

# ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

## North Smithfield School Department

**TITLE OF UNIT:** Quarter 4: PERSPECTIVE

**GRADE:** 7

**DATE PRESENTED:**

**DATE DUE:** June

**LENGTH OF TIME:** One Quarter

### OVERVIEW OF UNIT:

In the fourth Literature and ELA unit, students will explore perspective, purpose and point of view of characters who have emerged from obstacles as happier and stronger individuals.

In ELA, students will explore drama and informational texts on Bethany Hamilton, who was a victim of a shark attack while surfing. Students will explore where her happiness and strength come from after enduring such hardships. They will also explore shorter texts on POWs, sports figures, etc.

In Literature, students will read the novel *Flipped* and explore how seeing two sides to every situation can change one's own point of view. The students will write in a variety of formats to explore human nature and self-awareness and what it is that determines individual satisfaction and happiness.

### ESSENTIAL QUESTION

*What determines our happiness?*

### STANDARDS: Common Core ELA Standards

Reading RL/RI 1-10 Literature & Informational	Writing W. 1-10	Speaking & Listening SL. 1-6	Language L. 1-6
<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 7.4**
- fictional portrayal of a time, place, character and a historical account **RL 7.9**
- Read and comprehend **RL 7.10**
- Drama's or poem form **RI 7.5**
- Structure and organization **RI 7.5**
- Point of view and purpose **RI 7.6**
- Argument and claims **RI 7.8**
- Two or more authors, same topic **RI 7.9**
- Read and comprehend literature and literary non-fiction **RL 7.10 RI 7.10**

#### 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 **SL 7.4**
- Use Multi Media **SL 5**
- Adapt language **SL 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**

# ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

## North Smithfield School Department

### Applied Learning Standards:

problem solving      communication      critical thinking      research      reflection/ evaluation

### ENDURING UNDERSTANDING:

- Students will be able to determine that all stories have at least two sides and to view all perspectives before making judgments;
- Students will understand the impact they have on the lives of others and vice versa and how actions of one can determine the happiness of many;
- Students will understand that happiness can be found in many ways;
- Students will recognize that literature imitates life and that the themes explored throughout the course of the year help them to appreciate human nature and the importance of being self-aware.

### PRIOR KNOWLEDGE: Background knowledge that is essential to unit

Students should have background knowledge but not full mastery of the following literary terms:

- 1<sup>st</sup> person point of view
- 3<sup>rd</sup> person omniscient
- 3<sup>rd</sup> person limited
- Perspective
- Bias
- Propaganda

Students should have understanding and experience with argument, informational, and narrative writing.

Students should have experience with the act of researching and using researched information appropriately.

### STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Students will write in a variety of genres including RAFT to show their understanding of perspective
- Students will read a variety of fiction and nonfiction to learn about human nature and self-awareness
- Students will learn researching skills and apply to mini research projects and oral presentation.
- Students will be able to determine the similarities and differences between written text and other media
- Students will use best evidence as support for argument writing (informational and literary texts)
- Students will analyze the reliability of 1<sup>st</sup> person and 3<sup>rd</sup> person narrators

### Students

**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.

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## North Smithfield School Department

### 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

### 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

### Academic Vocabulary

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

### Literature/Informational

For example:

- Unit 1: Speech

**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
- antagonist
- character
- character traits
- drama
- infer
- inference
- plot
- protagonist
- 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

**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 \_\_\_\_\_.

### 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

### Academic Vocabulary

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

### Literature/Informational

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

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### 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 \_\_\_\_\_.

### Essential Knowledge and skills

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

### 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

### Academic Vocabulary

- analyze
- central idea
- determine
- objective
- summary

### Literature/Informational

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

**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).

### 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.7.7** 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

### Academic Vocabulary

- analyze
- compare
- contrast
- delivery
- evaluate
- format

## ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

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- 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

#### 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

- impact
- information
- integrate
- portrayal (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.

