 4

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Unit 4 Reading and Writing**

<p>RI.9</p> <ul style="list-style-type: none"> • Compare and contrast • Author's viewpoint/focus/attitude/bias • How to analyze <p>W.1a and 1b</p> <ul style="list-style-type: none"> • Style (e.g., formal and informal) • Awareness of audience • Reasons (e.g., claims, support) • Evidence (e.g., examples, personal and expert opinions, facts) • Effective introduction (e.g., one that takes a clear position, clarifies the issue, offers solutions, provides background knowledge) • Strategies for dealing with opposing viewpoint (e.g., rebuttal, acknowledgement) • Effective argumentative techniques <p>L.5c</p> <ul style="list-style-type: none"> • Word associations • definitions 	<p>RI.9 IDENTIFY (the author's position) COMPARE/CONTRAST (one author's presentation of events with that of another) ANALYZE (how two or more author's writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts)</p> <p>W.1a INTRODUCE (claim) ACKNOWLEDGE (alternate or opposing claims) ORGANIZE (the reasons and evidence logically) W.1b SUPPORT (claim(s) with logical reasoning and relevant evidence) USE (accurate, credible sources) DEMONSTRATE (an understanding of the topic or text)</p> <p>L.5c DISTINGUISH (among the connotations of words with similar denotations, e.g., <i>refined, respectful, polite, diplomatic, condescending</i>)</p>	<p>1 2 4 3 2 4 3,5 3 2 2</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What strategies do I use to analyze different points of views and perspectives? 2. How can comparing and contrasting how authors communicate the same topic help me to become a better reader? 3. How do I build a logical and reasoned case to support my position? 	<ol style="list-style-type: none"> 1. Good readers analyze text in order to identify the difference between the author's viewpoint, attitude and position from that of others. 2. To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning and claims in diverse formats. 3. Writing should be focused, detailed, organized and sequenced

Grade Seven English Language Arts Unit 4 Reading and Writing

	in a way that clearly communicates ideas to the reader.
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Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

Focus of Unit (Informational Text)

- Drawing conclusions and citing textual evidence and analyzing others' positions
- Determining author's point of view
- Analyzing how two or more author's writing about the same topic shape their presentations of key information
- Introducing claims with logical evidence
- Distinguishing connotative and denotative meanings

Activities

Notes

1. Grammar mini-lessons can be incorporated throughout the unit with a focus on connotations and similar denotations using from CROSSWALK Coach, Lesson 27, pages 232-237.
 2. The following lessons can be imbedded throughout the unit:
 - CROSSWALK Coach, Lesson 10, pages 98-103 (RI.6) and Lesson 12, pages 154-159 (W.1)
 - Common Core Coach, Lesson 3, pages 47-68 (RI.1, RI.6, RI.9) and Lesson 11, pages 207-222 (W.1)
 3. Teacher will gather a variety of articles to be assigned to students based on the following: readability, interest, reading level, and the ability to relate to.
- Student will 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, analyzing how two or more author's writing about the same topic shape their presentations of key information.
 - As an introduction to Unit 4, students will review the components of an effective argument using model text and class discussion and/or debate. The teacher will then model two alternating position articles on the same

Teacher Notes

Grade Seven English Language Arts

Unit 4 Reading and Writing

topic (e.g. cloning, school uniforms, teen privacy rights, gender specific classes, animal testing). Using these articles, identify alternate positions and determine the author's point of view/purpose.

