

ELA COMMON CORE CURRICULUM UNIT GRADE 7 CHARACTER

North Smithfield School Department

TITLE OF UNIT: CHARACTER

GRADE: 7TH ELA/LITERATURE

DATE PRESENTED: January

DATE DUE: March

LENGTH OF TIME: Several weeks, quarter, semester

OVERVIEW OF UNIT:

Over the course of this unit, students will read historical literary and historical informational texts. In the Literature course, students will be exposed to the Holocaust through the novel *The Boy in the Striped Pajamas*. They will receive historical background through supplementary informational texts, and gain empathy for the victims of this tragedy through the exploration of poems from the book *I Never Saw another Butterfly*.

The unit continues with an exploration into the leaders of the Civil Rights Unit. Students will read and listen to speeches by Martin Luther King Jr., Jackie Robinson, Malcolm X, and additional primary and secondary sources.

In Language Arts/ELA, students will explore the lives of victims of natural disasters who disregarded orders to evacuate. The focus of the text is to showcase the strength of individuals in caring for neighbors and fellow victims.

Students will be working on short narrative and argument writing during this unit, but there is a focus on research and informational writing. Throughout this unit, the ELA and Literature classes are focusing on building empathy of victims of tragedy, while also understanding why some people are drawn to stand up for certain causes.

ESSENTIAL QUESTION

What would you stand up for or against?

STANDARDS: Common Core ELA Standards

| Reading RL/R.I 1-10 | Writing W. 1-10 | Speaking & Listening SL. 1-6 | Language L. 1-6 |
|--|---|--|---|
| Literature & Informational <input type="checkbox"/> Key Ideas and Details <input type="checkbox"/> Craft and Structure <input type="checkbox"/> Integration of Knowledge <input type="checkbox"/> Range of Reading | <input type="checkbox"/> Text Types and Purposes <input type="checkbox"/> Production and Distribution <input type="checkbox"/> Research to Build and Present Knowledge <input type="checkbox"/> Range of Writing | <input type="checkbox"/> Comprehension and Collaboration <input type="checkbox"/> Presentation of Knowledge and Ideas | <input type="checkbox"/> Knowledge of Language <input type="checkbox"/> Vocabulary Acquisition Use |

FOCUS ELA STANDARDS:

Reading Literary and Informational

- Textual evidence, draw inferences **RL and RI 7.1**
- Theme or central ideas and analyze **RL and RI 7.2**
- Interaction between elements, people and ideas **RL and RI 7.3**
- Meaning of words in context **RL and RI 7.4**
- Point of view **RL.7.6**
- fictional portrayal of a time, place, character and a historical account **RL.7.9**
- Read and comprehend **RL 7.10**
- Structure and organization **RI.7.5**
- Point of view and purpose **RI 7.6**
- Written story, drama poem to audio, film **RL.7.7**
- Argument and claims **RI 7.8**
- Two or more authors, same topic **RL 7.9 RI7.9**
- Read and comprehend literary non-fiction **RI7.10**

Writing

- Argument **W.7.1**
- Information/explanatory **W.7.2**
- Narrative **W.7.3**
- Clear and coherent writing **W.7.4**
- Strengthen writing **W.7.5**
- Write routinely **W.7.10**
-

Speaking and Listening

- Collaborative discussion **SL.7.1**
- Diverse media format **SL 7.2**
- Speaker's argument and claims **SL 7.3**
- Salient points **SL7.4**
- Multimedia **SL 7.5**
- Command of formal English language **SL.7.6**

Language

- Command of conventions, phrases and clauses **L.7.1**
- Command of standard English capitalization, punctuation, spelling **L.7.2**
- Language and conventions when reading, writing, speaking and listening **L.7.3**
- Meaning of unknown and multiple meaning words **L.7.4**
- Include multi-media components and visual displays in presentations **L.7.5**
- Grade-appropriate academic and domain specific words **L.7.6**

Applied Learning Standards:

problem solving
communication
critical thinking
research
reflection/ evaluation

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ENDURING UNDERSTANDING:

- Students will learn about leaders and victims of our world's tragedies: natural disasters, the Holocaust, and the Civil Rights Movements.
- Students will analyze why some people are drawn to stand up for a cause while others don't. What motivates people to stand up against values they know are wrong? What causes others to stay quiet? These are the topics to explore.

