

**YEARLY QUARTER UNITS ENGLISH LANGUAGE ARTS GRADE 7**

**North Smithfield School Department**

UNITS	CLOSE READING OF TEXT RL. 7.1-7.10, RI 7.1-7.10		WRITING ABOUT TEXT W7.1-7.10		RESEARCH PROJECT W.7.7	NARRATIVE WRITING W.7.3 (Extended response)
	3-5 Short Texts	1 Extended Text	Routine Writing	4-6 Analysis	1 Research	1-2 Narratives
<p><b>UNIT 1: IDENTITY</b></p> <p><i>What determines how we view ourselves? What determines how others see us?</i></p>	<p><b>Literature 2-3:</b></p> <ul style="list-style-type: none"> <li>• “Charles”</li> <li>• “A Retrieved Reformation”</li> <li>• “Thank you Ma’am”</li> <li>• “Rikki-Tikki-Tavi”</li> <li>• “Amigo Brothers”</li> <li>• “Scholarship Jacket”</li> <li>• “7<sup>th</sup> Grade”</li> </ul> <p><b>Informational texts 1-2:</b></p> <ul style="list-style-type: none"> <li>• The Gold Rush paired texts</li> <li>• “Names/Nombres”</li> <li>• “Fish Cheeks”</li> <li>• CIA World Fact Book</li> </ul>	<p><b>Informational</b> On the Record Lead Text</p> <ul style="list-style-type: none"> <li>• <b>Family Ties</b></li> </ul>	<p><b>Develop and convey understanding through:</b></p> <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Reader Response Journals &amp; Journal Prompts</li> <li>• Comprehension Checks</li> <li>• Graphic Organizers</li> <li>• Constructed Response</li> <li>• Outlining</li> </ul>	<p>Focus on <b>arguments</b> through:</p> <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Literary analysis</li> <li>• Weekly argument assignment</li> </ul> <p>Focus on <b>informational</b></p> <ul style="list-style-type: none"> <li>• Evidence of close reading of both informational and literary texts</li> <li>• Family Ties Prompt:</li> <li>• FOR EXAMPLE: “How do people discover their identity?”</li> </ul>	<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• PBSlearning.org Immigration module</li> <li>• “An American Teenager in the 21<sup>st</sup> Century”</li> </ul>	<p><b>Convey experiences</b></p> <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• In Literature: “Pitch to the Publishers” Narrative Writing Project – theme of identity</li> <li>• Personal narrative about learning experiences</li> </ul>
<p><b>UNIT 2: SACRIFICES</b></p> <p><i>What individual sacrifices should be made for the benefit of the community?</i></p>	<p><b>Literature 2-3:</b></p> <ul style="list-style-type: none"> <li>• <i>The Last Dog</i></li> <li>• <i>War of the Wall</i></li> <li>• <i>The Lottery</i></li> <li>• “Eleven”</li> </ul> <p><b>Informational texts 1-2</b></p> <ul style="list-style-type: none"> <li>• <i>Back to the Wall</i> NF</li> <li>• <i>The Collective Grief of a Nation</i> NF</li> <li>• Current Events articles on Cloning/Genetic Engineering</li> <li>• Poetry: <i>Oh Captain, My Captain</i></li> </ul>	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• <b><i>The Giver</i></b></li> </ul> <p><b>Informational</b></p> <ul style="list-style-type: none"> <li>• <i>Animal Instincts</i></li> <li>• <i>Found Guilty</i></li> <li>• <i>Never Say Die</i></li> </ul>	<p><b>Develop and convey understanding through:</b></p> <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Reader Response Journals &amp; Journal Prompts</li> <li>• Comprehension Checks</li> <li>• Literature Circles</li> <li>• Graphic Organizers</li> <li>• Summarization “threads” on Good Reads</li> </ul>	<p>Focus on <b>arguments</b> through:</p> <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Various Literary Analyses</li> <li>• Constructed Responses</li> <li>• “What is more important, the community or individual?”</li> <li>• “Would the world be better if free-will was eliminated?”</li> <li>• Weekly argument assignment</li> </ul> <p>Focus on <b>informational</b></p> <ul style="list-style-type: none"> <li>• Lang. Arts: Informational extended response about how challenges faced by characters in texts</li> <li>• Literature: Compare and Contrast of Utopian Societies in <i>The Giver</i> and <i>The Truman Show</i></li> </ul>	<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Additional texts and writing for research on cloning/genetic engineering OR utopian communities</li> <li>• LANGUAGE ARTS: Life outline</li> </ul>	<p><b>Convey experiences</b></p> <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• writing from another’s point of view</li> <li>• RAFTs</li> <li>• Language Arts: Routine Writing prompts</li> </ul>

