

Lavallette Elementary School	English Language Arts Pacing Guide
<b>Content Area:</b> English Language Arts <b>Course Title:</b> Reading, Writing, Speaking and Listening, Language	<b>Grade Level:</b> Seventh Grade
<b>Unit Plan 1</b> Reading: Fiction Writing: Narrative	September - November
<b>Unit Plan 2</b> Reading: Informational/Nonfiction Writing: Informative/Explanatory	November - January
<b>Unit Plan 3</b> Reading: Informational/Argument Writing: Persuasive/Argument Research Simulated Tasks	January - March
<b>Unit Plan 4</b> Reading: Literature/Informational Writing: Poetry	April
<b>Unit Plan 5</b> Reading: Folktales, Legends, Myths, Drama Writing: Narrative	May - June
Updated: October 2018 by Sharon Carroll Aligned to New Jersey Student Learning Standards	Board Approved: October 16, 2018

**Lavallette Elementary School  
English Language Arts Curriculum  
Unit Overview**

**Content Area:** English Language Arts

**Grade Level:** Seventh Grade

**Domain (Unit Title):** Literature: Fiction, Narrative Reading and Writing Unit 1

**Cluster Summary:** Unit One explores the required skills for the successful comprehension of fictional texts in a variety of forms. The construction of creative narrative writing is performed effectively using the six traits or the writing process. Portfolio development will begin with this unit and continue throughout the year.

**Primary Interdisciplinary Connections:** Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

**21 Century Themes:**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire

	academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
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## Learning Targets

**Reading:** Students will....

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

**Writing:** Students will ....

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- 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

**Speaking and Listening:** Students will...

- 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
- Integrate and evaluate information presented in diverse media and visual displays of data to express information command of formal English when indicated or appropriate

**Language:** Students will ...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 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

Number	Standard for Mastery
	<b>READING STANDARDS: LITERATURE</b>
RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)
RL.7.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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

	<b>WRITING STANDARDS</b>
W.7.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</li> <li>✓ Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</li> <li>✓ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</li> <li>✓ Provide a conclusion that follows from and reflects on the narrated experiences or events</li> </ul>
W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
W.7.10	WRite routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
	<b>SPEAKING AND LISTENING STANDARDS</b>
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly

	<ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed</li> <li>✓ 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</li> <li>✓ Acknowledge new information expressed by others and, when warranted, modify their own views</li> </ul>
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
	<b>LANGUAGE STANDARDS</b>
L.7.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> <li>✓ Explain the function of phrases and clauses in general and their function in specific sentences</li> <li>✓ Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</li> <li>✓ Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</li> </ul>

L.7.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> <li>A. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>)</li> <li>B. Spell correctly</li> </ul>
L.7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening</p> <ul style="list-style-type: none"> <li>✓ Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</li> </ul>
L.7.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>)</li> <li>✓ Consult 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</li> <li>✓ 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)</li> </ul>
L.7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> <li>✓ Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context</li> <li>✓ Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the word</li> <li>✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>)</li> </ul>
L.7.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>

### Unit Essential Questions

- What influences a writer to create?
- How is literature life like?
- What can a reader know about an author's intentions based on only reading of the text?
- In what ways are all narratives influenced by bias and perspectives?
- How do authors utilize the elements of literature to convey a universal truth or theme?
- How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative?
- Why is the command of the conventions of Standard English when writing and speaking?

### Unit Enduring Understandings

*Students will understand that....*

- Fiction is an integral part in Language Arts Literacy.
- Narrative writing tells a story with the beginning, middle, and ending.
- Descriptive writing stimulates the senses and allows the reader to become immersed in vivid vocabulary.
- Speculative writing creates a story about a scenario given.
- Making predictions while reading is part of an active reading strategy to assist in comprehension.
- Understanding an author's purpose enhances student understanding of varied texts.
- Writing is a recursive process, and writers draw on real-life experiences for inspiration.
- Author's style has many components that unify to create voice.