PRIOR KNOWLEDGE:

- Students will need background information on the events leading up to the Holocaust.
- Students will need background information on slavery, the Civil War and the Civil Rights Movement.
- Students will need background information on Hurricane Katrina.

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Students will write in a variety of genres to express learning about a person's character.
- Students will read a variety of fiction and nonfiction to learn about the victims of tragedies and the people who stood up for those victims.
- Students will learn researching skills and apply to a long-term research project and oral presentation.

STUDENT NEW KNOWLEDGE:

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.

Guiding Question(s)

- 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.

Essential Knowledge and skills

- Reading comprehension
 - Analyze the text
 - Identify explicit textual evidence
 - Cite evidence
 - Draw inferences
 - Support inference using several pieces from the text

PARCC Evidence

- **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**

Academic Vocabulary

- analyze
- cite
- conclude
- explicit
- inferences
- textual evidence

Literature/Informational

For example: Unit 1

- "Scholarship Jacket"
- "Retrieved Reformation"

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.

Guiding Question(s)

- 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?

Essential Knowledge and skills

- Reading Comprehension
 - Recognize and analyze theme development
 - Make inferences
 - Write an objective summary of the text

Academic Vocabulary

- analyze
- central idea
- cite evidence
- determine
- objective
- summarize
- theme

Literature/Informational

For example:

- Unit 1: Speech

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PARCC Evidence

- 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) PARCC Evidence

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Guiding Question(s)

- 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?

Essential Knowledge and skills

- 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

PARCC Evidence

- Provides an analysis of how particular elements of a story or drama interact. (1) PARCC Evidence

Academic Vocabulary

- analyze
- character
- character traits
- drama
- infer
- inference
- plot
- setting

Literature/Informational

For example:

- "A Mother in Manville"
- Questions and extended responses
- Film clip Back to the Future
- Unit 1 Setting as social condition Compare informational piece of text to poetry

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.

Guiding Question(s)

- 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 _____.

Essential Knowledge and skills

- 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

PARCC Evidence

- 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

Academic Vocabulary

- analyze
- connotative meaning
- denotative meaning
- determine
- figurative meaning
- impact
- specific
- tone
- word choice

Literature/Informational

For example:

- **Appreciating poetry**
- "Scaffolding"
- **Unit 1: Poem reflecting social conditions**

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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.

Guiding Question(s)

- 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?

Essential Knowledge and skills

- Identify and analyze point of view
- Identify and analyze purpose
- Distinguish the author's point of view from that of others

PARCC Evidence

- 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)

Academic Vocabulary

- author
- develop
- narrator
- point of view
- speaker in text

Literature/Informational

- Malcolm X vs., Martin Luther King

For example:

- bias, opinion

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.

Guiding Question(s)

- 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?

Essential Knowledge and skills

- 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

PARCC Evidence

- 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) PARCC Evidence

Academic Vocabulary

- accurate (precise)
- alter
- compare
- contrast
- fiction
- historical account
- historical event
- historical novel

Literature/Informational

- *Boy in the Striped Pajamas* novel vs. film

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).

Guiding Question(s)

- Briefly summarize the central idea of the text.

Essential Knowledge and skills

- Read various forms of literary nonfiction fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts
- Actively read

Academic Vocabulary

- comprehension
- fluency
- informational text
- nonfiction no

Literature/Informational

- *Up Front Magazine*

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- *On the Record* lead texts
- Civil Rights packets

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.

Guiding Question(s)

- 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_____.

Academic Vocabulary

- analyze
- cite
- draw inferences
- explicit
- textual evidence

Essential Knowledge and skills

- Reading comprehension
 - Analyze the text
 - Critically identify explicit textual evidence
 - Cite evidence
 - Draw inferences
 - Support inference using several pieces of evidence from the text

Literature/Informational

- "I Have a Dream"
- Autobiography of Eleanor Roosevelt

PARCC Evidence

- Provides several pieces of textual evidence to support analysis of what **the text says explicitly**. (1) PARCC Evidence
- Provides several pieces of textual evidence to support analysis of **inferences drawn from the text**. (2) PARCC Evidence

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.

Guiding Question(s)

- 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_____.

