

6/30/2014

**NORTH
SMITHFIELD
SCHOOL
DEPARTMENT**

**ENGLISH LANGUAGE ARTS CURRICULUM GRADE 7
REVISED 2014**

North Smithfield Middle School

Curriculum Writers: Keri Blais, Colleen Gendron, and Tracey Nangle

ENGLISH LANGUAGE ARTS CURRICULUM Grade 7

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The North Smithfield School Department English Language Arts Curriculum for grades K-12 was revised in May 2014 by a K-12 team of teachers. The team, identified as the English Language Arts Task Force and English Language Arts Curriculum Writers, referenced a variety of resources to design the document that included:

- *Common Core Standards for English Language Arts*
- *Common Core State Standards for English Language Arts, Appendix A*
- *Understanding Common Core State Standards, Kendall*
- *PARCC Model Content Frameworks*
- *Numerous state curriculum Common Core frameworks, e.g. Ohio, California, Delaware*
- *Classroom Instruction That Works*
- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Common Core Curriculum Maps*
- *Differentiated Instructional Strategies*
- *Goals for the district*

Mission Statement

North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 ELA curriculum integrating reading, writing, listening, and speaking to ensure the continued success of all students in a global and technological society

The North Smithfield School Department English Language Arts Curriculum identifies what students should know and be able to do in English Language Arts. Each grade or course includes Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS), grade level tasks, teacher notes, best practice instructional strategies, resources, map (or suggested timeline), rubrics, checklists, and common formative and summative assessments.

COMMON CORE STATE STANDARDS

The **Common Core State Standards (CCSS)** anchor standards include:

- **College and Career Readiness Anchor Standards for Reading**
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge
 - Range of Reading
- **College and Career Readiness Anchor Standards for Writing**
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing
- **College and Career Readiness Anchor Standards for Speaking and Listening**
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas
- **College and Career Readiness Anchor Standards for Language**
 - Conventions of Standard English
 - Knowledge of Language
 - Vocabulary Acquisition and Use

The **North Smithfield School Department Common Core English Language Arts Curriculum** provides all students with a sequential comprehensive education in English Language Arts through the study of:

- Reading (literary and Informational)
- Writing
- Speaking and Listening
- Language

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RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The North Smithfield School Department Common Core English Language Arts Curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate. It is suggested the teacher:

- Use **formative assessment** to guide instruction
- Use **constructive and extended responses**
- Use **Classroom Instruction That Works Strategies**:
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
 - Generating and testing hypotheses
 - Provide opportunities for **independent, partner and collaborative group work**
- Differentiate **instruction** by varying the **content, process, and product** and providing opportunities for:
 - 5-3-1 strategy
 - anchoring
 - cubing
 - jig-sawing
 - pre/post assessments
 - tiered assignments
- Address **multiple intelligences** instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
- Provide opportunities for **higher level thinking**: **Webb's Depth of Knowledge, 2,3,4**, skill/conceptual understanding, strategic reasoning, extended reasoning
- Facilitate integration of the **Applied Learning Standards (SCANS)**:
 - communication
 - critical thinking
 - problem solving
 - reflection/evaluation
 - research
- Model the use of **graphic organizers**:
 - sequence organizers (chains, cycle),
 - concept development (mind map),
 - compare/contrast organizers (Venn diagrams, comparison charts),
 - organizers (word web, concept map),
 - evaluation organizers (charts, scales),
 - categorize/classify organizers (categories, tree)
 - relational organizers (fish bone, pie chart)
- Employ best practice **reading strategies**
 - read aloud
 - think aloud
 - shared reading
 - guided reading
 - self-selected reading

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- Model the following **reading strategies**
 - using prior knowledge
 - sampling a page for readability
 - summarizing
 - predicting and making text based inferences
 - determining importance
 - generating literal, clarifying, and inferential questions
 - constructing sensory images (making pictures in one's mind)
 - making connections (text to self, text to text, and text to world)
 - taking notes
 - locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized
 - using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
 - using metacognition strategies for understanding text
- Facilitate **comprehension strategies**
 - making connections
 - questioning
 - visualizing
 - inferring
 - determining importance
 - synthesizing information
 - self-monitoring or fix-up
 - predicting
 - summarizing
- Model **writers' workshop, Write Traits and Big 6**
- Facilitate
 - Annotated works cited
 - Article of the week
 - Fishbowl
 - Guided writing
 - Literature circles
 - Readers' theater
 - Socratic seminar
 - Writer's Notebook
- Employ strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)
- Provide **rubrics and models**

COMMON ASSESSMENTS

The North Smithfield School Department Common Core English Language Arts Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common tasks/performance-based tasks, standardized mid-term exam, standardized final exam.

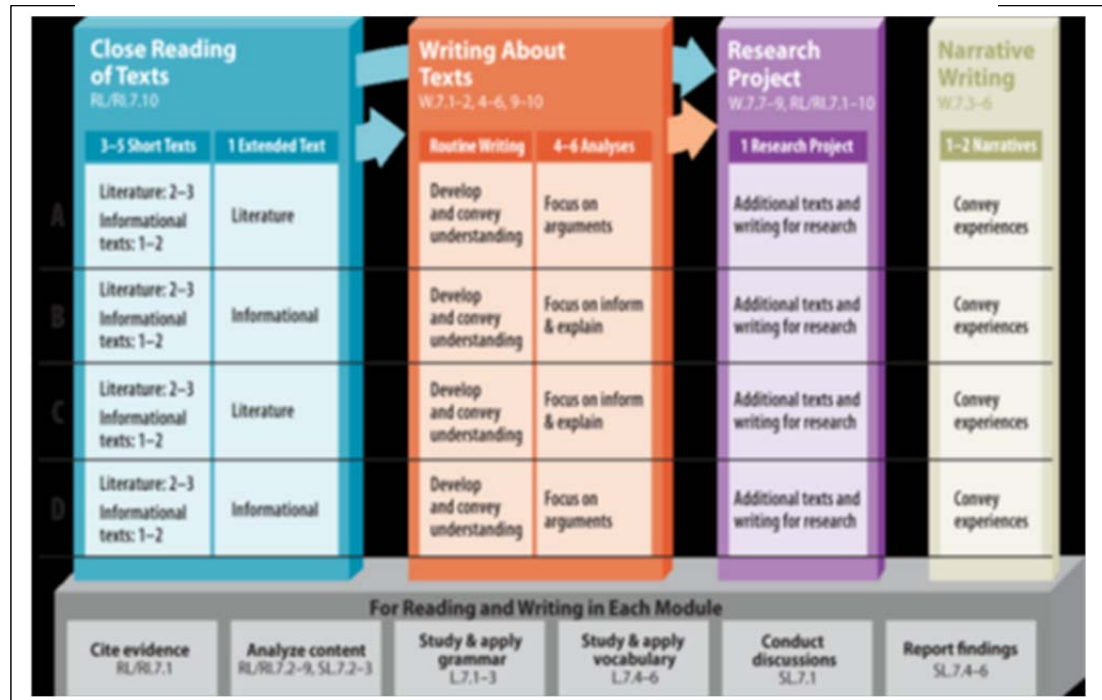
- **REQUIRED COMMON ASSESSMENTS**
 - Common task/unit
 - Constructed responses
 - Extended responses
 - Formative
 - Summative
- **Common Instructional Assessments** - used by teachers and students during the instruction of CCSS.
- **Common Formative Assessments** - used to measure how well students are mastering the content standards **before** taking state assessments
 - teacher and student use to make decisions about what actions to take to promote further learning
 - on-going, dynamic process that involves far more frequent testing
 - serves as a practice for students
- **Common Summative Assessment** - used to measure the level of student, school, or program success
 - make some sort of judgment, e.g. what grade
 - program effectiveness
 - e.g. state assessments (AYP), mid-year and final exams

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- Additional assessments include:
 - Anecdotal records
 - Conferencing
 - Exhibits
 - Interviews
 - Graphic organizers
 - Journals
 - Multiple Intelligences assessments, e.g.
 - Role playing - bodily kinesthetic
 - Graphic organizing - visual
 - Collaboration - interpersonal
 - Oral presentations
 - Problem/Performance based/common tasks
 - Research
 - Rubrics/checklists (mathematical practice)
 - Tests and quizzes
 - Technology tasks (Photo-story, Power Point, etc.)
 - Think-alouds
 - Writing genres
 - Argument
 - Informative
 - Narrative

Standards organized into suggested quarter modules (PARCC)



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RESOURCES GRADE 7

Textbooks

- *McDougal Littell Literature, Grade 7*
- *Write Traits*
- *Write Source*
- Core Books – See PARCC Chart and Units

Supplementary Student

- **Literary** (Lexile rates 955-1155)
- **Informational** (Lexile rates 955-1155)
- Core Books
- Holt Handbook, First Course, grade 7
- *Sentence Composing for Elementary School*
- *Sentence Composing for Middle School*, Don and Jenny Killgallon
- Suggested Reading
- Write Source, grade 7
- Write Traits Kit

Supplementary Teacher

- *Classroom Instruction That Works*
- *7 Keys to Comprehension: How to Help Your Kids Read It and Get It*, Zimmermann, Hutchins
- *Activators: Activity Structure to Support Integration and Retention of New Learning*, Research for Better Teaching, Inc.
- *Common Core Curriculum Maps by Teachers for Teachers*
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work*, Marzano
- *Literature Circles*, Daniels
- *Mosaic of Thought*, Keene, Zimmerman
- *Reading Essentials*, Routman
- *Rhode Island PreK-12 Literacy Policy*
- *Strategies that Work, Non Fiction Matters*, Harvey
- *Texts and Lessons*, Daniels and Steineke
- *Write Like This, Teaching Real-World Writing Through Modeling and Mentor Text*, Gallagher

Supplementary Teacher Links

- Big 6 Research Strategies (http://www.crlsresearchguide.org/Big_Six_Steps.asp)
- CNN Student News (<http://www.cnn.com/studentnews/index.html>)
- Common Core Maps www.commoncore.org/maps
- Common Core Standards (<http://www.corestandards.org/>)
- Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf
- Discovery Education (<http://my.discoveryeducation.com/>)
- Diverse learners, Resources based on the Universal Design for Learning principles are available at www.cast.org
- Formative Assessment and Standards Based Grading (http://www.marzanoresearch.com/reproducibles/formative_assessment.html#reproducibles)
- Grammar girl
- http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29_Resources.pdf
- Library Database (Ebsco, World Book, etc.)
- Microsoft Learning
- Ohio State Curriculum <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1>
- PARCC <http://www.parcconline.org/parcc-content-frameworks>

- PARCC http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf
- PBS Learning
- Promethean Planet
- Shmoop
- The Teaching Channel
- Thinkfinity.org
- Writingfix.org
- You Tube

Reading Standards Links

- *7 Keys to Comprehension* (<http://www.unit5.org/hoose/brochures/Parents%20Seven%20Keys.pdf>)
- Graphic Organizers (<http://www.eduplace.com/graphicorganizer/>)
- KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- Lexile Finder (<http://www.lexile.com/>)
- Literature Circles (<http://www.litcircles.org/>)
- Reader's Workshop (<http://www.readersworkshop.org/>)
- Reading Essentials (<http://www.regieroutman.com/teachingessentials/print.asp>)
- RI PreK-12 Literacy Policy (<http://www.ride.ri.gov/instruction/DOCS/reading/RIReadingPolicy.pdf>)
- Strategies that Work: Non Fiction Matters (<http://www.mcte.org/fallwork/archive/harvey/resources.html>)
- T-Chart (http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf)
- Text Structures (<http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf>)
- Venn Diagram (<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>)