### Unit Objectives

*Students will know...*

- How to collaborate effectively
- Teacher expectations and assessment tool
- Active Reading Strategies
- Grade level vocabulary
- Interpret and analyze text
- Identify story elements
- Author's purpose
- Literary terms
- Literary analysis
- The purpose of technology in real world situations
- How to use creativity and innovation
- How to use critical thinking and problem solving

### Unit Objectives

*Students will be able to...*

- Work in cooperative learning groups
- Use graphic organizers
- Set a purpose for reading
- Evaluate writing through rubrics
- Expand vocabulary
- Make connections based on text/self/world



<ul style="list-style-type: none"> <li>● How to communicate effectively</li> <li>● Draw conclusions</li> <li>● Make inferences</li> <li>● Use flashback and foreshadowing</li> <li>● Figurative language</li> <li>● Incorporate technology</li> <li>● Present information orally</li> <li>● Critique other presentations</li> <li>● Use higher level critical thinking skills to read/respond to text ideas and the author's craft by using textual evidence to support information and formulated interpretations</li> </ul>	
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<b>Lavallette Elementary School English Language Arts Curriculum Unit Overview</b>	
<b>Content Area:</b> English Language Arts	<b>Grade Level:</b> Seventh Grade
<b>Domain (Unit Title):</b> Informational: Non-Fiction, Informative Reading & Writing, and Portfolio Development Unit 2	
<b>Cluster Summary:</b> Unit Two explores the required skills for the successful comprehension of Informational/Nonfictional texts in a variety of forms. The construction of Informative/explanatory writing is performed effectively using the six traits or the writing process. Portfolio development will continue with this unit and continue throughout the year	
<b>Primary Interdisciplinary Connections:</b> Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.	
<b>21 Century Themes:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.	
<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function

	successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

**Writing:** Students will ....

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- 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

**Speaking and Listening:** Students will...

- 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
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**Language:** Students will ...

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- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 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

Number	Standard for Mastery
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims
RI.7.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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
	<b>WRITING STANDARDS</b>
W.7.1	<p>Write arguments to support claims with clear reasons and relevant evidence</p> <ul style="list-style-type: none"> <li>✓ Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically</li> <li>✓ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</li> <li>✓ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</li> <li>✓ Establish and maintain a formal style/academic style, approach, and form</li> <li>✓ Provide a concluding statement or section that follows from and supports the argument presented</li> </ul>

<p>W.7.2</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <ul style="list-style-type: none"> <li>✓ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)</li> <li>✓ Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</li> <li>✓ Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</li> <li>✓ Use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>✓ Establish and maintain a formal style academic style, approach, and form</li> <li>✓ Provide a concluding statement or section that follows from and supports the information or explanation presented</li> </ul>
<p>W.7.4</p>	<p>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience</p>
<p>W.7.5</p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>
<p>W.7.6</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>
<p>W.7.8</p>	<p>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</p>
<p>W.7.9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <ul style="list-style-type: none"> <li>✓ Apply <i>grade 7 Reading standards</i> 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”)</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Apply <i>grade 7 Reading standards</i> 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”)</li> </ul>
W.7.10	WRite routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
	<b>SPEAKING AND LISTENING STANDARDS</b>
SL.7.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed</li> <li>✓ 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</li> <li>✓ Acknowledge new information expressed by others and, when warranted, modify their own views</li> </ul>
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
SL.7.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
	<b>LANGUAGE STANDARDS</b>
L.7.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> <li>✓ Explain the function of phrases and clauses in general and their function in specific sentences</li> <li>✓ Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</li> <li>✓ Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</li> </ul>
L.7.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> <li>C. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>)</li> <li>D. Spell correctly</li> </ul>
L.7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening</p> <ul style="list-style-type: none"> <li>✓ Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</li> </ul>
L.7.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>)</li> <li>✓ Consult 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 of its part of speech</li> <li>✓ 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)</li> </ul>

L.7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> <li>✓ Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context</li> <li>✓ Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the word</li> <li>✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>)</li> </ul>
L.7.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What do good readers do, especially when they don't comprehend a text?</li> <li>● How does what I read influence how I should read it?</li> <li>● Why am I writing?</li> <li>● How does language influence the way we think, act, and perceive the world?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Non-fiction is an integral part in Language Arts Literacy</li> <li>● Explanatory Writing explains a student's point-of-view a situation or scenario.</li> <li>● Personal experience affects the reader's point of view.</li> <li>● Reading informational texts requires different reading strategies.</li> <li>● Explanatory writing has different applications and purposes.</li> <li>● Explanatory/Expository structures can affect their reading and comprehension of nonfiction texts.</li> <li>● Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.</li> </ul>
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<p><b>Unit Objectives</b> <i>Students will know...</i></p>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p>
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	successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
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<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

### Learning Targets

**Reading:** Students will....

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**Writing:** Students will ....