Academic Vocabulary

- analyze
- central idea
- determine
- objective
- summary

Essential Knowledge and skills

- Reading Comprehension
 - Determine central ideas
 - Analyze development of central ideas
 - Formulate an objective summary of the text

Literature/Informational

- Short persona; essay
- J. Alvarez
- A. Tan
- Civil Rights speeches

PARCC Evidence

- Provides a statement of central idea(s) of a text. (1) PARCC Evidence
- Provides an analysis of the development of central idea(s) over the course of the text (2) PARCC Evidence
- Provides an objective summary of a text. (3) PARCC Evidence

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).

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Guiding Question(s)

- How were individuals affected by these events?
- How did one event influence or affect another?
- How did one individual influence another?

Essential Knowledge and skills

- Identify individuals, events and ideas
- Analyze the interaction between individuals, events and ideas

PARCC Evidence

- 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

Academic Vocabulary

- illustrate
- explain
- elaborate
- events
- individuals
- interactions
- influence

Literature/Informational

- Malcom X vs. Martin Luther King
- Black History March paired text

RI.7.4 Determine the meaning of words and phrases as they are used in a text, including

- figurative
- connotative
- technical meanings

analyze the impact of a specific word choice on meaning and tone.

Guiding Question(s)

- 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?

Essential Knowledge and skills

- Differentiate interpret connotations/denotations
- Identify and analyze figurative language
- Recognize and interpret technical language
- Hypothesize impact of word choice on meaning & tone

PARCC Evidence

- 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

Academic Vocabulary

- analyze
- connotative meaning
- denotative meaning (technical)
- figurative meaning
- impact
- meaning
- phrases
- repetition
- specific
- tone

Literature/Informational

For example:

- word choice in a speech
- content specific vocabulary

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.

Guiding Question(s)

- 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.

Academic Vocabulary

- analyze
- captions
- contribute
- footnotes
- graphics/charts
- headers

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- 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?

Essential Knowledge and skills

- 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 whole (development of ideas).

PARCC Evidence

- 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

- major
- sections
- subtitles
- text structure

Literature/Informational

For example:

- subtitles
- data tables, graphic
- photos, captions
- margin notes

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.

Guiding Question(s)

- 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?

Essential Knowledge and skills

- Identify and analyze point of view
- Identify and analyze purpose
- Distinguish the author's point of view from that of others

PARCC Evidence

- 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)

Academic Vocabulary

- author
- develop
- narrator
- point of view
- speaker in text

Literature/Informational

- Malcolm X vs., Martin Luther King
- For example:
- bias, opinion

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).

Guiding Question(s)

- 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.

Essential Knowledge and skills

- 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

Academic Vocabulary

- analyze
- compare
- contrast
- delivery
- evaluate
- format
- impact
- information
- integrate
- portrayal

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PARCC Evidence

- 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

(representation)

- summarize

Literature/Informational

- "I Have a Dream"
- 42 – movie vs "Nobel Experiment" J. Robinson

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.

Guiding Question(s)

- 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.

Academic Vocabulary

- argument
- claims
- evaluate
- evidence
- invalid
- reasoning
- relevant (pertinent)
- reliable
- sound (sensible)
- sufficient
- support
- unreliable
- valid

Essential Knowledge and skills

- Analyzed how claims and/or arguments are supported by evidence from the text
- Trace the specific claims of an argument
- Evaluate evidence relevant to the claims

PARCC Evidence

- 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) PARCC Evidence

Literature/Informational

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.

Guiding Question(s)

- 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?

Academic Vocabulary

- advance
- analyze
- compare
- contrast
- difference
- event
- evidence
- genre
- key information
- perspective
- point of view
- presentation
- similar

Essential Knowledge and skills

- Compare & contrast two texts
- Identify and analyze interpretation of facts
- Identify and analyze use of evidence

PARCC Evidence

- 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

Literature/Informational

For example:

- Martin Luther King vs. Malcolm X

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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).

Guiding Question(s)

- Briefly summarize the central idea of the text.

Essential Knowledge and skills

- Read various forms of literary nonfiction fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts
- Actively read

Academic Vocabulary

- comprehension
- fluency
- informational text
- nonfiction no

Literature/Informational

- *Up Front Magazine*
- *On the Record* lead texts
- Civil Rights packets

W.7.1 Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **W.7.1a**
 - **Organizes and presents ideas through use of:**
 - introduction
 - thesis statement
 - body paragraphs
 - conclusion
- 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**
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **W.7.1c**
- Establish and maintain a formal style. **W.7.1d**
 - **Selects words/wording that maintains strong and appropriate tone**
- Provide a concluding statement or section that follows from and supports the argument presented. **W.7.1e**

Guiding Question(s)

- 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?