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<p><b>UNIT 3:</b> <b>CHARACTER</b></p> <p><i>What would you stand up for or against?</i></p>	<p><b>Literature 2-3:</b></p> <ul style="list-style-type: none"> <li>• Various Langston Hughes poems</li> <li>• “Wreath for Emmett Till”</li> <li>• <i>I Never Saw Another Butterfly</i></li> </ul> <p>• <b>Informational texts 1-2</b></p> <ul style="list-style-type: none"> <li>• <i>Encounter with Martin Luther King, Jr.,</i></li> <li>• <i>Montreal Signs Negro Shortstop</i></li> <li>• <i>I Have A Dream</i></li> <li>• <i>I Have been to the Mountain Tops</i></li> <li>• <i>Autobiography of E. Roosevelt</i></li> <li>• <i>Biography of Eleanor Roosevelt</i></li> <li>• <i>By All Means Necessary</i></li> <li>• “A Class Act” Scholastic News</li> <li>• The Nobel Experiment</li> <li>• Various Read Words and Scholastic articles</li> </ul>	<p><b>Informational</b></p> <ul style="list-style-type: none"> <li>• <i>State of the Emergency</i></li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• <b><i>Boy in the Striped Pajamas</i></b></li> </ul>	<p><b>Develop and convey understanding through:</b></p> <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Reader Response Journals &amp; Journal Prompts</li> <li>• Comprehension Checks</li> <li>• Literary Excerpts</li> <li>• DBQ’s – Document Based Questioning</li> <li>• Graphic Organizers</li> </ul>	<p>Focus on <b>arguments</b> through:</p> <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Literary analysis</li> <li>• ELA Prompt, extended response</li> <li>• PROMPT: The characters ignore government orders to evacuate New Orleans. Should they be considered heroes or troublemakers? Why?</li> <li>• Weekly argument assignment</li> </ul> <p>Focus <b>on informational</b></p> <ul style="list-style-type: none"> <li>• Evidence of close reading of both informational and literary texts Focus on arguments</li> <li>• Profile of a non-profit</li> </ul>	<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Extended Multi-Media Research Project and Presentation on Civil Rights Events and People</li> <li>• Butterfly research projects – Holocaust and the victims at Terezin</li> <li>• Natural Disasters research project for ELA</li> </ul>	<p><b>FOR EXAMPLE:</b></p> <p><b>Convey experiences</b> by writing from another’s point of view</p> <ul style="list-style-type: none"> <li>• Personal accounts “Do Now” writing for the Holocaust</li> <li>• RAFT – historical perspective</li> </ul>
<p><b>UNIT 4</b> <b>PERSPECTIVE</b></p> <p><i>What determines our happiness?</i></p>	<p><b>Literature 2-3:</b></p> <p><b>Informational texts 1-2</b></p> <ul style="list-style-type: none"> <li>• Bullying Articles</li> </ul>	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• <b><i>Flipped</i></b></li> </ul> <p><b>Informational</b></p> <ul style="list-style-type: none"> <li>• Literature Circles with             <ul style="list-style-type: none"> <li>○ POW</li> <li>○ Schooled</li> </ul> </li> <li>• Non-fiction articles and Reader’s Theater about Bethany Hamilton</li> </ul>	<p><b>Develop and convey understanding through:</b></p> <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Reader Response Journals &amp; Journal Prompts</li> <li>• Comprehension Checks</li> <li>• Graphic Organizers</li> <li>• RAFT writings</li> <li>• Summarization</li> <li>• Homework reflections</li> </ul>	<p>Focus on <b>arguments</b> through:</p> <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Literary analysis – extended response on point of view and reliability</li> </ul> <p>Focus on <b>informational</b></p> <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast the film Soul Surfer with articles and reader’s Theater about Bethany Hamilton</li> </ul>	<p><b>FOR EXAMPLE:</b></p> <p>Hobby Projects in ELA</p>	<p><b>Convey experiences</b></p> <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• RAFT writing</li> <li>• Scrap Book Project of Mementos</li> </ul>
<b>FOR READING AND WRITING IN EACH UNIT</b>						
	Cite Evidence RL/RI 7.1	Analyze content RL/RI 7.2-9, SL 7.2-3	Apply grammar L7.1-3	Apply vocabulary L7.4-6	Conduct discussions SL7.1	Report Findings SL 7.4-6