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- 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

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- 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
- Integrate and evaluate information presented in diverse media and visual displays of data to express information command of formal English when indicated or appropriate

**Language:** Students will ...

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

Number	Standard for Mastery
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims
RI.7.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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
	<b>WRITING STANDARDS</b>
W.7.1	<p>Write arguments to support claims with clear reasons and relevant evidence</p> <ul style="list-style-type: none"> <li>✓ Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically</li> <li>✓ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</li> <li>✓ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</li> <li>✓ Establish and maintain a formal style/academic style, approach, and form</li> <li>✓ Provide a concluding statement or section that follows from and supports the argument presented</li> </ul>

<p>W.7.2</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <ul style="list-style-type: none"> <li>✓ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)</li> <li>✓ Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</li> <li>✓ Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</li> <li>✓ Use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>✓ Establish and maintain a formal style academic style, approach, and form</li> <li>✓ Provide a concluding statement or section that follows from and supports the information or explanation presented</li> </ul>
<p>W.7.4</p>	<p>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience</p>
<p>W.7.5</p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>
<p>W.7.6</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>
<p>W.7.8</p>	<p>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</p>
<p>W.7.9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <ul style="list-style-type: none"> <li>✓ Apply <i>grade 7 Reading standards</i> 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”)</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Apply <i>grade 7 Reading standards</i> 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”)</li> </ul>
W.7.10	WRite routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
	<b>SPEAKING AND LISTENING STANDARDS</b>
SL.7.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed</li> <li>✓ 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</li> <li>✓ Acknowledge new information expressed by others and, when warranted, modify their own views</li> </ul>
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
SL.7.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
	<b>LANGUAGE STANDARDS</b>
L.7.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> <li>✓ Explain the function of phrases and clauses in general and their function in specific sentences</li> <li>✓ Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</li> <li>✓ Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</li> </ul>
L.7.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>E. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>)</p> <p>F. Spell correctly</p>
L.7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening</p> <ul style="list-style-type: none"> <li>✓ Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</li> </ul>
L.7.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>)</li> <li>✓ Consult 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 of its part of speech</li> <li>✓ 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)</li> </ul>

L.7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> <li>✓ Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context</li> <li>✓ Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the word</li> <li>✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>)</li> </ul>
L.7.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How does point of view affect interpretation?</li> <li>● How do we determine what is true?</li> <li>● How do I express myself clearly to others?</li> </ul>	<p><b>Unit Enduring Understandings</b>  <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>● Non-fiction is an integral part in Language Arts Literacy.</li> <li>● Argument Writing provides the opportunity for a student to use detail and support in order to formulate and defend an opinion on a given topic.</li> <li>● Utilizing critical thinking skills successfully will affect the evaluation of information and the assessment of its reliability</li> <li>● Research Simulation Tasks provides the opportunity for a student to gather, read, and analyze texts in order to create a knowledge base on a given subject.</li> <li>● Authors' points of view vary based on their purpose and audience.</li> <li>● Writers employ specific techniques to argue their claim.</li> <li>● An author's style has many components that contribute to his/her voice.</li> <li>● Various points of view can highlight and expose other ideas, and that all points of view should be valued and</li> </ul>
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	<p>respected.</p> <ul style="list-style-type: none"> <li>● It is important to differentiate between fact and opinion.</li> <li>● Arguments comes in various forms. <ul style="list-style-type: none"> <li>● Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.</li> </ul> </li> </ul>
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<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How to collaborate effectively</li> <li>● Teacher expectations and assessment tool</li> <li>● Active Reading Strategies</li> <li>● Grade level vocabulary</li> <li>● Interpret and analyze Text</li> <li>● Author's purpose</li> <li>● Literary Analysis</li> <li>● The purpose of technology in real world situations</li> <li>● How to Use creativity and innovation</li> <li>● How to Use critical thinking and problem solving</li> <li>● How to communicate effectively</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Work in cooperative Learning groups</li> <li>● Use graphic organizers</li> <li>● Set a purpose for reading</li> <li>● Evaluate writing through rubric</li> <li>● Expand vocabulary</li> <li>● Make connections based on text/self/world</li> <li>● Draw conclusions</li> <li>● Make inferences</li> <li>● Figurative Language</li> <li>● Incorporate technology</li> <li>● Present information orally</li> <li>● Critique other presentations</li> <li>● Use higher level critical thinking skills to read/respond to text ideas and the author's craft by using textual evidence to support information and formulated interpretations.</li> </ul>
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**Lavallette Elementary School  
English Language Arts Curriculum  
Unit Overview**

**Content Area:** English Language Arts

**Grade Level:** Seventh Grade

**Domain (Unit Title):** Literature and Informational: Reading and Writing, Poetry, Portfolio Development Unit 4

**Cluster Summary:** Unit Four provides the opportunity to review the skills for the successful comprehension of fictional and non-fictional texts in a variety of forms. The review of narratives, argument, and explanatory writings are performed effectively using the six traits or the writing process. Portfolio development will continue with this unit and throughout the year.