Essential Knowledge and skills

- 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

Academic Vocabulary

- address
- arguments/counterarguments
- claims/alternate or opposing claims
- cohesion
- conclusion
- credible source
- formal
- persuade
- relevant evidence
- style
- supporting evidence
- topic

Literature/Informational

PARCC Evidence

- **Development of Ideas**

The student response addresses the prompt and provides effective and comprehensive development of the

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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**

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.

- 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**
 - Organizes and presents ideas through use of:
 - introduction
 - thesis statement
 - body paragraphs
 - conclusion
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **W.7.2b**
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **W.7.2c**
- Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.7.2d**
- Establish and maintain a formal style. **W.7.2e**
- Provide a concluding statement or section that follows from and supports the information or explanation presented. **W.7.2f**

Guiding Question(s)

- 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?

Essential Knowledge and skills

- Organize ideas, concepts, and information prior to writing
- 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

PARCC Evidence

- **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.

Academic Vocabulary

- analysis
- cause/effect
- classification
- cohesion
- compare/ comparer/
- conclusion
- concrete
- contrast
- convey
- definition
- domain-specific
- explanatory
- formal style formal
- formatting (MLA)
- heading
- informative
- introduction
- organization
- relevant content

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- **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**

- selection
- thesis statement
- topic
- transitions

Literature/Informational

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

- 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**
 - Organizes and presents ideas through use of:
 - introduction
 - thesis statement
 - body paragraphs
 - conclusion
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **W.7.3b**
- 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**
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **W.7.3d**
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events. **W.7.3e**

Guiding Question(s)

- 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?

Essential Knowledge and skills

- 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 action, and resolution of problem
- Draw conclusions about the use of literary devices
- Craft reflection; be able to reflect on experiences to provide a conclusion

PARCC Evidence

- **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,

Academic Vocabulary

- 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

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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

- setting
- transitions

Literature/Informational

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 above.)

Guiding Question(s)

- 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 to write?
- 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?

Academic Vocabulary

- organization
- style
- task
- thesis
- purpose
- audience

Essential Knowledge and skills

- 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

Understands and uses

- 6-Traits of Writing
- conventions
- ideas
- organization
- presentations
- sentence fluency
- voice
- word choice

PARCC Evidence

See above for specifics

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions PARCC Evidence

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.)

Guiding Question(s)

- Is your text evidence included, introduced and explained?
- Is there only one topic per paragraph?
- Which would be the best opening sentence?

Academic Vocabulary

- editing
- language conventions
- organization

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- 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 the meaning of the selection?

- planning
- revising
- rewriting

Literature/Informational

Essential Knowledge and skills

- 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

PARCC Evidence

See above for specifics

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions [PARCC Evidence](#)

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.

Guiding Question(s)

- What transitional words or phrases could you use to enhance your writing?
- What is the purpose of this writing?
- 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.

Academic Vocabulary

- editing
- reflection
- revision
- rough draft
- summary

Literature/Informational

Essential Knowledge and skills

- 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

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- 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**
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **SL.7.1b**

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- 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**
- d. Acknowledge new information expressed by others and, when warranted, modify their own views. **SL.7.1d**
- **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>
 - **Oral Presentation (video):**
<http://player.discoveryeducation.com/index.cfm?guidAssetId=CAD9D224-E459-41E3-BFB2-83AE0767DAD4&blnFromSearch=1&productcode=US>

Guiding Question(s)

- 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...

Academic Vocabulary

- acknowledge
- collegial
- elicit
- evidence
- explicit
- modify
- pose
- reflect
- research
- warranted

Essential Knowledge and skills

- 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

Literature/Informational

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.

Guiding Question(s)

- 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?

Academic Vocabulary

- analyze
- clarify
- diverse
- formats
- main ideas
- media
- orally
- quantitative
- supporting details
- visually

Essential Knowledge and skills

- 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

Literature/Informational

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- 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>

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.

Guiding Question(s)

- 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?

Essential Knowledge and skills

- 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

- 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>

Academic Vocabulary

- argument
- attitude
- claim
- delineate
- evaluate
- prospective
- reasoning
- relevance
- soundness
- sufficiency
- valid

Literature/Informational

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

Guiding Question(s)

- 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.