Writing Standards Links

- Criterion Writing Evaluation (<https://criterion.ets.org/>)
- Editing Checklists (<http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html>)
- KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- References/ Citations (<http://easybib.com/>)
- Research, grammar <http://owl.english.purdue.edu>
- *Teaching Argument Writing*, George Hillocks, Jr.
- *Write Like This*, Kelly Gallagher
- Research, grammar <http://owl.english.purdue.edu>
- Write Source Text (<http://thewritesource.com/>)

Speaking and Listening Standards Links

- Literature Circles (<http://www.litcircles.org/>)
- Reader's Workshop (<http://www.readersworkshop.org/>)
- Socratic Seminars (<http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf>)
- Living Museums (http://www.educationworld.com/a_curr/curr231.shtml)

Materials

Technology

- Computer lab
- Computers
- Elmo
- Interactive boards
- LCD projectors

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p style="text-align: center;">READING LITERATURE (RL)</p> <p>Key Ideas and Details</p>	<p>P RL</p>	<p>Students</p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What textual evidence did you identify to support your analysis of the text? • Cite several examples of textual evidence. • What inferences can you draw from your analysis of the text? • Show me in the text what makes you think that? • What can you conclude from the text? • Which evidence is most relevant? • What can you infer from this paragraph? Explain your thinking. <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Reading comprehension <ul style="list-style-type: none"> ○ Analyze the text ○ Identify explicit textual evidence ○ Cite evidence ○ Draw inferences ○ Support inference using several pieces from the text <p>PARCC Evidence</p> <ul style="list-style-type: none"> • Provides citation of several pieces of textual evidence to support analysis of what the text says explicitly. (1) • Provides citation of several pieces of textual evidence to support analysis of inferences drawn from the text. (2) PARCC Evidence </div> <div style="width: 45%;"> <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • cite • conclude • explicit • inferences • textual evidence <p>Literature/Informational</p> <p>For example: Unit 1</p> <ul style="list-style-type: none"> • “Scholarship Jacket” • “Retrieved Reformation” </div> </div>	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategies in the introduction • Book Trailer After completing a novel, students (individually or in small groups) design and produce a book trailer for the novel. The book trailer is like a movie trailer: an advertisement of the book and a persuasive piece to entice other students to read it. The book trailer incorporates technology because students produce a video or slide show with sound. The book trailer should contain information such as themes, plot events, characters, settings and genres. Making Predictions When students are making predictions during the reading of the text, have them write their predictions followed by information from the text that supports their ideas. Students can use a “What I Think Will Happen and Why I Think So” format in a double-entry journal. Students must cite quotations and page numbers from the text to support their predictions. ODE • Nonlinguistic representations, e.g. graphic organizers: <ul style="list-style-type: none"> ○ Strategy #6 <ul style="list-style-type: none"> ▪ Summary frames ▪ Reciprocal teaching ▪ Teacher prepared notes ○ Strategy # 8 <ul style="list-style-type: none"> ▪ Venn Diagrams ▪ T-charts ▪ Categories • RAFT Strategy (Nancy Vandervanter 1982). RAFT is an acronym for Role, Audience, Format and Topic. Using this strategy, students will examine the role of the writer, the audience, the format and the topic prior to writing. This activity can be used across the curriculum with either nonfiction or fiction. ODE Examples are: 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • McDougal Littell Literature, Grade 7 • <i>The Giver</i> • <i>Boy in the Striped Pajamas</i>, Boyne • <i>Flipped</i>, Van Draanen • <i>Scholastic On the Record</i> • <i>Write Source Grade 7</i> • www.prometheanplanet.com • Back to the Future Film • <i>Max Teaching with Reading and Writing: Classroom Activities to Help Students Learn Subject Matter while Acquiring New Skills by Forget</i>. • <i>Tools, Tips, and Techniques</i>, by Burke, Jim. Heinemann Publishing, Portsmouth, NH, 2000. This resource for teachers contains multiple approaches to teach strategies. It is complete with tools and techniques on implementation. • www.readingquest.org and click on. <i>Strategies that Work: Teaching Comprehension to Enhance Learning</i>, by Harvey, Stephanie and Anne Goudvis. Stenhouse Publishers, York, ME, second edition 2007. This is a seminal resource text for intermediate and middle school classroom 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative • Suggested (see list in the introduction) <ul style="list-style-type: none"> • Double entry journals • Objective summary • Plot diagram • Plot webbing • Research project • Reading Circles • Socratic Seminars • Speech • Text-based reading quizzes
		<p>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.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is the theme or central idea? • Cite evidence from the text to support your determination of the theme/central idea. • An example of how the theme recurs/is developed in the text _____. • What makes a summary objective? <p>Essential Knowledge and skills</p> </div> <div style="width: 45%;"> <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • central idea • cite evidence • determine • objective • summarize • theme </div> </div>	<p>RAFT Strategy (Nancy Vandervanter 1982). RAFT is an acronym for Role, Audience, Format and Topic. Using this strategy, students will examine the role of the writer, the audience, the format and the topic prior to writing. This activity can be used across the curriculum with either nonfiction or fiction. ODE Examples are:</p>		

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	P RL	<ul style="list-style-type: none"> • Reading Comprehension <ul style="list-style-type: none"> ○ Recognize and analyze theme development ○ Make inferences ○ Write an objective summary of the text <p><u>PARCC Evidence</u></p> <ul style="list-style-type: none"> • Provides a statement of a theme or central idea of a text. (1) • Provides an analysis of the development of the theme or central idea over the course of the text. (2) • Provides an objective summary of the text. (3) <u>PARCC Evidence</u> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • How might the main character be different if the setting was in a rural area rather than a suburban one? Use information from the story in your analysis. • How might the plot of the story be different if it was set in a mountainous region rather than a desert? Use information from the story in your analysis. • What is the impact of the main character's personality on the plot? Use specific examples from the story/drama in your analysis. • How does the plot unfold? • Describe the problem. How was it resolved? • An example of how the plot is shaped by the setting is _____. • An example of how a character evolves with the plot is _____. • What can you infer about the character and how he is shaped by the setting? • How does the use of dialogue help the reader understand character and plot? <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Analyze elements of story/drama • Draw conclusions about how characters change throughout a story or drama • Describe how story elements influence the characters as the plot moves towards resolution 	<p><u>Literature/Informational</u></p> <p>For example:</p> <ul style="list-style-type: none"> • Unit 1: Speech <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • analyze • character • character traits • drama • infer • inference • plot • setting <p><u>Literature/Informational</u></p> <p>For example:</p> <ul style="list-style-type: none"> • Questions and extended responses • Film clip Back to the Future • Unit 1 Setting as social condition • Compare informational piece of text to poetry 	<p>teachers for reading strategies.</p> <ul style="list-style-type: none"> • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf • Diverse Learners: www.cast.org • www.readwords.org • www.scholastic.com/scope 	

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		<p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides an analysis of how particular elements of a story or drama interact. (1) PARCC Evidence 			
<p>READING LITERATURE (RL)</p> <p>Craft and Structure</p>	<p>P</p> <p>RL</p>	<p>Students</p> <p>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.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> Which words help the reader understand the meaning of ____ in paragraph 5? What is the effect of using the word ____ in paragraph 4? How does the use of the word “___” rather than “___” impact the image the author is creating of the main character? What is the effect of the alliteration in the first paragraph? What does the word/phrase _____ mean in this selection? The word/phrase is an example of _____. How does the author’s use of repetition of sounds impact the tone of the text? The author uses connotation to _____. <p>Academic Vocabulary</p> <ul style="list-style-type: none"> analyze connotative meaning denotative meaning determine figurative meaning impact specific tone word choice <p>Literature/Informational</p> <p>For example:</p> <ul style="list-style-type: none"> Appreciating poetry “Scaffolding” Unit 1: Poem reflecting social conditions <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Differentiate connotations/denotations Identify and analyze figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia) Recognize repetition of sounds (rhyme scheme, alliteration, assonance) Critique how word choice impacts meaning Hypothesize how word choice impacts tone <p>PARCC Evidence</p> <ul style="list-style-type: none"> Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. (1) PARCC Evidence 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> See instructional strategies in the introduction Illustrating Figurative Language Students select poetic phrases from a story or recording (e.g., Dylan Thomas’ A Childhood Christmas in Wales). Students examine the figurative language in the poem including analogies, sensory imagery, tone and mood. For example, Thomas’ story uses creative analogies and effective poetic phrases to create the atmosphere of his childhood in Wales. By creating illustrations of chosen phrases, students can visualize the phrases in a different medium. ODE Naming the World: A Year of Poems and Lessons by Atwell, Nancy. Heinemann Publishing, 2006. Have students read and analyze a poem, drama or narrative by annotating (highlight, circle or underline) specific parts of a piece (finding figurative language, patterns, rhymes, etc.) indicating how these parts affect the meaning. Students work with a partner, small group or independently to analyze and annotate, then come together in a large group to share their understanding of the meaning. Frequent reading and annotating of literature to analyze is a powerful strategy to teach and assess how craft and structure determine meaning. ODE 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list in the introduction McDougal Littell Literature, Grade 7 The Giver Boy in the Striped Pajamas, Boyne Flipped, Van Draanen Write Source Grade 7 www.prometheanplanet.com Naming the World, Nancy Atwell Standards Lesson File: Literature Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> See assessment list in the introduction Required <ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative Suggested (see list in the introduction) <ul style="list-style-type: none"> Analysis of a poem or compare two poems for craft and structure Non-linguistic representation

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	P RL	<p>RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is the most likely reason the poet decided to express the ideas in _____ (title of a sonnet) in the form of a sonnet? Use information from the sonnet in your analysis. • What is the most likely reason the playwright decided to include a soliloquy in the first scene? Use information from the drama in your analysis. • What is the structure of the text? • How does the structure of the text contribute to its meaning? • How does the sentence, chapter, scene, or stanza fit into the overall structure of a _____? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Classify and identify types of drama and poetry • Analyze the form or structure of drama and poetry • Interpret the meaning of drama and poetry • Analyze how text structure contributes to the meaning of a drama or poem <p>PARCC Evidence</p> <ul style="list-style-type: none"> • Provides an analysis of how a drama’s or poem’s form or structure contributes to meaning. (1) PARCC Evidence 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • drama • monologue • plot • poem • scene • setting • soliloquy • sonnet • stanza • text structure • theme <p>Literature/Informational For example:</p> <ul style="list-style-type: none"> • “The Highwayman” 		
		<p>P RL</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is the impact of alternating narrators in each chapter? Use examples from the novel in your analysis. • Was alternating narrators in each chapter effective? Why or why not? Use examples from the novel in your analysis. • What is the most likely reason the author decided to have different narrators in the story? Use examples from the story in your analysis. • Which words from the text show that it is written in _____ person? • The selection is told from the point of view 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • 1st person • author • develop • limited • narrator • objective • omniscient • point of view • point of view • subjective <p>Literature/Informational</p>		