**Primary Interdisciplinary Connections:** Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

**21 Century Themes:**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and

	technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
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## Learning Targets

**Reading:** Students will....

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- 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
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

**Writing:** Students will ....

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- 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

**Speaking and Listening:** Students will...

- 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
- Integrate and evaluate information presented in diverse media and visual displays of data to express information command of formal English when indicated or appropriate
- 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

**Language:** Students will ...

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

Number	Standard for Mastery
RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text

RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)
RL.7.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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
<b>READING STANDARDS: INFORMATIONAL TEXT</b>	
RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims

<p>RI.7.9</p>	<p>Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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</p>
	<p><b>WRITING STANDARDS</b></p>
<p>W.7.1</p>	<p>Write arguments to support claims with clear reasons and relevant evidence</p> <ul style="list-style-type: none"> <li>✓ Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically</li> <li>✓ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</li> <li>✓ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</li> <li>✓ Establish and maintain a formal style/academic style, approach, and form</li> <li>✓ Provide a concluding statement or section that follows from and supports the argument presented</li> </ul>
<p>W.7.4</p>	<p>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience</p>
<p>W.7.5</p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>
<p>W.7.6</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>
<p>W.7.7</p>	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p>
<p>W.7.8</p>	<p>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</p>

<p>W.7.9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <ul style="list-style-type: none"> <li>✓ Apply <i>grade 7 Reading standards</i> 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”)</li> <li>✓ Apply <i>grade 7 Reading standards</i> 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”)</li> </ul>
<p>W.7.10</p>	<p>Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
<p style="text-align: center;"><b>SPEAKING AND LISTENING STANDARDS</b></p>	
<p>SL.7.1</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed</li> <li>✓ 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</li> <li>✓ Acknowledge new information expressed by others and, when warranted, modify their own views</li> </ul>
<p>SL.7.2</p>	<p>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</p>
<p>SL.7.3</p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence</p>

SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
	<b>LANGUAGE STANDARDS</b>
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <ul style="list-style-type: none"> <li>✓ Explain the function of phrases and clauses in general and their function in specific sentences</li> <li>✓ Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</li> <li>✓ Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</li> </ul>
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <p>G. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>)</p> <p>H. Spell correctly</p>
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading or listening <ul style="list-style-type: none"> <li>✓ Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</li> </ul>
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>)</li> </ul>