- Model how to analyze how the author distinguishes his or her position from that of the other authors, paying close attention to connotation, denotation, tone and technical meaning, recording information in a graphic organizer (e.g. Venn diagram, compare & contrast chart). Lead class discussions (or possible journal entries):
 - *What is the author's purpose of the text? How does the author distinguish his/her position from that of the others? What evidence supports your thinking?*
 - *What is the author's purpose in this text? How is that different from that of _____, who also wrote on this topic?*
 - *Is the author successful in achieving his main purpose for writing? How do you know?*
 - *Read the sentence(s). [Provide directly excerpted sentence(s) from the text, with the targeted word/"targeted phrase" underlined] What does the [word/phrase] [targeted word/"targeted phrase"] mostly suggest? Select [two/three] options.*
 - *Read the sentence(s). [Provide directly excerpted sentence(s) from the text, with the targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] suggest about [provide idea/event/topic etc.] in the text? Select [two/three] options.*
 - *Read the sentence(s). [Provide directly excerpted sentence(s) from the text, with the targeted word/"targeted phrase" underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] most likely suggest about [provide idea/event/etc.] in the text? Select [two/three] options.*
- Continue to model close readings of articles to 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. Lead a class discussion (or possible journal entries):
 - *After reading two or more articles on _____, what is different about what each other chose to include? How is each author's article a reflection of his/her beliefs on this topic? What evidence supports your thinking?*
 - *After reading two or more articles on the same topic, how did each author advance different interpretations of facts to promote his/her position?*
- As a pre-assessment, students will independently read two alternating position articles on the same topic and identify these positions, drawing conclusions by citing several pieces of textual evidence to support their analysis of what the text says explicitly as well as what was inferred from the text. Students will draft an argumentative essay that will be continually revised throughout the unit.
- Students will complete a graphic organizer (e.g. Venn-Diagram, compare & contrast chart) comparing and contrasting one author's presentation of events with that of another. Students will develop a sense of awareness of an author's purpose by analyzing the key information emphasized in the article.
- Introduce students to the components of the argumentative writing rubric using student sample essays.

Grade Seven English Language Arts Unit 4 Reading and Writing

Students will practice scoring and discussing sample essays using the rubric as an evaluation to help prepare for the Independent Writing Activity. The students' score will reflect their ability to write:

- ❖ An effective introduction that introduces the claim
- ❖ An acknowledgement of an alternate or opposing claim/s
- ❖ An organized argument which is supported using reasons and relevant evidence
- ❖ An understanding of the topic or text

Note: Accurate and credible resources will be provided with the support of the classroom teacher

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Analyze- to separate into parts in order to determine what something is or how it works

Argument- a statement of the major points of a written or spoken piece

Author's purpose- the reason(s) an author has for writing a selection

Claim- a statement or assertion presented as fact

Connotation- the meaning of a word based on an association that is implied by the word's ideas or qualities

Credible source- a source that is worthy of confidence or belief

Denotation- the objective meaning of a word independent of other associations the word calls to mind

Explicit- fully and clearly expressed or defined

Inference- a conclusion drawn from prior knowledge and evidence or clues

Point of view- the perspective from which a story is told

Purpose- the intended or desired result of a piece of written or spoken material

Technical meaning- written or spoken material (with little or no figurative language) that relates to a specialized subject or field

Textual evidence- words from the text that show, prove or give reasons for making a judgment

Tone- the feeling conveyed by a written or spoken work; the attitude the author takes toward a literary work

**Grade Seven English Language Arts
Unit 4 Reading and Writing**

Assessment	Performance Task
<p><u>Formal</u> -Argumentative Essay Rubric -End of Unit Assessment</p> <p><u>Informal</u> -Teacher Observation -Discussions -Conferencing -Peer revision -Writing Samples -Grammar quizzes</p>	<p>TBD</p>

Instructional Strategies
<p>-CRISS Strategies</p> <p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

**Grade Seven English Language Arts
Unit 4 Reading and Writing**

Resources	Technology Resources
<p><u>Instructional</u></p> <ul style="list-style-type: none"> -Student Work -Unit 4 Supporting Materials (Elaboration, Introduction, Counterargument, Conclusion) -Articles from Proquest on Current Topics -<i>Write Source</i> 2000 student books -<i>The Reader's Handbook</i> student copy -<i>Crosswalk Coach</i> and <i>Common Core Coach</i> Lessons <p><u>Teacher</u></p> <ul style="list-style-type: none"> -Student Assessment Data -Supporting Materials -CRISS Manual -Teaching Middle School Writing by Laura Robb -Teaching Middle School Reading by Laura Robb -<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb -<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann -Grammar for Middle School by Don and Jenny Killgallon -<i>Write Source</i> teacher's guide -<i>The Reader's Handbook</i> teacher's guide -<i>Crosswalk Coach</i> and <i>Common Core Coach</i> 	<p>http://Proquestk12.com</p> <p>www.scholastic.com</p> <p>www.newsela.org</p>