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		<p>of _____.</p> <ul style="list-style-type: none"> Which sentence from the text best shows that the narrator's point of view is subjective/objective? How does the author's word choice help to develop the narrator's or speaker's point of view? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Identify and interpret various points of view Trace the development of the narrators or speakers point of view. Compare points of view <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides an analysis of how an author develops and contrasts the points of view of different characters or narrators in the text. (1) PARCC Evidence 			
<p>READING LITERATURE (RL)</p> <p>Integration of Knowledge and Ideas</p>	<p>P RL</p>	<p>Students</p> <p>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).</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> How does reading a story compare to the audio or video version? What medium most impacts your understanding of the selected work? Explain with support. Select an event from the book and compare it to a scene from the production. How are they different and why? Evaluate the effectiveness of the media techniques used to portray the work. <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Compare & contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text Analyze effects unique to each medium <ul style="list-style-type: none"> Lighting <ul style="list-style-type: none"> sound setting/sets camera focus camera angles <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides a comparison and contrast of a written story, drama or poem to its audio, filmed, staged or 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> See instructional strategies in the introduction T-chart Writing Journal <i>Have students rewrite a piece of historical fiction as a contemporary story. This can be accompanied by a writing journal in which students describe the ways they had to change the events and characters because of the different time period involved. Students should be able to see how authors of historical fiction use events from the past to reveal universal themes of the human condition.</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list in the introduction <i>McDougal Littell Literature, Grade 7</i> <i>The Giver</i> <i>Boy in the Striped Pajamas, Boyne</i> <i>Flipped, Van Draanen</i> <i>McDougal Littell Literature Media DVD</i> <i>Write Source Grade 7</i> www.prometheanplanet.com Text or text excerpts and film Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> See assessment list in the introduction Required <ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative Suggested (see list in the introduction) <ul style="list-style-type: none"> Compare and contrast essay Graphic organizers Literature circles Reading checks Response journals

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	P RL	<p>multimedia version including an analysis of the effects of techniques unique to each medium. (1) <u>PARCC Evidence</u></p> <p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • How are historical events and the fictional event the same and/ or different? • How does the author’s portrayal of the character compare to historical accounts? • What could the author have done to provide a more accurate portrayal of the time period/place? <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • accurate (precise) • alter • compare • contrast • fiction • historical account • historical event • historical novel <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Distinguish between historical fiction and historical accounts • Identify the historical event in terms of time, place, and/or character • Identify how the author used or altered history to write a fictional portrayal • Compare and contrast the historical events as they were portrayed in the fictional story to the historical account of the same event <p><u>Literature/Informational</u></p> <ul style="list-style-type: none"> • <i>Boy in the Striped Pajamas</i> novel vs. film <p><u>PARCC Evidence</u></p> <ul style="list-style-type: none"> • Provides a comparison and contrast of a fictional portrayal of a time and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (1) • Provides a comparison and contrast of a fictional portrayal of a place and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (2) • Provides a comparison and contrast of a fictional portrayal of a character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (3) <u>PARCC Evidence</u> 		<ul style="list-style-type: none"> • Diverse Learners: www.cast.org 	

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<p>READING LITERATURE (RL)</p> <p>Range of Reading and Level of Text Complexity</p>	<p>P RL</p>	<p>Students</p> <p>RL.7.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band (Lexile rates 955-1155) proficiently, with scaffolding as needed at the high end of the range (by the end of the year).</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What genre did you enjoy the most? • Have you read multiple books by the same author? • Who is your favorite author? • Do you think you are ready to read a more complex text or different type of literature? • Briefly summarize the plot and theme of the text. <p>Essential Knowledge</p> <ul style="list-style-type: none"> • Read various forms of literature fluently • Demonstrate comprehension of various forms of literary text • Read independently and comprehend complex texts • Actively read 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategies in the introduction • Accountable Talk • Double entry journals • Jigsaw text analysis • Marking Strategy <i>Self-annotating becomes a “marking strategy” that forces active learning.</i> <ul style="list-style-type: none"> • <i>Basic: Provide students with a list of annotated cues, keys or codes (e.g., ? – question, P – prediction, TS – Text to Self-connection).</i> • <i>Extended: Students will devise a self-annotated guide (encourage students to use their creativity). ODE</i> • <i>Text-based questions to check comprehension</i> • <i>Reading logs</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 7</i> • <i>Write Source Grade 7</i> • www.prometheanplanet.com • <i>Comprehension Strategies for Middle Learners</i>, Charlotte Rose Sadler • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf • <i>Diverse Learners: www.cast.org</i> 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative • Suggested (see list in the introduction) <ul style="list-style-type: none"> • Double entry journals • Reading logs • Text-based questions to check comprehension
<p>READING INFORMATIONAL TEXT (RI)</p> <p>Key Ideas and Details</p>	<p>P RI</p>	<p>Students</p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is your analysis of the text? • What textual evidence did you identify to support your analysis of the text? • Cite several examples. • What inferences can you draw from your analysis of the text? • Show me in the text what makes you think that_____. <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Reading comprehension <ul style="list-style-type: none"> ○ Analyze the text ○ Critically identify explicit textual evidence 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategies in the introduction • Article of the Week • Cues/questions/advance organizers • Generating/testing hypothesis • Graphic Organizer <i>Using a text, chart the facts on one side and inferences that can be drawn on the other. This visual representation will give students a clear picture of what the author says explicitly and</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 7</i> • <i>Write Source Grade 7</i> • www.prometheanplanet.com • Civil Rights Packet including: Jackie Robinson’s Letter to the President Malcolm X The Little Rock Nine article • <i>Junior Scholastic</i> • <i>Up Front Magazine</i> 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative • Suggested (see list in the introduction) <ul style="list-style-type: none"> • Compare and contrast

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		<ul style="list-style-type: none"> ○ Cite evidence ○ Draw inferences ○ Support inference using several pieces of evidence from the text <p>PARCC Evidence</p> <ul style="list-style-type: none"> ● Provides several pieces of textual evidence to support analysis of what the text says explicitly. (1) <p>PARCC Evidence</p> <ul style="list-style-type: none"> ● Provides several pieces of textual evidence to support analysis of inferences drawn from the text. (2) <p>PARCC Evidence</p>	<p><i>what the author infers.</i> ODE</p> <p>Facilitate and model</p> <ul style="list-style-type: none"> ● Compare and contrast ● Comprehension checks ● D>B>Q ● Graphic organizers ● Non-linguistic representation of storyline ● Role playing ● T-charts ● Text-based comprehension questions, e.g. cause and effect essay ● Venn Diagrams 	<ul style="list-style-type: none"> ● “Names/Nombres” essay ● <i>On the Record</i> Lead Texts ● <i>Scope and Scholastic Magazine</i> ● <i>CIA World Factbook</i> ● Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf ● Diverse Learners: www.cast.org ● www.newsela.com ● www.readworks.org 	<ul style="list-style-type: none"> ● Comprehension checks ● D>B>Q ● Graphic organizers ● Non-linguistic representation of storyline ● Role playing ● T-charts ● Text-based comprehension questions, e.g. cause and effect essay ● Venn Diagrams
	P RI	<p>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.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> ● Summarize, objectively, the information in the article. ● is the central idea? Is there more than one central idea? ● How are the central ideas developed? ● Cite evidence from the text to support your determination of the central idea. ● An example of how the central idea recurs in the text is _____. <p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● analyze ● central idea ● determine ● objective ● summary <p>Literature/Informational</p> <ul style="list-style-type: none"> ● Short persona; essay ● J. Alvarez ● A. Tan ● Civil Rights speeches <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> ● Reading Comprehension <ul style="list-style-type: none"> ○ Determine central ideas ○ Analyze development of central ideas ○ Formulate an objective summary of the text <p>PARCC Evidence</p> <ul style="list-style-type: none"> ● Provides a statement of central idea(s) of a text. (1) <p>PARCC Evidence</p> <ul style="list-style-type: none"> ● Provides an analysis of the development of central idea(s) over the course of the text (2) PARCC Evidence <p>PARCC Evidence</p> <ul style="list-style-type: none"> ● Provides an objective summary of a text. (3) PARCC Evidence 			
	P RI	<p>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).</p>			

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		<p>Guiding Question(s)</p> <ul style="list-style-type: none"> How were individuals affected by these events? How did one event influence or affect another? How did one individual influence another? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Identify individuals, events and ideas Analyze the interaction between individuals, events and ideas <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides an analysis of the interactions between individuals, events, and/or ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events). (1) ARCC Evidence 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> illustrate explain elaborate events individuals interactions influence <p>Literature/Informational</p> <ul style="list-style-type: none"> Malcom X vs. Martin Luther King Black History March paired text 		
<p>READING INFORMATIONAL TEXT (RI)</p> <p>Craft and Structure</p>	<p>P</p> <p>RI</p>	<p>Students</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including</p> <ul style="list-style-type: none"> figurative connotative technical meanings <p>analyze the impact of a specific word choice on meaning and tone.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> What is the tone of the article? How does the author create that tone? Use examples from the article in your answer. What does the author’s use of the word _____ reveal about his/her attitude toward the topic? Use examples from the text to support your answer. What is the connotation of _____ as it is used in the text? How does the use of that word enhance the reader’s understanding of the text? Use examples from the text to support your answer. What does the word/phrase _____ mean in this selection? Which of the following synonyms is closest in the meaning to the word _____? The author uses connotation to _____. What is the technical meaning of the word? What is the tone of the selection? How does the author’s word choice impact the meaning and tone of the passage? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> analyze connotative meaning denotative meaning (technical) figurative meaning impact meaning phrases repetition specific tone <p>Literature/Informational</p> <p>For example:</p> <ul style="list-style-type: none"> word choice in a speech content specific vocabulary 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> See instructional strategies in the introduction Article of the Week Cues/questions/advance organizers Craft and Structure, is the analysis (separating text into parts for individual study) of an author’s word choice and the effect that it has on the tone (author’s attitude toward the subject) and meaning of the text. How an author (by choice of point of view) distinguishes his or her position from other authors also is an important focus of this topic. By analyzing text structure (e.g., expository, cause-effect, comparison-contrast) and text organization, a reader is able to understand how an author’s use of craft and structure contributes to the development of ideas in text. ODE Graphic Organizer Given a text, have students create a sequence (through sticky notes or a timeline graphic) breaking down the structure of a piece. This will underscore the importance of the sections and arguments and show how they affect the whole. ODE 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list in the introduction McDougal Littell Literature, Grade 7 Write Source Grade 7 Scholastic on the Record Up front Magazine www.prometheanplanet.com Civil Rights Packet including: Jackie Robinson’s Letter to the President Malcolm X The Little Rock Nine article Civil Rights documents <ul style="list-style-type: none"> “I Have a Dream” and “To the Mountain Top” vs. “By All Means Necessary” by W.D. Myers “Standards Lessons File: Informational/non-fiction Civil Rights documents <ul style="list-style-type: none"> Speeches 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> See assessment list in the introduction Required <ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative Suggested (see list in the introduction) <ul style="list-style-type: none"> Informational writing using text features (short) Student choice essay <ul style="list-style-type: none"> topic and format cause and effect compare contrast