Essential Knowledge and skills

- Organize and deliver a presentation that is
 - focused
 - coherent (delivered in a logical sequence)
 - contains pertinent facts, descriptions, examples

Academic Vocabulary

- argument
- claim
- coherent
- cohesion
- counterargument
- emphasizing
- evidence
- focused
- manner
- narrative
- pertinent
- presentation
- presentations

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- Distinguish between a claim and a finding
- Determine an arguments claim
 - 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

- pronunciation
- salient
- summary

Literature/Informational

- 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

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- Creating Multimedia Presentations (website):

Guiding Question(s)

- 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?

Academic Vocabulary

- claims
- clarify
- components
- digital media
- enhance
- express
- salient points
- visual displays

Essential Knowledge and skills

- 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

Literature/Informational

- <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

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.)

- Creating Multimedia Presentations (website):

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Guiding Question(s)

- How and where can you include informal language in a formal presentation to keep listeners interested?
- 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?

Essential Knowledge and skills

- 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
 - <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

Academic Vocabulary

- audience
- colloquialism
- context
- contexts
- demonstrate
- formal English
- informal
- purpose
- selection
- sentence
- variety
- word choice

Literature/Informational

- L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of phrases and clauses in general and their function in specific sentences. **L.7.1a**
- *Grammar Guide* (<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=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>)
 - <http://owl.english.purdue.edu>
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. **L.7.1b**
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* **L.7.1c**
- *Write Source Text* (<http://thewritesource.com/>)
 - *Composing Sentences for Elementary School*, Kilgallon

Guiding Question(s)

- 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 being modified?
- What is a dangling modifier?
- In what way does the passage deviate from conventional use?

Essential Knowledge and skills

While creating argument, informational and narrative writing students will:

Academic Vocabulary

- active voice
- conventions
- direct
- fragments
- indirect
- intensive pronouns
- object
- objective case
- passive voice
- possessive case
- predicate
- subject
- subjective case
- vague /ambiguous

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- 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

antecedents

Literature/Informational

- L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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**
- *Holt*, chapter 14, p. 296
 - *Write Source*, pp. 582-590
 - Info: (<http://englishplus.com/grammar/00000072.htm>)
 - Worksheets: (<http://printfu.org/coordinate+adjectives+worksheet>)
 - <http://owl.english.purdue.edu>
- b. Spell correctly. **L.7.2b**
- *Write Source*, Improving spelling
 - Info: (<http://englishplus.com/grammar/00000072.htm>)
 - Worksheets: (<http://printfu.org/coordinate+adjectives+worksheet>)
 - <http://owl.english.purdue.edu>

Guiding Question(s)

- 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?

Essential Knowledge and skills

While creating argument, informational and narrative writing students will:

- Use commas to separate coordinate adjectives
- Punctuate correctly
- Spell correctly

Academic Vocabulary

- capitalization
- comma splices
- complete sentences
- coordinate adjectives
- dash
- nonrestrictive
- parentheses
- parenthetical elements
- phrases
- punctuation
- run-on sentence

Literature/Informational

- L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.7.3**
- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. *
- L.7.3a**

Guiding Question(s)

- 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?

Essential Knowledge and skills

While creating argument, informational and narrative writing students will:

- Recognize and use a variety of sentence patterns
- Identify and use appropriate language to address audience
- Express ideas precisely and concisely

Academic Vocabulary

- concise
- declarative
- exclamatory
- imperative
- interrogative
- precise
- redundant
- sentence structure
- sentence variety
- syntax

For example,

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- trait of word choice
- synonyms
- shades of meaning

- 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.
- 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**
 - Context Clues (http://www.woodland.k12.mo.us/faculty/rgarner/Reading/context_clues.htm)
 - 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**
 - Write Source*, p. 562
 - http://www.asdk12.org/middlelink/LA/vocabulary/forms/Greek_Latin_Roots.pdf
 - https://www.msu.edu/~defores1/qre/roots/qre_rts_afx2.htm
 - Root Words and Affixes* (lesson plan/ website):
 - <http://www.readwritethink.org/classroom-resources/lesson-plans/improve-comprehension-word-game-1042.html?tab=3#tabs>
 - 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**
 - McDougal Littell*, p. 193
 - Write Source*, pp. 374-375
 - 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**

Guiding Question(s)

- 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?