	<ul style="list-style-type: none"> <li>✓ Consult 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</li> <li>✓ 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)</li> </ul>
L.7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> <li>✓ Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context</li> <li>✓ Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the word</li> <li>✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>)</li> </ul>
L.7.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How has literature changed over time?</li> <li>● How does writing clarify our thinking?</li> <li>● How do writers engage their readers?</li> <li>● How can poetry be defined?</li> <li>● What are the characteristics of Fiction? Non-Fiction?</li> <li>● What types of Fiction and Nonfiction are available?</li> <li>● What are the traits, format, and purpose of, Narrative, Argument and Explanatory Writing?</li> <li>● What are the traits, format, and purpose of Prose Constructed Responses?</li> <li>● What are the important elements of</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>● Fiction and Nonfiction are integral parts in Language Arts Literacy</li> <li>● Persuasive Writing provides the opportunity for a student to use detail and support in order to formulate and defend their opinion on a given topic.</li> <li>● Narrative Writing tells a story with the beginning, middle, and ending.</li> <li>● Descriptive Writing stimulates the senses and allows the reader to become immersed in vivid vocabulary.</li> <li>● Speculative Writing creates a story about a scenario given</li> <li>● Open-ended responses answers a question based on support from a source(s).</li> </ul>
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<p>fictional literature?</p> <ul style="list-style-type: none"> <li>• How do authors present their points of view in literature?</li> <li>• How do authors utilize the elements of literature to convey a universal truth or theme?</li> <li>• How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative?</li> <li>• How is the reader's comprehension and interpretation of text affected by personal experiences?</li> <li>• How do students utilize nonfiction strategies to comprehend informational text?</li> <li>• How can students recognize Explanatory paradigms in nonfiction/Informational texts?</li> <li>• How are different Explanatory paradigms utilized to create effective writing?</li> <li>• How does an author use elements of poetry to create varied poetic forms?</li> <li>• How do poetic forms vary according to author's tone and purpose?</li> <li>• How does figurative language enhance an emotional response from an audience?</li> </ul>	<ul style="list-style-type: none"> <li>• Making predictions while reading is part of an active reading strategy to assist in comprehension.</li> <li>• Understanding an author's purpose enhances student understanding of varied texts.</li> <li>• Writing is a recursive process, and writers draw on real-life experiences for inspiration.</li> <li>• Author's style has many components that unify to create voice.</li> <li>• Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.</li> <li>• Authors' points of view vary based on their purpose and audience.</li> <li>• Writers employ specific techniques to persuade readers.</li> <li>• An author's style has many components that contribute to his/her voice.</li> <li>• Arguments must be supported by facts, examples, and other evidence.</li> <li>• Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected.</li> <li>• It is important to differentiate between fact and opinion.</li> <li>• Arguments comes in various forms.</li> <li>• Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.</li> <li>• Elements of poetry create varied poetic forms</li> </ul>
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<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How to collaborate effectively</li> <li>• Teacher expectations and assessment tools</li> <li>• Active reading strategies</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Work in cooperative Learning groups</li> <li>• Use graphic organizers</li> <li>• Set a purpose for reading</li> <li>• Evaluate writing through rubric</li> </ul>
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<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

<b>Learning Targets</b>	
<p><b>Reading:</b> Students will....</p> <ul style="list-style-type: none"> <li>● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</li> <li>● Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</li> <li>● 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</li> <li>● Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</li> <li>● Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed</li> </ul> <p><b>Writing:</b> Students will ....</p>	

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- 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

**Speaking and Listening:** Students will...

- 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
- Integrate and evaluate information presented in diverse media and visual displays of data to express information command of formal English when indicated or appropriate
- 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

**Language:** Students will ...

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

Number	Standard for Mastery
RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text

RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)
RL.7.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
	<b>WRITING STANDARDS</b>

<p>W.7.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</li> <li>✓ Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</li> <li>✓ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</li> <li>✓ Provide a conclusion that follows from and reflects on the narrated experiences or events</li> </ul>
<p>W.7.4</p>	<p>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience</p>
<p>W.7.5</p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>
<p>W.7.6</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>
<p>W.7.9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <ul style="list-style-type: none"> <li>✓ Apply <i>grade 7 Reading standards</i> 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”)</li> <li>✓ Apply <i>grade 7 Reading standards</i> 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”)</li> </ul>
<p>W.7.10</p>	<p>Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter</p>

	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
	<b>SPEAKING AND LISTENING STANDARDS</b>
SL.7.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed</li> <li>✓ 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</li> <li>✓ Acknowledge new information expressed by others and, when warranted, modify their own views</li> </ul>
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
	<b>LANGUAGE STANDARDS</b>
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking



	<ul style="list-style-type: none"> <li>✓ Explain the function of phrases and clauses in general and their function in specific sentences</li> <li>✓ Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</li> <li>✓ Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</li> </ul>
L.7.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> <li>I. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>)</li> <li>J. Spell correctly</li> </ul>
L.7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening</p> <ul style="list-style-type: none"> <li>✓ Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</li> </ul>
L.7.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>)</li> <li>✓ Consult 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</li> <li>✓ 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)</li> </ul>
L.7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> <li>✓ Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context</li> <li>✓ Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the word</li> </ul>

	✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i> )
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What information do I need in order to complete the assignment/project?</li> <li>● What resources are available?</li> <li>● How do I know it is a good source?</li> <li>● How does culture influence drama?</li> <li>● How do people connect?</li> <li>● What is a reasonable answer?</li> <li>● Does my solution work out in a real-world context?</li> <li>● How can I express complex ideas using simple terms?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>● By using analytical skills and comparing the dramatic adaption to original source, a deeper understanding and appreciation of the genre will result.</li> <li>● By employing higher level critical thinking skills, valuable connections/similarities exist that transcend time and place.</li> <li>● By using a student writing portfolio, a student can see the writing process in publication.</li> <li>● Reflection is a way to measure growth.</li> <li>● Myths, legends, folk talks, and drama each have distinct characteristics.</li> <li>● Oral tradition is woven through the development of various genres.</li> <li>● Drama utilizes unique format different from other genres.</li> <li>● Literary analysis requires critical thinking skills to evaluate a piece of literature.</li> <li>● Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.</li> </ul>
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<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Define and Identify elements of poetry</li> <li>● folktales legends myths drama</li> <li>● How to collaborate effectively</li> <li>● Teacher expectations and assessment tool</li> <li>● Active Reading Strategies</li> <li>● Grade level vocabulary</li> <li>● Interpret and analyze Text</li> <li>● Identify Story Elements</li> <li>● Author's purpose</li> <li>● Literary Terms</li> <li>● Literary Analysis</li> <li>● The purpose of technology in real world situations</li> <li>● How to Use creativity and innovation</li> <li>● How to Use critical thinking and problem solving</li> <li>● How to communicate effectively</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Work in cooperative Learning groups</li> <li>● Use graphic organizers</li> <li>● Set a purpose for reading</li> <li>● Evaluate writing through rubric</li> <li>● Expand vocabulary</li> <li>● Make connections based on text/self/world</li> <li>● Draw conclusions</li> <li>● Make inferences</li> <li>● Use flashback and foreshadowing</li> <li>● Figurative Language</li> <li>● Incorporate technology</li> <li>● Present information orally</li> <li>● Critique other presentations</li> <li>● Use higher level critical thinking skills to read/respond to text ideas and the author's craft by using textual evidence to support information and formulated interpretations.</li> <li>● Read and analyze plays and myths, folk tales, and legends</li> </ul>
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<b>EVIDENCE OF LEARNING</b>	
<p><b>Formative Assessments:</b></p> <p>Do-Nows</p> <p>Graphic organizers</p> <p>Multiple Choice assessments</p> <p>Literature responses/circles</p> <p>Cooperative learning groups</p> <p>Book talks</p> <p>Vocabulary assessments</p> <p>Open-ended questions</p> <p>Essays</p> <p>Anecdotal Notes</p> <p>Exit/Admit Slips</p> <p>Peer/Self Assessments</p>	<p>Rubrics</p> <p>Journals</p> <p>Class discussions</p> <p>Peer/teacher conferences</p> <p>Participation/Observations</p> <p>Questioning</p> <p>Presentations</p> <p>Visual Representations</p> <p>Individual Whiteboards</p> <p>Pre-Test/Quizzes</p> <p>Timed reading/writing</p> <p>Writing assignments</p>

Writer's Workshop 6+1 Traits	
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**Additional Suggestions:**

*A Christmas Carol* – Problem-Based Learning Unit  
Folktales – Create own tale based on an original

Greek Myths – Research (correlate with Social Studies)

**Summative Assessments:**

SGO/Pretests

Midterm/District benchmark/interim assessments

Final SGO/ Post tests

End-of-unit or chapter tests

End-of-year portfolio

State assessments

**Modifications:**

After school tutoring

Constant parental contact

Extra time for completion of work

Possible partial credit

Graphic organizers

More/less time as appropriate

Modified writing assignment lengths

Timelines and checkpoints

Small group instruction as needed

Anchor activities

Instructional technology as needed/required

Appropriate scaffolding provided as necessary

Additional enrichment texts/resources/assignments provided as needed based on student ability

Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

Guided practice in combination with independent exploration

Heterogeneous students grouping

Movement from teacher-directed learning to student-directed learning

Anchor charts

Guided notes

Preferential seating

**Gifted and Talented:**

Differentiated Instruction based on academic level

Tiered learning

Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Provide options, alternatives and choices to differentiate and broaden the curriculum

Organize and offer flexible small group learning activities

Provide whole group enrichment explorations

Teach cognitive and methodological skills

Use center, stations, or contracts

Organize integrated problem-solving simulations

Debrief students

Propose interest-based extension activities

More/less time as appropriate

Timelines and checkpoints

Small group instruction as needed

Anchor activities

Instructional technology as needed/required

Additional enrichment texts/resources/assignments provided as needed based on student ability

Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

Guided practice in combination with independent exploration

Movement from teacher-directed learning to student-directed learning