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	P RI	<p>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.</p> <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Differentiate interpret connotations/denotations Identify and analyze figurative language Recognize and interpret technical language Hypothesize impact of word choice on meaning & tone <p>PARCC Evidence</p> <ul style="list-style-type: none"> Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical and/or provides an analysis of the impact of specific word choice on meaning and/or tone) (1) PARCC Evidence <p>Guiding Question(s)</p> <ul style="list-style-type: none"> How does the cause/effect structure contribute to the development of the author’s central idea? Use examples from the text in your analysis. Is the structure of the paragraph effective? Why or why not? Use examples from the article to support your analysis. Analyze how the major sections of the text contribute to the whole and to the development of ideas. Use examples from the article in your analysis. What is the text structure of each text? How are the text structures similar/different? How do paragraph _____ and _____ relate to each other? How do they support the author’s position? What text features does the author use to develop his ideas? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> analyze captions contribute footnotes graphics/charts headers major sections subtitles text structure <p>Literature/Informational For example:</p> <ul style="list-style-type: none"> subtitles data tables, graphic photos, captions margin notes <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Identify and analyze text structures Analyze the use of text features Compare and contrast overall structure in two or more texts Analyze public documents Trace part to whole organizational structure Hypothesize and prove how parts (sentences, paragraphs, chapters, or sections) contribute to the 	<ul style="list-style-type: none"> Model nonlinguistic representations Role Playing <i>Have a student read an essay, pretending to be that speaker; the class will listen. From there, students can discuss what the author would be wearing, the author’s background (region/era/etc.), what they think of the author and his or her point of view, what views the author holds and whether or not he or she has a valid argument. This will give a chance for students to interact more personally with a text and focus explicitly on the author and his or her words.</i> ODE Student-Generated Examples <i>Have students generate their own word or phrase choices an author could have used and discuss how this would have changed/impacted the response by the audience. This is important because meanings of words and phrases impact the tone of a text.</i> ODE <p>Facilitate and model</p> <ul style="list-style-type: none"> Compare and contrast Comprehension checks D>B>Q Graphic organizers Non-linguistic representation of storyline Role playing T-charts Text-based comprehension questions, e.g. cause and effect essay Venn Diagrams 	<ul style="list-style-type: none"> Biographies Autobiographies Other primary/secondary sources Junior Scholastic Up Front Magazine Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> Compare and contrast Comprehension checks D>B>Q Graphic organizers Non-linguistic representation of storyline Role playing T-charts Text-based comprehension questions, e.g. cause and effect essay Venn Diagrams

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		<p>whole (development of ideas).</p> <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides an analysis of 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. (1) PARCC Evidence <p>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.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> What is the author’s purpose in this text? How is the author’s purpose different from that of ____, who also wrote on this topic? Use examples from the text in your analysis. What is the author’s purpose in this text? Is he/she successful in achieving it? Why or why not? Use examples from the text to support your analysis. What is the author’s point of view or purpose? How does the author’s word choice help develop the point of view/purpose? How does the author distinguish his/her position from that of others? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> author develop narrator point of view speaker in text <p>Literature/Informational</p> <ul style="list-style-type: none"> Malcolm X vs., Martin Luther King <p>For example:</p> <ul style="list-style-type: none"> bias, opinion <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Identify and analyze point of view Identify and analyze purpose Distinguish the author’s point of view from that of others <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides a statement of an author’s point of view in a text. (1) Provides a statement of an author’s purpose in a text. (2) PARCC Evidence Provides an analysis of how the author distinguishes his or her position from that of others. (3) 			
<p>READING INFORMATIONAL TEXT (RI)</p> <p>Integration of Knowledge and Ideas</p>	<p>P RI</p>	<p>Students</p> <p>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).</p>	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> See instructional strategies in the introduction Accountable talk 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list in the introduction <i>McDougal Littell Literature,</i> 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> See assessment list in the introduction

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	P RI	<p>Guiding Question(s)</p> <ul style="list-style-type: none"> How does reading the text compare to the audio or video version? What medium most impacts your understanding of the selected work? Explain your reasons or examples. Select an event from the text and compare it to a scene from the production. How are they different and why? Evaluate the effectiveness of the media techniques used to portray the work. <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Compare & contrast the experience of reading a text to listening to or viewing an audio, video, or multimedia version of the text Analyze and compare the portrayal of the subject in each medium <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides a comparison and contrast of a text to an audio, video or, multimedia version of the text. (1) Provides an analysis of each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (2) PARCC Evidence <p>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> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> How does the author develop his/her argument in _____ (text title)? Is the reasoning sound? Is the supporting evidence sufficient and relevant? Why or why not? Use examples from the text in your answer. What is the argument in the text? Identify the claims used to support the argument. Are these claims valid/invalid, and if so, why? Is the argument well developed and supported? Explain your answer. <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Analyzed how claims and/or arguments are supported by evidence from the text Trace the specific claims of an argument 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> analyze compare contrast delivery evaluate format impact information integrate portrayal (representation) summarize <p>Literature/Informational</p> <ul style="list-style-type: none"> “I Have a Dream” 42 – movie vs “Nobel Experiment” J. Robinson <p>Academic Vocabulary</p> <ul style="list-style-type: none"> argument claims evaluate evidence invalid reasoning relevant (pertinent) reliable sound (sensible) sufficient support unreliable valid 	<ul style="list-style-type: none"> <i>Classroom Instruction That Works</i> <ul style="list-style-type: none"> Identifying similarities and differences nonlinguistic representations, e.g. <i>graphic organizers</i>: <ul style="list-style-type: none"> Strategy #6 <i>cooperative learning</i> Compare/Contrast <i>After reading an essay or article, play a song dealing with the same topic. Have students analyze what each is saying about the topic and what arguments each makes while considering why specific words were used. This gives students more practice evaluating the specific claims in various media forms and evaluating how two authors shape their presentations of that topic.</i> ODE Jigsaw text analysis Socratic Seminars 	<p>Grade 7</p> <ul style="list-style-type: none"> Civil Rights Packet including: Jackie Robinson’s Letter to the President Malcolm X The Little Rock Nine article <i>Write Source Grade 7</i> www.prometheanplanet.com <i>Texts and Lessons</i>, Harvey Daniels <i>Junior Scholastic</i> <i>Up Front Magazine</i> <i>Scholastic Scope</i> “Soul Surfer” movie “Scholastic Action Magazine” Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf Diverse Learners: www.cast.org 	<p>Required</p> <ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> Accountable talk Compare and contrast essay D.B.Q Response Journals

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
	P RI	<ul style="list-style-type: none"> Evaluate evidence relevant to the claims <p style="text-align: right;"><u>Literature/Informational</u></p> <p>PARCC Evidence</p> <ul style="list-style-type: none"> Demonstrates ability to trace an argument and specific claims in a text. (1) Provides an evaluation of whether the reasoning is Provides an evaluation of whether the evidence is relevant and sufficient to support the claims. (3) <p>PARCC Evidence</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence advancing different interpretations of facts.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> After reading two or more articles on the same topic, how did each author emphasize different evidence to shape his/her position? Use examples from the articles to support your analysis. What topic do both authors address? How do their interpretation of facts differ? What evidence does each author use to shape his/her presentation of key information? How does one author advance a different interpretation of the facts as compared to the other author? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> advance analyze compare contrast difference event evidence genre key information perspective point of view presentation similar <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Compare & contrast two texts Identify and analyze interpretation of facts Identify and analyze use of evidence <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence. (1) Provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by advancing different interpretations of facts. (2) PARCC Evidence <p>PARCC Evidence</p> <p>Literature/Informational</p> <p>For example:</p> <ul style="list-style-type: none"> Martin Luther King vs. Malcolm X 			

ENGLISH LANGUAGE ARTS CURRICULUM Grade 7

Curriculum Writers: Keri Blais, Colleen Gendron, and Tracey Nangle

STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>READING INFORMATIONAL TEXT (RI)</p> <p>Range of Reading Level of Text Complexity</p>	<p>P RI</p>	<p>Students</p> <p>RI.7.10 Read and comprehend literary nonfiction in the grades 6–8 text complexity band (Lexile rates 955-1155) proficiently, with scaffolding as 4 needed at the high end of the range (by the end of the year).</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • Briefly summarize the central idea of the text. <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Read various forms of literary nonfiction fluently • Demonstrate comprehension of various forms of literary text • Read independently and comprehend complex texts • Actively read <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • comprehension • fluency • informational text • nonfiction no <p>Literature/Informational</p> <ul style="list-style-type: none"> • <i>Up Front Magazine</i> • <i>On the Record</i> lead texts • Civil Rights packets 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategies in the introduction • Classroom Instruction That Works <ul style="list-style-type: none"> ○ <i>Non-linguistic representations</i> ○ <i>Identifying similarities and differences</i> ○ Summarizing and note-taking • Discussion circles • Marking Strategy • Socratic Seminars 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 7</i> • <i>Write Source Grade 7</i> • www.prometheanplanet.com • Reading selection form History and Science • <i>Junior Scholastic</i> • <i>Up Front Magazine</i> • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative • Suggested (see list in the introduction) <ul style="list-style-type: none"> • D.B.Q. • Double-entry journal • Graphic organizers • Running records • Text-based questions
<p>WRITING (W)</p> <p>Text Types and Purposes*</p>	<p>P W</p>	<p>Students</p> <p>W.7.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.1a</p> <ul style="list-style-type: none"> • Organizes and presents ideas through use of: <ul style="list-style-type: none"> ○ introduction ○ thesis statement ○ body paragraphs ○ conclusion <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.7.1b</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. W.7.1c</p>	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategies in the introduction • Classroom Instruction That Works <ul style="list-style-type: none"> ○ <i>Identifying similarities and differences</i> ○ <i>Essay structure graphic</i> • <i>Graphic organizers for organizing ideas</i> http://www.eduplace.com/graphicorganizer/ • Newscast Scripts <i>Using a novel such as Copper Sun by Sharon Draper, have students write scripts for a</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 7</i> • <i>Write Source Grade 7</i> • www.prometheanplanet.com • <i>Classroom Instruction That Works</i> • Common Core Standards (http://www.corestandards.org/Appendix_C_p.40) • Criterion Writing Evaluation 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative • Suggested (see list in the introduction) <ul style="list-style-type: none"> • D.B.Q.

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>d. Establish and maintain a formal style. W.7.1d</p> <ul style="list-style-type: none"> Selects words/wording that maintains strong and appropriate tone <p>e. Provide a concluding statement or section that follows from and supports the argument presented. W.7.1e</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> Introduce a claim, acknowledge and address alternate/opposing claims. Which sentences best support the counterargument? What data does the author use to support his claim? Does the data come from a credible source? How will you include a counterclaim with evidence? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Establish and maintain formal text structure Apply words, phrases, and clauses to create cohesion Sustain an objective style and tone Draw conclusions about the purpose of writing Incorporate expository text structure Classify starting point, purpose, form, audience, voice, and point of view Apply precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader Write a multi-paragraph essay Craft a concluding statement <p>PARCC Evidence</p> <ul style="list-style-type: none"> Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements¹ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. Organization The student response demonstrates purposeful coherence, clarity, and cohesion¹ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive 	<p><i>newscast based on the book. This should include important news stories, breaking news, sports, weather, interviews with witnesses and advertisements. Students will use the scripts to videotape the newscast, using props as needed.</i></p> <ul style="list-style-type: none"> Personal Opinion Paper <i>Students write a personal opinion paper on a controversial topic that is connected to school (e.g., school uniforms, lunch menus, bus rules). Students may complete a survey of opinions and use the information to create a graph.</i> Storyboard <i>After reading a novel or short story, have students create a class storyboard of the important events on a white board. They can then break into three groups, one for the beginning, one for the middle and one for the end of the story, in order to write dialogue and stage directions for each cell in the storyboard. The teacher will lead the students into revising their segments so that there is a clear connection among the events, and so that the dialogue and stage directions are true to the original characters and plot.</i> Writing Workshop <i>Use writing workshops that begin with mini-lessons on purpose and audience in writing. Break students into peer-editing groups in which students read their papers to the group while group members evaluate each other using a response rubric. Students should change peer-</i> 	<p>(https://criterion.ets.org/)</p> <ul style="list-style-type: none"> <i>In the Middle: New Understanding about Writing, Reading, and Learning</i> by Atwell, Nanci. Boynton/Cook Publishers, Inc, Portsmouth, NH, 1997. This book is a classic text resource with middle school focus with “seventy per cent new material included.” <i>Teaching Argument Writing</i>, George Hillocks, Jr. <ul style="list-style-type: none"> topic cluster, p. 221 <i>Write Like This</i>, Kelly Gallagher <i>Write Source</i> <i>Write Traits</i> <i>Writing Mini-Lessons for Upper Grades</i> by Cunningham, Patricia, Hall, Dorothy P. & Arens, Amanda B. Four Blocks, Carson-Dellosa Publishing Company, New York, NY, 2003. This book provides examples of interactive lessons for students. <i>Writing Workshop</i> www.writingfix.org 	<ul style="list-style-type: none"> Graphic organizers Literature discussion circles Peer assessments Research note cards Rubrics/checklists – argument writing T-chart