Essential Knowledge and skills

- 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

PARCC Evidence

- 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**

Academic Vocabulary

- 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

- L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. **L.7.5a**
 - Word of the Week**
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. **L.7.5b**

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- [Synonym/Antonym \(http://www.firstschoolyears.com/literacy/word/other/synonyms/synonyms.htm\)](http://www.firstschoolyears.com/literacy/word/other/synonyms/synonyms.htm)
 - [Analogy \(http://mrsdell.org/analogies/\)](http://mrsdell.org/analogies/)
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). **L.7.5c**
- [Word Connotations \(http://leo.stcloudstate.edu/grammar/connotations.html\)](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](http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CER_LP_S02_BC_L08_I02_01.pdf)

Guiding Question(s)

- 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?

Essential Knowledge and skills

- 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)

PARCC Evidence

- 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**

Academic Vocabulary

- allegory
- alliteration
- allusions
- cause/effect
- connotations (associations)
- demonstrate
- denotations (definitions)
- distinguish
- figurative language
- idioms
- interpret
- item/category
- metaphors
- nuances
- similes

Literature/Informational

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.

Guiding Question(s)

- 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?

Essential Knowledge and skills

- Identify, understand, and use general academic terms
- Identify, understand, and use domain-specific terms
- Independently build vocabulary

PARCC Evidence

- 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**

Academic Vocabulary

- academic
- acquire
- comprehension
- domain-specific
- expression

Literature/Informational

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SUGGESTED WORKS:

| <u>LITERARY TEXTS</u> | | | |
|--|--|--------------------------------------|---|
| STORIES | POETRY | DRAMA | OTHER |
| <p><i>The Boy in the Striped Pajamas</i> Excerpts from the following:</p> <ul style="list-style-type: none"> • <i>Yellow Star</i> • <i>Number the Stars</i> | <ul style="list-style-type: none"> • Various Langston Hughes poems • "Wreath for Emmett Till" • Poems from <i>I Never Saw Another Butterfly</i> | | |
| <u>INFORMATIONAL TEXT</u> | | | |
| NONFICTION | BIOGRAPHIES | MEMOIRS | SPEECHES, PUBLIC DOCUMENTS |
| <ul style="list-style-type: none"> • <i>Encounter with Martin Luther King, Jr.</i>, • <i>Montreal Signs Negro Shortstop</i> • <i>I Have A Dream</i> • <i>I Have been to the Mountain Tops</i> • <i>Autobiography of E. Roosevelt</i> • <i>Biography of Eleanor Roosevelt</i> • <i>By All Means Necessary</i> • "A Class Act" Scholastic News • The Nobel Experiment • Various Read Words and Scholastic articles | | | <ul style="list-style-type: none"> • <i>Montreal Signs Negro Shortstop</i> • <i>Montreal Signs Negro Shortstop</i> • <i>I Have A Dream</i> • <i>I Have been to the Mountain Tops</i> "A Class Act" Scholastic News Various Read Works and Scholastic articles |
| | | <p><i>By All Means Necessary</i></p> | |

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- | | | | |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 16. Research project |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 17. Vocabulary word wall |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 18. Writer's notebook |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 19. Word Study |
| 5. Graphic organizers | 10. Media appreciation | 15. Oral presentation | |

Develop and convey understanding through:

Focus on **arguments** through:

FOR EXAMPLE:

- Literary analysis
- ELA Prompt, extended response
- PROMPT: The characters ignore government orders to evacuate New Orleans. Should they be considered heroes or troublemakers? Why?
- Weekly argument assignment

Focus on **informational**

- Evidence of close reading of both informational and literary texts Focus on arguments
- Profile of a non-profit

RESEARCH FOR EXAMPLE:

- Extended Multi-Media Research Project and Presentation on Civil Rights Events and People
- Butterfly research projects – Holocaust and the victims at Terezin
- Natural Disasters research project for ELA

Focus on **narrative** through:

Convey experiences by writing from another's point of view

- Personal accounts "Do Now" writing for the Holocaust
- RAFT – historical perspective

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

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ADDITIONAL RESOURCES: see curriculum for specifics