Interdisciplinary Connections

**Grade Seven English Language Arts
Unit 5 Reading and Writing**

Subject(s)	English Language Arts
Unit of Study	Unit #5 – Investigations
Pacing	30 days

Unit Summary

Students will gather and collect evidence from credible sources to compose a thesis paper based off student chosen topic.

Priority and Supporting CCSS

Note: The following standards are overarching standards and are found in all grade seven units of study: RL.10, RI.10, W.4, W.10, SL.6, L.6.

CCR.7.RI.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.

CCR.7.W.2d USE precise language and domain-specific vocabulary to inform about or explain the topic.

CCR.7.W.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.

CCR.7.W.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”).

CCR.7.W.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.

CCR.7.SL.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.

CCR.7.RI.1 CITE several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCR.7.RI.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.

CCR.7.W.7 CONDUCT short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCR.7.W.9 DRAW evidence from literary or informational texts to support analysis, reflection, and research.

CCR.7.SL.5 INCLUDE multimedia components and visual displays in presentations to CLARIFY claims and findings and

Grade Seven English Language Arts

Unit 5 Reading and Writing

EMPHASIZE salient points.

CCR.7.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.7.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.7.L.2b SPELL correctly.

CCR.7.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.7.L.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.

CCR.7.L.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.

CCR.7.L.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.

CCR.7.L.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).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.9 <ul style="list-style-type: none"> Topics Compare Contrast Key information Evidence Interpretations of facts 	RI.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)	4
W.2d <ul style="list-style-type: none"> Domain specific vocabulary 	W.2d USE (precise language and domain-specific vocabulary to inform about or explain the topic)	4
W.8 <ul style="list-style-type: none"> Relevant information Print and digital sources How to assess credibility of sources How to paraphrase 	W.8 GATHER (relevant information from multiple print and digital sources, using search terms effectively) ASSESS (the credibility and accuracy of each	3 5

**Grade Seven English Language Arts
Unit 5 Reading and Writing**

<ul style="list-style-type: none"> Standard formation for citation 	<p>source)</p> <p>QUOTE/PARAPHRASE (the data and conclusions of others while avoiding plagiarism and following a standard format for citation)</p>	3
<p>W.9b</p> <ul style="list-style-type: none"> Literary non-fiction 	<p>W.9b</p> <p>APPLY (grade 7 Reading standards to literary nonfiction)</p>	5
<p>W.6</p> <ul style="list-style-type: none"> Technology skills How to cite sources 	<p>W.6</p> <p>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)</p>	3

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> How can I use diverse media to learn about a topic? What is good research? What strategies do I use to make my writing better? 	<ol style="list-style-type: none"> To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning and claims in diverse formats. Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from several sources. Effective writers use a variety of strategies including precise academic language, formal writing style, and appropriate organization.

Standardized Assessment Correlations

Grade Seven English Language Arts Unit 5 Reading and Writing

(State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

Focus of Unit

- Analyzing how two or more authors writing about the same topic shape their presentations of key information
- Gathering relevant information from a variety of sources
- Formally presenting findings and claims

Activities

Notes:

1. Grammar mini-lessons can be incorporated throughout the unit based on student needs.
2. The following lessons can be imbedded throughout the unit:
 - *CROSSWALK Coach*, Lesson 12, pages 112-119 (RI.9)
 - *Common Core Coach*, Lesson 20, pages 178-183 (Writing)
- The students will 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.
 - Prior to Thesis Paper packet and unit assignment, teacher will conduct a variety of supporting lessons to help prepare students. Students will independently view a Power Point and take notes on Thesis vocabulary. Lessons will include:
 - Characteristics of a thesis statement and paper
 - How to avoid plagiarism
 - Paraphrasing and summarization of information
 - Note taking skills and strategies
 - How to cite sources and formatting of works cited page
 - How to determine whether a source is credible or not
 - MLA Formatting
 - Reinforcement of lessons listed above through review and assessment of example thesis papers
 - Students will select a thesis topic with guidance and support from teacher. Students will preview Thesis Paper rubric to learn about the expectations for writing a thesis paper as well as a timeline for the unit.
 - Students will gather and evaluate relevant information pertaining to their topic from multiple print and digital sources using search terms effectively, assessing the credibility and accuracy of each source. Provide

Teacher Notes

Grade Seven English Language Arts Unit 5 Reading and Writing

- opportunities for students to take notes, consisting of notes and/or paraphrases from reliable sources while avoiding plagiarism.
- Students will then organize the information from their notes in order to produce a published writing piece (i.e. Thesis Paper). Students will use graphic organizers to help with the organization of writing and information from research and will create a works cited page to document reliable sources used to support argument.
 - Students will produce a formal rough draft of their thesis paper in order to take through the editing and revising process. They will then formally present their rough drafts during the peer revision process. This process will involve students collaborating with their peers to apply conventions of standard English grammar and usage when writing (i.e. capitalization, punctuation, and spelling). Students will make necessary corrections and additions to their paper. Students will self-assess the final product using the thesis paper rubric already reviewed.

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Analyze- to separate into parts in order to determine what something is or how it works
Argument- a statement of the major point of a written piece
Citation- the acknowledgement of ideas found in outside sources
Claim- a statement or assertion presented as facts
Compare- to examine the similarities between two or more things
Contrast- to examine the differences between two or more things
Credible source- a source that is worthy of confidence or belief
Evidence- information that shows, proves, or gives reasons for making a judgment
Fact- information that can be proven true
Opinion- a belief based on thoughts or feelings rather than on facts
Paraphrase- restating an author's ideas in different words
Plagiarism- the use of ideas or writings of another author, representing them as one's own original work
Research- careful investigation of a subject or topic
Textual evidence- words from the text that show, prove or give reasons for making a judgment

**Grade Seven English Language Arts
Unit 5 Reading and Writing**

Instructional Strategies
-CRISS Strategies See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Assessment	Performance Task
<u>Formal</u> -Thesis Rubric <u>Informal</u> -Quizzes -Teacher and Student Rubrics -Teacher Observation -Conferencing -Peer Conferencing/Editing -Writing Samples	

Resources	Technology Resources
<u>Instructional</u> -Student Work -Unit 5 Supporting Materials - <i>Write Source</i> 2000 student books - <i>The Reader's Handbook</i> student copy - <i>Crosswalk Coach</i> and <i>Common Core</i> Lessons <u>Teacher</u> -Student Assessment Data -Supporting Materials -CRISS Manual - <i>Teaching Middle School Writing</i> by Laura Robb - <i>Teaching Middle School Reading</i> by Laura Robb - <i>Teaching Reading: A Differentiated Approach</i> by Laura Robb - <i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky,	www.Proquestk12.com http://library.acadiau.ca/tutorials/plagiarism www.Easybib.com www.ICONN.org www.ledyard.net

**Grade Seven English Language Arts
Unit 5 Reading and Writing**

Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann - <i>Grammar for Middle School</i> by Don and Jenny Killgallon - <i>Write Source</i> teacher's guide - <i>The Reader's Handbook</i> teacher's guide - <i>Crosswalk Coach</i> and Common Core Coach	
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Interdisciplinary Connections

Grade Seven English Language Arts Unit 6 Reading and Writing

Subject(s)	English Language Arts
Unit of Study	Understanding the World Through Text
Pacing	20 days

Unit Summary

Throughout the unit, students will learn new information of a topic (i.e., *Titanic*) and how it can modify or enhance their understanding. Students will then compare and contrast the same idea or theme with a different genre and how the author's perspective is demonstrated differently between medium. Students recognize why a particular theme might be better conveyed in a narrative versus a drama versus a short story. Students should read and gather new information from the text and write about what they read, refocusing their inquiry from multiple texts to create new understandings and knowledge.