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		<p>words and phrases, sensory details, linking and transitional words, words to indicate tone², and/or domain-specific vocabulary.</p> <ul style="list-style-type: none"> Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. PARCC Evidence 	<p><i>editing groups often in order to get other perspectives and the teacher should circulate among the groups providing assistance and guidance as needed.</i> ODE</p>		
<p>WRITING (W)</p> <p>Text Types and Purposes*</p>	<p>P W</p>	<p>Students</p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.7.2a</p> <ul style="list-style-type: none"> Organizes and presents ideas through use of: <ul style="list-style-type: none"> o introduction o thesis statement o body paragraphs o conclusion <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.7.2b</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. W.7.2c</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.7.2d</p> <p>e. Establish and maintain a formal style. W.7.2e</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.7.2f</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is your central idea/thesis statement? • Is research cited? • Have you used topic sentences to introduce claims? • Have you used transitions? • Have you properly concluded your topic? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Organize ideas, concepts, and information prior to <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analysis • cause/effect • classification • cohesion • compare/ comparer/ • conclusion • concrete • contrast 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategies in the introduction • <i>Classroom Instruction That Works</i> <ul style="list-style-type: none"> o Identifying similarities and differences o Essay structure graphic • <i>Graphic organizers for organizing ideas</i> http://www.eduplace.com/graphicorganizer/ • Newscast Scripts <i>Using a novel such as Copper Sun by Sharon Draper, have students write scripts for a newscast based on the book. This should include important news stories, breaking news, sports, weather, interviews with witnesses and advertisements. Students will use the scripts to videotape the newscast, using props as needed.</i> ODE • Personal Opinion Paper <i>Students write a personal opinion paper on a controversial topic that is connected to school (e.g., school uniforms, lunch menus, bus rules). Students may complete a survey of opinions and use the information to create a graph.</i> • Storyboard <i>After reading a novel or short</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 7</i> • <i>Write Source Grade 7</i> • www.prometheanplanet.com • <i>Classroom Instruction That Works</i> • Common Core Standards (http://www.corestandards.org/Appendix_C_p.42) • Criterion Writing Evaluation (https://criterion.ets.org/) • <i>In the Middle: New Understanding about Writing, Reading, and Learning by Atwell, Nanci. Boynton/Cook Publishers, Inc, Portsmouth, NH, 1997.</i> This book is a classic text resource with middle school focus with “seventy per cent new material included.” • <i>Teaching Argument Writing, George Hillocks, Jr.</i> <ul style="list-style-type: none"> o topic cluster, p. 221 • <i>Write Like This, Kelly Gallagher</i> • <i>Write Source</i> <ul style="list-style-type: none"> o pp. 157-205 o 363-377 • <i>Write Traits</i> • <i>Writing Mini-Lessons for Upper Grades</i> by Cunningham, Patricia, Hall, Dorothy P. & Arens, Amanda B. Four Blocks, Carson-Dellosa Publishing Company, New York, NY, 2003. This book provides examples of interactive lessons for 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction <p>Required</p> <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • Cause/effect • Compare/contrast • Constructed response • Research project • Rubrics/checklists – Informative writing

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS	
		<p>writing</p> <ul style="list-style-type: none"> Develop a topic using relevant facts, definitions, quotations, and concrete details Write a cohesive, precise thesis statement Establish and maintain a formal style when writing multi-paragraph essays Apply appropriate transitions to create cohesion and clarify relationships among ideas and concepts Craft a concluding statement that follows from and supports the information or explanation presented <p>PARCC Evidence</p> <ul style="list-style-type: none"> Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements¹ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. Organization The student response demonstrates purposeful coherence, clarity, and cohesion¹ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone², and/or domain-specific vocabulary. Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. PARCC Evidence 	<ul style="list-style-type: none"> convey definition domain-specific explanatory formal style formal formatting (MLA) heading informative introduction organization relevant content selection thesis statement topic transitions <p>Literature/Informational</p>	<p><i>story, have students create a class storyboard of the important events on a white board. They can then break into three groups, one for the beginning, one for the middle and one for the end of the story, in order to write dialogue and stage directions for each cell in the storyboard. The teacher will lead the students into revising their segments so that there is a clear connection among the events, and so that the dialogue and stage directions are true to the original characters and plot.</i></p> <p>ODE</p>	<p>students.</p> <ul style="list-style-type: none"> Writing Workshop www.writingfix.org Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf Diverse Learners: www.cast.org 	
WRITING (W)		Students	TEACHER NOTES	RESOURCE NOTES	ASSESSMENT NOTES	
Text Types and Purposes*	P W	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<ul style="list-style-type: none"> See instructional strategies in the introduction 	<ul style="list-style-type: none"> See resource list in the introduction 	<ul style="list-style-type: none"> See assessment list in the introduction 	

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		<p>a. 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. W.7.3a</p> <ul style="list-style-type: none"> • Organizes and presents ideas through use of: <ul style="list-style-type: none"> ○ introduction ○ thesis statement ○ body paragraphs ○ conclusion <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.7.3b</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.7.3c</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.7.3d</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. W.7.3e</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is the plot of your story? (exposition, rising action, climax, falling action, resolution) • What is the main conflict? • What point of view is the narrator of the story? • How are you incorporating dialogue into your story? • What sensory language have you used to add description? • What words or phrases are you using to transition? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Trace the narrative organizational text structure • Engages and orients the reader by introducing a narrator and/or character • Engages and orients the reader by organizing an event sequence that unfolds naturally and logically • Craft narrative techniques: dialogue, pacing, & description • Assess how the author uses narrative techniques to develop experiences, events and/or characters • Apply a variety of transition words and phrases to convey sequence and signal shifts from one time frame or setting to another • Trace the story plot line: exposition, rising action (complication/problem) climax (crisis), falling <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • characters • climax • concrete • context • convey • descriptive language • dialogue • engage • event sequence • exposition • falling action • mood • narrator • orient • pacing • plot • point of view precise • reflect • resolution • resolution • rising action • rising action • sensory details • setting • transitions 	<ul style="list-style-type: none"> • Jig sawing activity • Storyboard <i>After reading a novel or short story, have students create a class storyboard of the important events on a white board. They can then break into three groups, one for the beginning, one for the middle and one for the end of the story, in order to write dialogue and stage directions for each cell in the storyboard. The teacher will lead the students into revising their segments so that there is a clear connection among the events, and so that the dialogue and stage directions are true to the original characters and plot.</i> ODE 	<ul style="list-style-type: none"> • McDougal Littell Literature, Grade 7 • Write Source Grade 7 • www.prometheanplanet.com • Criterion Writing Evaluation (https://criterion.ets.org/) • Writing Mini-Lessons for Upper Grades by Cunningham, Patricia, Hall, Dorothy P. & Arens, Amanda B. Four Blocks, Carson-Dellosa Publishing Company, New York, NY, 2003. This book provides examples of interactive lessons for students. • Common Core Standards (http://www.corestandards.org/ Appendix C p.52 grade 8) • <i>In the Middle: New Understanding about Writing, Reading, and Learning by Atwell, Nanci.</i> Boynton/Cook Publishers, Inc, Portsmouth, NH, 1997. This book is a classic text resource with middle school focus with “seventy percent new material included.” • Diverse Learners: www.cast.org 	<p>Required</p> <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • Journaling • Memoir • Personal narratives • Pitch to the publisher project • RAFTS • Rubrics/checklists – narrative writing • Short stories

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		<p>action, and resolution of problem</p> <p style="text-align: right;"><u>Literature/Informational</u></p> <ul style="list-style-type: none"> • Draw conclusions about the use of literary devices • Craft reflection; be able to reflect on experiences to provide a conclusion <p>PARCC Evidence</p> <ul style="list-style-type: none"> • Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements¹ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. • Organization The student response demonstrates purposeful coherence, clarity, and cohesion¹ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. • Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone², and/or domain-specific vocabulary. • Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. PARCC Evidence 			
WRITING (W)		<p>Students</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 <u>above</u>.)</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is your thesis/topic sentence? • What form of writing does the writing prompt call for? How do you know? • Who is the audience? • How will you organize your thinking before beginning <p style="text-align: right;">Academic Vocabulary</p> <ul style="list-style-type: none"> • organization • style • task • thesis • purpose 	<p style="text-align: center;">TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategies in the introduction • Big 6 • Board Games <i>In order to promote clear and coherent writing, have students create board games based on a novel or short story with directions that use signal words</i> 	<p style="text-align: center;">RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 7</i> • <i>Write Source Grade 7</i> • www.prometheanplanet.com • <i>Write Traits Student Traits</i> 	<p style="text-align: center;">ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required • Common task/unit • Constructed response • Extended response • Formative

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	P W	<p>to write?</p> <ul style="list-style-type: none"> How will you conclude your writing? What is your purpose for writing? What style will you use? Formal? Informal? What can you add in this paragraph to make your writing clearer? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Organize ideas, concepts, and information prior to writing Identify and analyze the writing task Identify and analyze the purpose for writing Classify the audience Write well-constructed sentences Write a clear, concise thesis statement Craft well-crafted paragraphs Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts Demonstrate the writing process Craft strong conclusion that supports ideas presented in the writing <p>PARCC Evidence See above for specifics</p> <ul style="list-style-type: none"> Development of Ideas Organization Clarity of Language Knowledge of Language and Conventions <p style="padding-left: 20px;"><u>PARCC Evidence</u></p> <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> Is your text evidence included, introduced and explained? Is there only one topic per paragraph? Which would be the best opening sentence? ☐ Which would be the best thesis statement? ☐ What is the best title for this selection? ☐ What sentence best concludes this selection? ☐ Which sentence can be deleted without changing 	<ul style="list-style-type: none"> audience <p>Understands and uses</p> <ul style="list-style-type: none"> 6-Traits of Writing conventions ideas organization presentations sentence fluency voice word choice 	<p><i>and precise instructions as to how to play the game.</i></p> <p><i>Teachers can check the clarity of writing by having students play each other's games and point out things that are unclear or inconsistent.</i> ODE</p> <ul style="list-style-type: none"> Revising for the 6-Traits of Writing RAFT <i>Students use a customized Role, Audience, Format, Topic (RAFT) Organizer at the inception of the task. Students use formula wheels with rubrics in order to meet the requirements of the specific type of writing.</i> Scoring writing samples Writer's Workshop <i>Use writing workshops that begin with mini-lessons on purpose and audience in writing. Break students into peer-editing groups in which students read their papers to the group while group members evaluate each paper using a response rubric. Students should change peer-editing groups often in order to get other perspectives. The teacher should circulate among the groups providing assistance and guidance as needed.</i> ODE 	<p><i>Book</i></p> <ul style="list-style-type: none"> Big 6 Research Strategies (http://www.crlsresearchguide.org/Big_Six_Steps.asp) www.classzone.com Criterion Writing Evaluation (https://criterion.ets.org/) <i>Sentence Composing for Elementary School</i>, Kilgallon Research, grammar http://owl.english.purdue.edu Write Source Text (http://thewritesource.com/) Writing samples 6 Traits Rubrics for Write Trait series www.easy.bib.com www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html. (editing checklist) www.writingfix.com <p>Diverse Learners: www.cast.org</p>	<ul style="list-style-type: none"> Summative <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> Extended writing assignment with editing and revision Graphic organizers Outlines Peer editing Rubrics/checklists