VOCABULARY

| | | | |
|---------------------------------|-------------------------|-----------------------------|-----------------------------|
| 1. academic | 59. determination | 117. informal | 175. redundant |
| 2. accurate (precise) | 60. develop | 118. information | 176. reference materials |
| 3. acknowledge | 61. dialogue | 119. informational text | 177. reflect/reflection |
| 4. acquire | 62. dictionary | 120. informative | 178. relevance |
| 5. active voice | 63. difference | 121. integrate | 179. reliable |
| 6. address | 64. digital media | 122. intensive pronouns | 180. repetition |
| 7. advance | 65. direct | 123. interactions | 181. research |
| 8. affix | 66. distinguish | 124. interpret | 182. resolution |
| 9. allegory | 67. diverse | 125. interrogative | 183. revising /revision |
| 10. alliteration | 68. domain-specific | 126. introduction | 184. rewriting |
| 11. allusions | 69. drama | 127. invalid | 185. rising action |
| 12. alter | 70. draw inferences | 128. key information | 186. root word |
| 13. analysis /analyze | 71. editing | 129. language conventions | 187. rough draft |
| 14. argument | 72. elaborate | 130. main ideas | 188. run-on sentence |
| 15. counterarguments | 73. elicit | 131. major | 189. salient |
| 16. attitude | 74. emphasizing | 132. manner | 190. sections |
| 17. audience | 75. engage | 133. meaning | 191. selection |
| 18. author | 76. enhance | 134. media | 192. sensory details |
| 19. capitalization | 77. etymology | 135. metaphors | 193. sentence structure |
| 20. captions | 78. evaluate | 136. modify | 194. sentence variety |
| 21. cause/effect | 79. event | 137. mood | 195. setting |
| 22. central idea | 80. event sequence | 138. narrative | 196. similar |
| 23. character | 81. evidence | 139. narrator | 197. similes |
| 24. character traits | 82. exclamatory | 140. nonfiction | 198. sound (sensible) |
| 25. cite evidence | 83. explain | 141. nonrestrictive | 199. soundness |
| 26. claim (s) | 84. explanatory | 142. nuances | 200. speaker in text |
| 27. clarify | 85. explicit | 143. object | 201. specific |
| 28. classification | 86. exposition | 144. objective | 202. style |
| 29. climax | 87. express | 145. objective case | 203. subject |
| 30. coherent | 88. expression | 146. orally | 204. subjective case |
| 31. collegial | 89. falling action | 147. organization | 205. subtitles |
| 32. colloquialism | 90. fiction | 148. orient | 206. sufficiency/sufficient |
| 33. comma splices | 91. figurative language | 149. pacing | 207. suffix |
| 34. compare | 92. figurative meaning | 150. parentheses | 208. summarize/summary |
| 35. complete sentences | 93. fluency | 151. parenthetical elements | 209. support |
| 36. components | 94. focused | 152. part of speech | 210. supporting details |
| 37. comprehension | 95. footnotes | 153. passive voice | 211. supporting evidence |
| 38. concise | 96. formal | 154. perspective | 212. synonym |
| 39. conclude/conclusion | 97. format | 155. persuade | 213. syntax |
| 40. concrete | 98. formatting (MLA) | 156. pertinent | 214. task |
| 41. connotations (associations) | 99. fragments | 157. phrases | 215. text structure |
| 42. consult | 100. function | 158. planning | 216. textual evidence |
| 43. context | 101. genre | 159. plot | 217. theme |
| 44. context clues | 102. glossaries | 160. point of view | 218. thesaurus |
| 45. contrast | 103. graphics/charts | 161. portrayal | 219. thesis |
| 46. contribute | 104. headers | 162. pose | 220. tone |
| 47. conventions | 105. heading | 163. possessive case | 221. topic |
| 48. convey | 106. historical account | 164. precise | 222. transitions |
| 49. coordinate adjectives | 107. historical event | 165. predicate | 223. unreliable |
| 50. credible source | 108. historical novel | 166. prefix | 224. vague /ambiguous |
| 51. dash | 109. idioms | 167. preliminary | 225. valid |
| 52. declarative | 110. illustrate | 168. presentation | 226. variety |
| 53. deduce/deduction | 111. impact | 169. pronunciation | 227. verify |
| 54. definition | 112. imperative | 170. prospective | 228. visual displays |
| 55. delineate | 113. indirect | 171. punctuation | 229. visually |
| 56. delivery | 114. individuals | 172. purpose | 230. warranted |
| 57. demonstrate | 115. infer/ inference | 173. quantitative | 231. word choice |
| 58. descriptive language | 116. influence | 174. reasoning | |

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LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:

- Lesson #2 Summary:

- Lesson #3 Summary:

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - Lead –in

 - Step by step

 - Closure

- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
 - **Formative**

 - **Summative**