Priority and Supporting CCSS

Note: The following standards are overarching standards and are found in all grade seven units of study: RL.10, RI.10, W.4, W.10, SL.6, L.6.

CCR.7.RL.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.

CCR.7.RI.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).

CCR.7.W.9 DRAW evidence from literary or informational texts to support analysis, reflection, and research.

CCR.7.SL.1d ACKNOWLEDGE new information expressed by others and, when warranted, MODIFY their own views.

CCR.7.RL.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).

CCR.7.W.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").

CCR.7.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.7.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.7.L.2b SPELL correctly.

CCR.7.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.7.L.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.

CCR.7.L.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.

CCR.7.L.4b USE common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

**Grade Seven English Language Arts
Unit 6 Reading and Writing**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.9 <ul style="list-style-type: none"> • Compare • Contrast • Characteristics of genre (e.g., fiction, historical fiction, non-fiction) • Theme • Topic • Author's purpose (e.g., to reveal a dilemma, to draw attention to an issue) • Text to text connections • Textual evidence 	RL.9 COMPARE/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)	4
RI.7 <ul style="list-style-type: none"> • Compare • Contrast • How to analyze • Text and media topic • Media formats • Delivery of information (e.g., speech, digital, documentary, podcast) 	RI.7 COMPARE/CONTRAST (a text to an audio, video, or multimedia version of the text) ANALYZE (each medium's portrayal of the subject)	4 4
W.9 <ul style="list-style-type: none"> • Textual evidence 	W.9 DRAW (evidence from literary or informational texts to support analysis, reflection, and research)	3,5
SL.1d <ul style="list-style-type: none"> • Topic • Main ideas and points 	SL.1d ACKNOWLEDGE (new information expressed by others) MODIFY (their own views)	2,5 5

Grade Seven English Language Arts Unit 6 Reading and Writing

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do creators and presenters of written, visual and audio influence their audiences and why is it important? 2. Making meaning from a variety of sources: What will help? 3. How can new information modify or enhance my understanding? 	<ol style="list-style-type: none"> 1. Authors of historical fiction reveal their perspective and/or engage the reader through their selection of places, people and events from history. 2. Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. 3. One's understanding changes as new information is learned.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Learning Activities
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none"> • Comparing/contrasting 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 using text evidence • Comparing/contrasting text to audio, video, or multimedia version and analyzing each medium's portrayal of the subject using text evidence • Acknowledging new information expressed by others and modifying own views <p><u>Activities</u> <u>Notes:</u></p> <ol style="list-style-type: none"> 1. Grammar mini-lessons can be incorporated throughout the unit based on student needs. 2. The following lessons can be imbedded throughout the unit: <ul style="list-style-type: none"> ➤ CROSSWALK Coach, Lesson 1, pages 24-31 (RL.9) ➤ Common Core Coach, Lesson 1, pages 5-18 (RL.1, L.9) and Lesson 5, pages 93-105 (RL.9) • Students will 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. <ul style="list-style-type: none"> ○ Students will compare and contrast a fictional portrayal of the time, place, and events in or around the sinking of Titanic (April 11, 1912). This will include comparing and contrasting character accounts (e.g., specific class passengers from Titanic). ○ Students will further their understanding of the time period and events by reading "Death on the Unsinkable"
<p><u>Teacher Notes</u></p>

Grade Seven English Language Arts

Unit 6 Reading and Writing

"Titanic" in Jamestown Publisher *Disasters* and respond to the following questions:

- How are "Survival" and "Death on the Unsinkable Titanic" alike and different in their portrayal of the early 1900's?
- After reading fictional and historical accounts of the early 1900's, explain how the author of the fictional account uses or alters history. Use examples from both versions in your explanation.
- Students will be exposed to various primary and secondary sources to collect evidence to help modify or enhance their understanding of the *Titanic* (i.e. morse code, documentary, www.ultimatetitanic.com)
- Students will read the play "Survival" to gain an understanding of the time period and events and will discuss and respond to the following questions:
 - *How do the events of the Titanic sinking influence the author's story? What is the evidence?*
 - *How could the outcome of the trial have influenced the events of the Titanic sinking?*
- Towards the end of the unit, students will use their notes to compare and contrast the treatment of passengers on the Titanic based on class. Students will read, view, and/or listen to a variety of fiction and nonfiction texts/media from multiple sources that depict the events and accounts of passengers during the journey and disaster of the Titanic while taking notes. Students will compare and contrast the historical events of the Titanic and how it is portrayed in fiction. Students will then create a first-person account journal of an assigned passenger that was aboard the Titanic.

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Grade Seven English Language Arts Unit 6 Reading and Writing

Vocabulary
<p>Contrast- to show differences when compared</p> <p>Compare- to examine in order to note the similarities and differences</p> <p>Historical account- a written work containing text based on history</p> <p>Inference- a conclusion drawn from prior knowledge and evidence or clues</p> <p>Medium- a means for sending information</p> <p>Multimedia- the combined use of several media such as sound, video or text</p> <p>Primary source- immediate firsthand accounts of a topic</p> <p>Reasoned judgment- a personal view that is based on logic, facts and reasons</p> <p>Reflection- considered thoughts on a topic or literary work</p> <p>Secondary source- analysis, synthesis, evaluation and interpretation of primary sources</p> <p>Structure of text- the organization or arrangement of ideas in written work</p> <p>Textual evidence- words from the text that show, prove or give reasons for making a judgment</p> <p>Topic- the main thought or subject of a written work</p>

Instructional Strategies
<p style="text-align: center;">-CRISS Strategies</p> <p style="text-align: center;">See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Assessment	Performance Task
<p><u>Formal</u></p> <ul style="list-style-type: none"> -Journal Rubric -End of unit assessment <p><u>Informal</u></p> <ul style="list-style-type: none"> -Quizzes -Rubrics -Journals -Teacher Observation -Conferencing -Peer Conferencing/Editing -Student Self-Reflections 	TBD

Grade Seven English Language Arts Unit 6 Reading and Writing

Resources	Technology Resources
<p><u>Instructional</u></p> <ul style="list-style-type: none"> -Student Work -Unit 6 Supporting Materials -Texts: <ul style="list-style-type: none"> • <i>Literature Anthology</i> “Survival” • <i>Disasters</i> “Death on the Unsinkable Titanic” • <i>Titanic Voices: 63 Survivors Tell Their Extraordinary Stories</i> -Write Source 2000 student books -The Reader’s Handbook student copy -Crosswalk Coach and Common Core Coach Lessons <p><u>Teacher</u></p> <ul style="list-style-type: none"> -Student Assessment Data -Language Arts Curriculum Addendums -CRISS Manual -Teaching Middle School Writing by Laura Robb -Teaching Middle School Reading by Laura Robb -Teaching Reading: A Differentiated Approach by Laura Robb -The Dynamics of Writing Instruction series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann -Grammar for Middle School by Don and Jenny Killgallon -Write Source teacher’s guide -The Reader’s Handbook teacher’s guide -Crosswalk Coach and Common Core Coach 	<p>National Geographic’s Titanic 100 Year Anniversary Volume 1</p> <ul style="list-style-type: none"> • “Secrets of the Titanic” • “Save the Titanic with Bob Ballard” <p>www.ultimatetitanic.com</p> <p>Selected scenes from 1997 <i>Titanic</i> movie</p>

Interdisciplinary Connections