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>the meaning of the selection?</p> <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Organize information prior to writing • Implement the writing process by: planning, revising, editing, and rewriting • Edit for language conventions • Demonstrate understanding of the purpose for writing • Appropriately address the audience • Craft a clear, concise thesis statement • Write well-constructed sentences • Craft well written paragraphs • Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts • Craft a strong conclusion that supports ideas presented in the writing <p><u>PARCC Evidence</u></p> <p>See above for specifics</p> <ul style="list-style-type: none"> • Development of Ideas • Organization • Clarity of Language • Knowledge of Language and Conventions <p style="padding-left: 20px;"><u>PARCC Evidence</u></p> <p>P W</p> <p>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.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • How do you format a document before writing? • How can you include a link to resources within your document? • What program tools are available for you to check your accuracy of language conventions? <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Keyboard accurately • Possess computer literacy • Use computer publishing software • Format and design page layouts • Embed links into a document • Access collaborative sources to discuss topics of </div> <div style="width: 45%;"> <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • cite • collaborate • interact • link • produce • publish • technology <p><u>Literature/Informational</u></p> </div> </div>			

ENGLISH LANGUAGE ARTS CURRICULUM Grade 7

Curriculum Writers: Keri Blais, Colleen Gendron, and Tracey Nangle

STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>interest</p> <ul style="list-style-type: none"> Know how to interact with others using distance learning <p>PARCC Evidence See above for specifics</p> <ul style="list-style-type: none"> Development of Ideas Organization Clarity of Language Knowledge of Language and Conventions <p><u>PARCC Evidence</u></p>			
<p>WRITING (W)</p> <p>Research to Build and Present Knowledge</p>	<p>P W</p>	<p>Students</p> <p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> If you need information on ____ you could type which key words? You run a key word search on the internet and it comes up with several articles on the subject, which would you check out first? Why? What question does your essay/report answer? Which thesis statement is the best for this essay? Which bibliography entry is cited correctly? How do you cite a bibliography entry for a _____? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Design an investigation Use computer publishing software Format and design page layouts Use internet search engines appropriately and effectively Embed links into a document Research a topic using the internet Create a bibliography Locate resources: online, newspaper, library books, interviews, magazines, speakers <p>PARCC Evidence See above for specifics</p> <ul style="list-style-type: none"> Development of Ideas Organization 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> See instructional strategies in the introduction Anchoring Big 6 Fishbowl Graphic organizers On-line scavenger hunt with pre-approved websites Plagiarizing Activity <i>This activity involves lecture-based modeling, student practice and peer review. Students discuss the cons of plagiarizing, focusing on articles about people losing jobs or degrees because of plagiarizing. Model to the class how to cite paragraphs, phrases and significant words correctly. Then, have the students practice by giving them a paragraph to pull information from and cite the source correctly. The teacher should show good examples and ask how to improve others. Students should do this consistently for the research project to reinforce the need to avoid plagiarism.</i> Revising for the 6-Traits of 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list in the introduction <i>McDougal Littell Literature, Grade 7, Unit 9</i> <i>Write Source Grade 7</i> www.prometheanplanet.com Standards Lessons File Writing, Research and Study Skills Big 6 Research Strategies (http://www.crisresearchguide.org/Big_Six_Steps.asp) www.classzone.com Criterion Writing Evaluation (https://criterion.ets.org/) <i>Sentence Composing for Elementary School</i>, Kilgallon www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html (editing checklist) Research, grammar http://owl.english.purdue.edu Write Source Text (http://thewritesource.com/) Writing samples 6 Traits Rubrics for Write Trait series www.easy.bib.com 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> See assessment list in the introduction Required <ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative Suggested (see list in the introduction) <ul style="list-style-type: none"> Annotated works cited Research notecards Outlines Peer editing Rubrics/checklists T-charts Venn diagrams

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		<ul style="list-style-type: none"> Clarity of Language Knowledge of Language and Conventions <u>PARCC Evidence</u> 		<ul style="list-style-type: none"> www.writingfix.com Diverse Learners: www.cast.org 	
	<p>P W</p>	<p>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> How do you know that the source is credible? How do you know that data is accurate? How do you site a digital source? How is a digital source cited differently than a printed source? Summarize the information found in these data. What can you conclude from the data? Did you correctly use the MLA format in citing sources? <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> bibliography credibility citation digital source paraphrase plagiarism quotation marks quote relevant (pertinent) research source summarize <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> Gather relevant information from digital sources Gather relevant information from multiple print sources Assess the credibility of each source Assess the accuracy of each source Quote/paraphrase data without plagiarizing Create a bibliography using a standard format for citation Create a bibliography <p><u>Literature/Informational</u></p> <p>For example:</p> <ul style="list-style-type: none"> unit specific informational selections, students have choice of topic with teacher set parameters, mini projects build to final assignment <p><u>PARCC Evidence</u> See above for specifics</p> <ul style="list-style-type: none"> Development of Ideas Organization Clarity of Language Knowledge of Language and Conventions <u>PARCC Evidence</u> 	<p>Writing</p> <ul style="list-style-type: none"> Socratic Seminars Student-generated examples <i>Give students a topic and have them use sources of information not normally used in research (picture books, photographs, short stories, poems, etc). By having students incorporate these sources into their papers with correct citations and then sharing these papers, students will see how evidence from multiple sources is viable and adds credibility.</i> oDE 		
	<p>P W</p>	<p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical</p>			

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		<p>account of the same period as a means of understanding how authors of fiction use or alter history”). W.7.9a</p> <p>b. 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”). W.7.9b</p> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • How does the author portray the character? Give examples. • How does this portrayal compare to the historical accounts of the character? • What evidence do you have to support your answer? • What evidence do you have to support the author’s argument/claim that _____? • Is there relevant and sufficient evidence to support the claim? If so, what? <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • analyze • compare/contrast • draw evidence • evaluate • historical account • reflect/reflection • relevant • research • sound reasoning • sufficient • support • trace <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Draw evidence from a literary/informational text • Analyze information & be able to support your analysis • Synthesize information and reflect • Compare and contrast fictional portrayal of time place, or character and historical account of the same period • Relate how authors of fiction use or alter history • Know how to trace the argument and specific claims in a text • Evaluate the argument and specific claims in the text <p><u>Literature/Informational</u></p> <p><u>PARCC Evidence</u> See above for specifics</p> <ul style="list-style-type: none"> • Development of Ideas • Organization • Clarity of Language • Knowledge of Language and Conventions 			
WRITING (W)		<p>Students</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • What transitional words or phrases could you use to enhance your writing? • What is the purpose of this writing? <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • editing • reflection • revision 	TEACHER NOTES	RESOURCE NOTES	ASSESSMENT NOTES
Range of Writing			<ul style="list-style-type: none"> • See instructional strategies in the introduction • Classroom Instruction That Works <ul style="list-style-type: none"> ◦ <i>Identifying similarities and</i> 	<ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 7</i> • <i>Write Source Grade 7</i> 	<ul style="list-style-type: none"> • See assessment list in the introduction • Required • Common task/unit

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		<ul style="list-style-type: none"> Who is the audience? Identify the thesis statement. Is the thesis statement supported by evidence that can be traced throughout the writing? The transition _____ could be replaced by_____. Could additional revisions be made? Where? How could the sentence _____ be revised? How does the conclusion reflect the thesis? Give examples. <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Verbalize the purpose for writing Address the audience appropriately Craft a clear, concise thesis statement Write well-constructed sentences Craft well written paragraphs Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts. Edit for language conventions Craft a strong conclusion that supports ideas presented in the writing 	<ul style="list-style-type: none"> rough draft summary <p>Literature/Informational</p> <p><i>differences</i></p> <ul style="list-style-type: none"> Summarizing and notetaking <p>• Guided writing</p> <p>• Post-Reading Writing <i>Have students alter a major moment in history and write about how this would have changed the book they just read. What are the considerations? What are the consequences? How would it change characters/theme/plot?</i> ODE</p> <p>• RAISE</p> <p>• RAFT</p> <p>• Research Allusions <i>Taking a section of the text, write a list of allusions and have students research them. This should deepen students' awareness of the time period and the more significant meanings to the plot/setting/theme/characters.</i></p> <p>• Student models</p>	<ul style="list-style-type: none"> www.prometheanplanet.com http://educationnorthwest.org/traits. <i>The 6+1 Trait®</i> Writing website gives a common language for teachers and students to communicate about the characteristics of writing. It focuses on the six traits of writing and establishes a clear vision of what good writing looks like. www.Readwritethink.org, "Giving Voice to Child Laborers through Monologues" lesson has students write in the voice of someone involved in the debate over child labor in England www.thinkfinity.org Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> Constructed response Extended response Formative Summative <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> Graphic organizers Rubrics/checklists WNB
<p>SPEAKING AND LISTENING (SL)</p> <p>Comprehension and Collaboration</p>		<p>Students</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. 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. SL.7.1a</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.7.1b</p> <p>c. 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. SL.7.1c</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.7.1d</p> <ul style="list-style-type: none"> Strategies for Group Discussions (video): 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> See instructional strategies in the introduction Accountable Talk Carousel <i>The teacher identifies five key questions on a particular content/topic and posts those questions on chart paper throughout the room. The students are divided into five small groups and "carousel" to each question. Students are encouraged to put comments, questions and insights on each chart paper. After completion of the carousel, a full-class discussion is held about</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list in the introduction McDougal Littell Literature, Grade 7 Write Source Grade 7 www.prometheanplanet.com CNN Student News Historical speeches, e.g. "Gettysburg Address" "I Have a Dream" Upfront Magazine On the Record Civil Rights packet Literature Circles (http://www.litcircles.org/) 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> See assessment list in the introduction Required Common task/unit Constructed response Extended response Formative Summative <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> Blog entry Debate Glog