#### 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

#### Academic Vocabulary

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

#### 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?

#### 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

#### Academic Vocabulary

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

#### Literature/Informational

For example:

# ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

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- Martin Luther King vs. Malcolm X

- 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

### PARCC Evidence

- **Development of Ideas**  
The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements<sup>1</sup> 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 cohesion<sup>1</sup> 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 tone<sup>2</sup>, 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**

### Academic Vocabulary

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

### Literature/Informational

- W.7.2** Write **informative/explanatory** texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and

# ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

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analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison, and contrast, and format (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
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **W.7.2b**
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **W.7.2c**
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.7.2d**
- e. Establish and maintain a formal style. **W.7.2e**
- f. 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 elements<sup>1</sup> 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 cohesion<sup>1</sup> 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 tone<sup>2</sup>, 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**

### 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
- 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

# ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

## North Smithfield School Department

- o body paragraphs
- o 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**  
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- **Organization**  
The student response demonstrates purposeful coherence, clarity, and cohesion<sup>1</sup> 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.
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- **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**

### 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
- setting
- transitions

### Literature/Informational

**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?

### Academic Vocabulary

- editing
- reflection
- revision
- rough draft
- summary

### Literature/Informational



## ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

### North Smithfield School Department

- How does the conclusion reflect the thesis? Give examples.

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

#### **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 used by others

#### **Academic Vocabulary**

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

#### **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

## ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

### North Smithfield School Department

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?

#### 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

#### Academic Vocabulary

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

#### Literature/Informational

- 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

#### Academic Vocabulary

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

#### Literature/Informational

- Oral Presentation (video):  
<http://player.discoveryeducation.com/index.cfm?guidAssetId=CAD9D224-E459-41E3-BFB2-83AE0767DAD4&blnFromSearch=1&productcode=US>
- 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.7.4** 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

# ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

## North Smithfield School Department

### 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
- 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

- 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](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?

### 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

- <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](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.)

### Academic Vocabulary

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

### Literature/Informational

### Academic Vocabulary

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

### Literature/Informational

# ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

## North Smithfield School Department

- Creating Multimedia Presentations (website):

### 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

### Academic Vocabulary

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

### 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](http://www.readwritethink.org/files/resources/lesson_images/lesson1088/multimedia_tools_and_tutorials.html)

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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>

a. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. **L.7.1b**

b. 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:

- 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

### Academic Vocabulary

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

### Literature/Informational

## ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

### North Smithfield School Department

- Identify and correctly use (place) modifiers
- Recognize variations from standard English

**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,

- \_Trait of word choice
- synonyms
- shades of meaning

# ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

## North Smithfield School Department

### Students

- 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](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](http://www.asdk12.org/middlelink/LA/vocabulary/forms/Greek_Latin_Roots.pdf))
      - ([https://www.msu.edu/~defores1/qre/roots/qre\\_rts\\_afx2.htm](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

#### Literature/Informational

- 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**
  - Synonym/Antonym* (<http://www.firstschoolyears.com/literacy/word/other/synonyms/synonyms.htm>)
  - Analogy* (<http://mrsdell.org/analogy/>)
- 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>)
  - Connotation/Denotation* (lesson plan/ website):

# ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

## North Smithfield School Department

[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

# ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

## North Smithfield School Department

### SUGGESTED WORKS:

#### LITERARY TEXTS

##### STORIES

*Flipped*

##### POETRY

##### DRAMA

Reader's Theatre on  
Bethany Hamilton  
from *Scholastic  
Magazine*

##### OTHER

#### INFORMATIONAL TEXT

##### NONFICTION

- Informational articles/texts on  
Bethany Hamilton

##### BIOGRAPHIES

##### MEMOIRS

- Lit Circle texts:
  - *POW*
  - *Schooled*

##### SPEECHES, PUBLIC DOCUMENTS

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

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

#### Develop and convey understanding through:

##### FOR EXAMPLE:

- Reader Response Journals & Journal Prompts
- Comprehension Checks
- Graphic Organizers
- RAFT writings
- Summarization
- Homework reflections

#### Focus on arguments through:

##### FOR EXAMPLE:

- Literary analysis – extended response on point of view and reliability

#### Focus on informational

##### FOR EXAMPLE:

- Compare and Contrast the film *Soul Surfer* to the reader's theatre and other informational texts
- Hobby Projects in ELA

#### Convey experiences

##### FOR EXAMPLE:

- RAFT writing
- Scrap Book Project of Mementos

### 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

### ADDITIONAL RESOURCES: see curriculum for specifics

- *Scope Magazine*
- *Up Front*
- *On The Record*
- *Flipped* film



# ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE

## North Smithfield School Department

### 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	

**ELA COMMON CORE CURRICULUM UNIT GRADE 7 PERSPECTIVE**  
**North Smithfield School Department**

LESSON PLAN for UNIT \_\_\_\_\_

**LESSONS**

- ☐ **Lesson # 1** Summary:
  
- ☐ **Lesson #2** Summary:
  
- ☐ **Lesson #3** Summary:

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**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**