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STANDARDS	Unit	STANDARDS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p style="text-align: center;">North Smithfield School Department</p> <p>http://player.discoveryeducation.com/index.cfm?guidAssetId=097A53BF-FCB2-40D8-86DA-1F51E72A5D10&blnFromSearch=1&productcode=US</p> <ul style="list-style-type: none"> Strategies for Public Speaking (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=DF7546FC-B4A3-4F7D-91D5-355327340DC2&blnFromSearch=1&productcode=US Oral Presentation (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=CAD9D224-E459-41E3-BFB2-83AE0767DAD4&blnFromSearch=1&productcode=US <p>Guiding Question(s)</p> <ul style="list-style-type: none"> How did you prepare for today's discussion? What are some questions you might ask during the discussion? Based on what you read, what might you want to discuss more deeply with your group? What are some rules that help make the discussion collegial? What is your role in the discussion? What are the specific goals of the discussion, and long do we have to meet them? How will we track the progress? How will you contribute to the progress of the group? Reflect on what you heard, what ideas can you add to the discussion? Have your partners said anything that made you change your ideas? Did you acknowledge them? Use this language frame: I agree/disagree with what you said. Use this language frame: In addition to what _____ said, I think... <p>Academic Vocabulary</p> <ul style="list-style-type: none"> acknowledge collegial elicit evidence explicit modify pose reflect research warranted <p>Literature/Informational</p> <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Prepare for collaborative discussions Incorporate evidence or information into the discussion which is relevant to the topic Know the rules for participating in a discussion Construct checklist to track progress Make relevant comments that help return the discussion to the topic Acknowledge new information expressed by others Modify your own views based on the comments and information of others Formulate questions Make connections and respond to questions posed by others 	<p><i>comments from each chart.</i></p> <ul style="list-style-type: none"> Cubing Strategy <i>Students will address statements regarding nonfictional or fictional text using the Cubing Strategy. Teachers will create three sets of cubes with the following levels of thinking on each side: Compare it, Associate it, Analyze it, Apply it, Argue for it, and Argue against it. Students will be grouped in readiness levels and take turns rolling the die to address the given statement using what the die tells them to do. The statements may vary to challenge the different readiness groups, i.e., Students who play sports get good grades.</i> Fishbowl Literature Circles Reader's Workshop Socratic Seminar 	<ul style="list-style-type: none"> Oral Presentation (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=CAD9D224-E459-41E3-BFB2-83AE0767DAD4&blnFromSearch=1&productcode=US Reader's Handbook pp. 112-115 Reader's Workshop (http://www.readersworks hop.org/) Socratic Seminars (http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf) Strategies for Group Discussions (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=097A53BF-FCB2-40D8-86DA-1F51E72A5D10&blnFromSearch=1&productcode=US Strategies for Public Speaking (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=DF7546FC-B4A3-4F7D-91D5-355327340DC2&blnFromSearch=1&productcode=US www.discoveryeducational.com Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> Photo story Podcast Power point Project presentation

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		<p>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.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is the main idea of _____? • Did you evaluate how those ideas are presented in the different media? Is the message the same? • How does using visual media/formats help clarify the ideas within a topic of study? • Which format or media made the topic easier for you to understand? • What were some of the supporting details presented? • Why would presenting ideas and information in a quantitative format make it easier to understand? • Did you analyze the information presented for credibility? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • clarify • diverse • formats • main ideas • media • orally • quantitative • supporting details • visually <p>Literature/Informational</p> <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Identify and analyze main ideas in diverse media and formats • Identify and analyze supporting details and ideas in diverse media and formats • Prove how ideas, information, or data clarify a topic, text or issue under study <ul style="list-style-type: none"> • Oral Presentation (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=CAD9D224-E459-41E3-BFB2-83AE0767DAD4&blnFromSearch=1&productcode=US • Strategies for Group Discussions (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=097A53BF-FCB2-40D8-86DA-1F51E72A5D10&blnFromSearch=1&productcode=US • Strategies for Public Speaking (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=DF7546FC-B4A3-4F7D-91D5-355327340DC2&blnFromSearch=1&productcode=US <p>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.</p>			

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		<p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • Can you identify the speaker’s reasons for making certain claims? • Is the speaker’s argument valid? Why or why not? • Are the claims the speaker is making based on valid evidence? • What details or evidence help you understand the speaker’s attitude toward the topic? • Are the arguments the speaker is making relevant to the topic being discussed? • Is there enough evidence to support the speaker’s claim? • Who is the intended audience? What is their perspective? • Is the evidence offered in the speech sufficient enough to convince you? <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • argument • attitude • claim • delineate • evaluate • prospective • reasoning • relevance • soundness • sufficiency • valid <p><u>Literature/Informational</u></p> <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Differentiate between argument and claims • Distinguish between sound and unsound reasoning • Identify the attitude the speaker has toward a subject by analyzing the content and the delivery • Recognize that some claims introduced may not be relevant to the topic • Recognize that the evidence offered may not be sufficient or substantial <ul style="list-style-type: none"> • Oral Presentation (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=CAD9D224-E459-41E3-BFB2-83AE0767DAD4&blnFromSearch=1&productcode=USStrategies for • Group Discussions (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=097A53BF-FCB2-40D8-86DA-1F51E72A5D10&blnFromSearch=1&productcode=US • Strategies for Public Speaking (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=DF7546FC-B4A3-4F7D-91D5-355327340DC2&blnFromSearch=1&productcode=US 			
<p>SPEAKING AND LISTENING (SL)</p> <p>Presentation of Knowledge and Ideas</p>		<p>Students</p> <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</p>	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategies in the introduction • Demonstration/Peer Review Have students write and present a demonstration while 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 7</i> 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction <p>Required</p>

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		<p>Guiding Question(s)</p> <ul style="list-style-type: none"> How will you plan your presentation? On what evidence will you base your argument? Have you considered the counterarguments that might be made? Is your argument presented logically with sufficient and pertinent details/facts/examples? Was your conclusion strong? Is there something you can add to make it stronger? Can the listener follow your argument? Is there cohesion from beginning to end? Don't forget the rules for a good presentation. <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Organize and deliver a presentation that is <ul style="list-style-type: none"> focused coherent (delivered in a logical sequence) contains pertinent facts, descriptions, examples Distinguish between a claim and a finding Determine an arguments claim <ul style="list-style-type: none"> acknowledges counterarguments creates cohesion by using transitional words or phrases has a strong concluding statement Speak with an adequate volume and clear pronunciation Make appropriate eye contact <p style="margin-left: 40px;"> • Creating Multimedia Presentations (website): http://www.readwritethink.org/classroom-resources/lesson-plans/students-creators-exploring-multimedia-1088.html?tab=3#tabs </p> <p style="margin-left: 40px;"> • Making a Presentation (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=CA0A7724-78E5-415B-B538-B1C6C71B5F7E&blnFromSearch=1&productcode=US </p> <p style="margin-left: 40px;"> • Multimedia Tools and Tutorials http://www.readwritethink.org/files/resources/lesson_images/lesson1088/multimedia_tools_and_tutorials.html </p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <ul style="list-style-type: none"> Creating Multimedia Presentations (website): 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> argument claim coherent cohesion counterargument emphasizing evidence focused manner narrative pertinent presentation presentations pronunciation salient summary <p>Literature/Informational</p>	<p><i>their peers evaluate based on a rubric. This should allow students a chance to see how others see their speaking skills and identify which areas they need to improve.</i></p> <ul style="list-style-type: none"> Living Museums <i>Students present exhibits portraying characters and artifacts as they would have existed during a given time period.</i> Facilitate and model <ul style="list-style-type: none"> Socratic seminars Literature circles Fish bow Silent debate 	<ul style="list-style-type: none"> Write Source Grade 7 www.prometheanplanet.com Creating Multimedia Presentations (website): http://www.readwritethink.org/classroom-resources/lesson-plans/students-creators-exploring-multimedia-1088.html?tab=3#tabs Making a Presentation (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=CA0A7724-78E5-415B-B538-B1C6C71B5F7E&blnFromSearch=1&productcode=US Multimedia Tools and Tutorials http://www.readwritethink.org/files/resources/lesson_images/lesson1088/multimedia_tools_and_tutorials.html Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> Blog entry Debate Glog P.S.A Photo story Podcast Power point Prezi Project Presentation Round Table Discussion

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • How does the use of _____ enhance your presentation? The message? • What digital media could you use to present your data clearly? • Do the components help clarify the presentation? • What is the message or information you want to convey to your audience? • How would including media help the presentation? • Does the media help underscore your important points? • How did you decide which images you would include? • Did you strategically place your media components and your visual displays to enhance understanding of your presentation topic? <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Select appropriate multimedia components that add meaning to the presentation • Know what elements are needed to create visual displays • Include photos, video, audio, animation, and text to emphasize the important points of the presentation • Include photos, video, audio, animation, and text to clarify the important points of the presentation • Proficiently use of digital and video cameras, PowerPoint, LCD projectors, and other presentation programs <p style="text-align: center;">http://www.readwritethink.org/classroom-resources/lesson-plans/students-creators-exploring-multimedia-1088.html?tab=3#tabs</p> <ul style="list-style-type: none"> • Making a Presentation (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=CA0A7724-78E5-415B-B538-B1C6C71B5F7E&blnFromSearch=1&productcode=US • Multimedia Tools and Tutorials http://www.readwritethink.org/files/resources/lesson_images/lesson1088/multimedia_tools_and_tutorials.html <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <ul style="list-style-type: none"> • Creating Multimedia Presentations (website): <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • How and where can you include informal language in a formal presentation to keep listeners interested? 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • claims • clarify • components • digital media los • enhance • express • salient points • visual displays <p><u>Literature/Informational</u></p>		
		<p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • How and where can you include informal language in a formal presentation to keep listeners interested? 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • audience • colloquialism 		

ENGLISH LANGUAGE ARTS CURRICULUM Grade 7

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> What is the purpose of your speech and who is your intended audience? Are you trying to persuade or convince your audience? Will you need formal or informal English? Why? Are you delivering a formal presentation? How will this affect your choice of words? How will your word choice impact your listeners? How will you emphasize the important points? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Identify the audience and purpose Differentiate between informal and formal language Vary sentence patterns for style Understand and adapt the delivery to appeal to the audience Enunciate and speak at appropriate volume and pace Apply the conventions of language to improve expression and understanding <p style="text-align: right;">Literature/Informational</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/students-creators-exploring-multimedia-1088.html?tab=3#tabs</p> <ul style="list-style-type: none"> Making a Presentation (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=CA0A7724-78E5-415B-B538-B1C6C71B5F7E&blnFromSearch=1&productcode=US Multimedia Tools and Tutorials http://www.readwritethink.org/files/resources/lesson_images/lesson1088/multimedia_tools_and_tutorials.html 	<ul style="list-style-type: none"> context contexts demonstrate formal English informal purpose selection sentence variety word choice 		
<p>LANGUAGE (L)</p> <p>Conventions of Standards English</p>		<p>Students</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences. L.7.1a</p> <ul style="list-style-type: none"> <i>Grammar Guide</i> (http://grammar.ccc.commnet.edu/grammar/) Info: (http://grammar.ccc.commnet.edu/grammar/clauses.htm) Worksheets: (http://www.ereadingworksheets.com/free-grammar-worksheets/clauses-and-phrases.pdf) Media: (http://player.discoveryeducation.com/index.cfm?guidAssetId=8COE-FFA0-713D-49BF-93CE-BE0311FB573A&blnFromSearch=1&productcode=US) (http://player.discoveryeducation.com/index.cfm?guidAssetId=DA8-85A60-85E6-44DD-8FBF-5B43F3BEF9E2&blnFromSearch=1&productcode=US) http://owl.english.purdue.edu 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> See instructional strategies in the introduction Café grouping Classroom Instruction That Works <ul style="list-style-type: none"> homework and practice cues, questions and advance organizers advance organizers Daily mugs Frequently misspelled word list Sentence Combining <i>Use sentence-combining</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list in the introduction <i>McDougal Littell Literature, Grade 7</i> <i>Write Source Grade 7</i> www.prometheanplanet.com <i>Composing Sentences for Elementary School</i>, Kilgallon <i>Holt Handbook, grade 7</i>, pp. 232-233 <i>dangling modifiers</i> chapter 5 <i>phrases</i> <i>McDougal Littell Literature, Writing, Research, and</i> 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> See assessment list in the introduction Required <ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative Suggested (see list in the introduction) <ul style="list-style-type: none"> Mugs Peer editing

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. L.7.1b</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* L.7.1c</p> <ul style="list-style-type: none"> • Write Source Text (http://thewritesource.com/) • Composing Sentences for Elementary School, Kilgallon <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is a fragment? • How can you avoid writing sentence fragments? • What is a phrase? How does it differ from clause? • What is an independent clause? What is a dependent clause? Which is the same as a simple sentence? • What is a compound sentence? • Name the words that are used to connect two independent clauses. • What is a complex sentence? How does it differ from a compound sentence? • What types and how many clauses are used in a compound-complex sentence? • Is the position of the modifier correct? What word is word is being modified? • What is a dangling modifier? • In what way does the passage deviate from conventional use? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • active voice • conventions • direct • fragments • indirect • intensive pronouns • object • objective case • passive voice • possessive case • predicate • subject • subjective case • vague /ambiguous antecedents <p>Literature/Informational</p> <p>Essential Knowledge and skills While creating argument, informational and narrative writing students will:</p> <ul style="list-style-type: none"> • Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.) • Identify and correctly use phrases and clauses • Identify and correctly use simple sentences • Identify and correctly use compound sentences • Identify and correctly use complex sentences • Identify and correctly use compound-complex sentences • Identify and correctly use (place) modifiers • Recognize variations from standard English <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). L.7.2a</p>	<p><i>techniques to allow students to practice building simple sentences into complex sentences. For example, have students suggest/brainstorm simple sentences and model how to combine those using coordinating conjunctions, subordinating conjunctions or punctuation. Follow with a worksheet that students develop to demonstrate their mastery.</i></p> <p>Facilitate and model</p> <ul style="list-style-type: none"> • grammar embedded in writing • peer-editing • using checklists 	<p>Study Skills</p> <ul style="list-style-type: none"> • <i>Write Source, pp. 691-701 (phrases)</i> • Fry Spelling List (http://www.candohelperpage.com/sightvocab_1.html) • Grammar Guide (http://grammar.ccc.commnet.edu/grammar/) • http://owl.english.purdue.edu • Info: (http://grammar.ccc.commnet.edu/grammar/clauses.htm) • Info: (http://www.eslbee.com/sentences.htm) Worksheets: (http://www.ereadingworksheets.com/free-grammar-worksheets/creating-compound-sentences.pdf) (http://www.ereadingworksheets.com/free-grammar-worksheets/creating-complex-sentences.pdf) • Media: (http://player.discoveryeducation.com/index.cfm?guidAssetId=8C0EFA0-713D-49BF-93CE-BE0311FB573A&blnFromSearch=1&productcode=US) (http://player.discoveryeducation.com/index.cfm?guidAssetId=DA885A60-85E6-44DD-8FBF-5B43F3BEF9E2&blnFromSearch=1&productcode=US) • Media: (http://player.discoveryeducation.com/index.cfm?guidAssetId=77F68782-01F0-437F-8475-52085F5DB2FA&blnFromSearch=1&productcode=US) (http://player.discoveryeducation.com/index.cfm?guidAssetId=FB982CA8-D981-43B4-AF99-82301823E619&blnFromSearch=1&productcode=US) • Worksheets: (http://www.ereadingworksheets.com/free-grammar-worksheets/clauses-and-phrases.pdf) • <i>Write Source Text (http://thewritesource.com/)</i> 	<ul style="list-style-type: none"> • Rubrics/checklists • Spelling Bee • Word games • D.L.R (Daily Language Review) • Peer editing • Write Source

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		<ul style="list-style-type: none"> • <i>Holt</i>, chapter 14, p. 296 • <i>Write Source</i>, pp. 582-590 • Info: (http://englishplus.com/grammar/00000072.htm) • Worksheets: (http://printfu.org/coordinate+adjectives+worksheet) • http://owl.english.purdue.edu <p>b. Spell correctly. L.7.2b</p> <ul style="list-style-type: none"> • <i>Write Source</i>, Improving spelling • Info: (http://englishplus.com/grammar/00000072.htm) • Worksheets: (http://printfu.org/coordinate+adjectives+worksheet) • http://owl.english.purdue.edu <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What are coordinate adjectives? How do you correctly punctuate coordinate adjectives in a sentence? • What is the correct spelling of this word? • Are standard English conventions correctly demonstrated? • What might the author/you do to address conventional errors and improve clarity? <p>Essential Knowledge and skills While creating argument, informational and narrative writing students will:</p> <ul style="list-style-type: none"> • Use commas to separate coordinate adjectives • Punctuate correctly • Spell correctly <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • capitalization • comma splices • complete sentences • coordinate adjectives • dash • nonrestrictive • parentheses • parenthetical elements • phrases • punctuation • run-on sentence <p>Literature/Informational</p>		<ul style="list-style-type: none"> • www.classzone.com • Diverse Learners: www.cast.org 	
LANGUAGE (L)		<p>Students</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. * L.7.3a</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What sentence patterns are present/absent in this piece (essay/presentation/passage)? • Does the piece address the needs/interests of the audience? • How can you more precisely express this idea? • Are any of the words or sentences used redundant? What words can be removed without affecting the message? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • concise • declarative • exclamatory • imperative • interrogative • precise • redundant • sentence structure • sentence variety 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategies in the introduction • Expert models • Model nonlinguistic representations • Technology translation <i>Have students take a paragraph from a text and change it to a text message they would send – this helps students identify the main ideas and points, precisely and concisely conveying that information. Students also can change a text message to a</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 7</i> • <i>Write Source Grade 7</i> • www.prometheanplanet.com • <i>Holt pp. 430-431</i> • <i>McDougal Littell Literature, pp.137-203</i> o <i>Vocabulary and Spelling</i> • Synonym posters • <i>Word maps</i> • <i>Word walls</i> 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required • Common task/unit • Constructed response • Extended response • Formative • Summative • Suggested (see list in the introduction) • Graphic organizers

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>Essential Knowledge and skills While creating argument, informational and narrative writing students will:</p> <ul style="list-style-type: none"> Recognize and use a variety of sentence patterns Identify and use appropriate language to address audience Express ideas precisely and concisely 	<ul style="list-style-type: none"> syntax <p>For example</p> <ul style="list-style-type: none"> trait of word choice synonyms shades of meaning <p>Facilitate and model</p> <ul style="list-style-type: none"> grammar embedded in writing peer-editing using checklists 	<ul style="list-style-type: none"> <i>Write Sources</i> p. 558 <i>Write Traits</i> pp. 184-185 www.writefix.org 	<ul style="list-style-type: none"> Mugs checklist Peer editing Rubrics/checklists Use in context Word games
<p>LANGUAGE (L)</p> <p>Vocabulary Acquisition and Use</p>	<p>P</p> <p>L</p>	<p>Students</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>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. L.7.4a</p> <ul style="list-style-type: none"> Context Clues http://www.woodland.k12.mo.us/faculty/rgarner/Reading/context-clues.htm <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). L.7.4b</p> <ul style="list-style-type: none"> <i>Write Source</i>, p. 562 <ul style="list-style-type: none"> http://www.asdk12.org/middlelink/LA/vocabulary/forms/Greek_Latin_Roots.pdf https://www.msu.edu/~defores1/qre/roots/qre_rts_afx_2.htm <i>Root Words and Affixes (lesson plan/ website):</i> http://www.readwritethink.org/classroom-resources/lesson-plans/improve-comprehension-word-game-1042.html?tab=3#tabs <p>c. 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. L.7.4c</p> <ul style="list-style-type: none"> <i>McDougal Littell</i>, p. 193 <i>Write Source</i>, pp. 374-375 <p>d. 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). L.7.4d</p>	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> See instructional strategies in the introduction Model nonlinguistic representations Pictionary Word charades Word of the Week Word Mountains <i>Students give the root word at the "top of the mountain." Then they give the definition on the next line. Below that, there are two more words that use the same root as above. Students then produce a sentence for each of the words (roots).</i> Word Walls 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list in the introduction <i>McDougal Littell Literature, Grade 7</i> <i>Write Source Grade 7</i> www.prometheanplanet.com <i>Building Academic Vocabulary, Marrzano and Pickering</i> Games <i>McDougal Littell Vocabulary and Spelling</i> <ul style="list-style-type: none"> Context Clues pp. 105-127 Word origins pp. 73-99 <i>Write Source</i> <ul style="list-style-type: none"> 7.4 p. 563 7.4 pp. 564-569 Word matrix www.classzone.com Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> See assessment list in the introduction Required <ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative Suggested (see list in the introduction) <ul style="list-style-type: none"> Non-linguistic representation Word of the week Word mountains Word walls Pictionary charades

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	P L	<p>Guiding Question(s)</p> <ul style="list-style-type: none"> Based upon the use of the word in the sentence, what can you deduce the word _____ means? Does the positioning of the word _____ assist in determining meaning? Is an appositive clue provided? Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide? What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech? What is the origin of the word? Did it derive from another language? Has the meaning/use of the word _____ changed over time? How? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Use context clues to derive word meaning Use Greek and Latin affixes and roots to derive word meaning Use reference materials to derive word meanings Use reference materials to determine correct pronunciation of words Trace the etymology of words Verify word meaning <p>PARCC Evidence</p> <ul style="list-style-type: none"> Demonstrates the ability to 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. (1) PARCC Evidence <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. L.7.5a</p> <ul style="list-style-type: none"> Word of the Week <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. L.7.5b</p> <ul style="list-style-type: none"> Synonym/Antonym (http://www.firstschoolyears.com/literacy/word/other/synonyms/synonyms.htm) Analogy (http://mrsdell.org/analogy/) 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> affix consult context clues deduce/deduction determination dictionary etymology function glossaries inferred meaning part of speech precise meaning prefix preliminary pronunciation reference materials root word suffix synonym thesaurus verify <p>Literature/Informational</p>	<ul style="list-style-type: none"> Diverse Learners: www.cast.org 	

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		<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). L.7.5c</p> <ul style="list-style-type: none"> • Word Connotations (http://leo.stcloudstate.edu/grammar/connotations.html) • Connotation/Denotation (lesson plan/ website): http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CER_LP_S02_BC_L08_I02_01.pdf <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is meant by the figurative expression _____? • What type of figurative language is used? • Does the expression allude to or casually mention a character or incident in another literary text? What is the connection? • Although very similar in meaning, how do the words slightly differ in meaning? • What is the relationship between these words? • What is the explicit/direct meaning of the word? • Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Interpret figurative language • Interpret literary, biblical and mythological allusions • Utilize word relationships to clarify meaning • Identify the explicit/direct meaning of a word (denotation) • Identify the secondary meaning of a word (connotation) <p>PARCC Evidence</p> <ul style="list-style-type: none"> • Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). (1) • Demonstrates ability to interpret figures of speech in context. (2) • Demonstrates the ability to determine the relationship between particular words. (3) PARCC Evidence 			
	P L	<p>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>			

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		<p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • What is the meaning for the term _____? • How would you use the academic word _____ in a sentence? • Can you give an example of how the word _____ is used in different subject areas? • The word _____ is specific to what subject/domain? • Why is it important to understand the meaning of the domain-specific word _____ when studying this subject? • What strategies do you use for identifying, understanding, and using academic words? <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Identify, understand, and use general academic terms • Identify, understand, and use domain-specific terms • Independently build vocabulary <p><u>PARCC Evidence</u></p> <ul style="list-style-type: none"> • Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). (1) • Demonstrates ability to interpret figures of speech in context. (2) • Demonstrates the ability to determine the relationship between particular words. (3) <u>PARCC Evidence</u> 			