

ELA COMMON CORE CURRICULUM UNIT GRADE 7 SACRAFICE
North Smithfield School Department

TITLE OF UNIT: Quarter 2 Sacrifice

GRADE: 7

DATE PRESENTED: Quarter 1: November-January

LENGTH OF TIME: 3 months

OVERVIEW OF UNIT:

During this unit, students will be answering the essential question as well as three smaller essential questions: How could a community lose sight of individuals? What does it mean to make a sacrifice for the greater good? Is it more important to fit into a group or express your individuality?

Students will read an extended literary text that will be supplemented by poetry, short stories and informational texts. During this unit, students must produce a research project based on someone who sacrificed for the greater good. Teacher will create a list of individuals from which the students will choose.

Literature students will read, study and discuss *The Giver* by Lois Lowry as their extended piece of literary text. They will consider the essential questions as well as where individuality fits, and the cost to the individual and the community of pursuing a utopia. Students will read short fiction pieces supplemented by poetry, short stories and informational texts. During this unit, students must produce a research project based on someone who sacrificed for the greater good. Teacher will create a list of individuals from which the students will choose.

ESSENTIAL QUESTION

What individual sacrifices should be made for the benefit of the community?

STANDARDS: Common Core ELA Standards

Reading RL/R.I 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"/> Text Types and Purposes	<input type="checkbox"/> Comprehension and Collaboration	<input type="checkbox"/> Knowledge of Language
<input type="checkbox"/> Craft and Structure	<input type="checkbox"/> Production and Distribution	<input type="checkbox"/> Presentation of Knowledge and Ideas	<input type="checkbox"/> Vocabulary Acquisition Use
<input type="checkbox"/> Integration of Knowledge	<input type="checkbox"/> Research to Build and Present Knowledge		
<input type="checkbox"/> Range of Reading	<input type="checkbox"/> Range of Writing		

FOCUS ELA STANDARDS: see curriculum for specifics

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**
- Drama's or poem's form **RL 7.5**
- Point of view and purpose **RL 7.6**
- Trace and evaluate the argument and specific claims in a text **RL 7.8**
- Read and comprehend literature **RL 7.10, R.I. 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**
- Technology **W.7.6**
- Short research **W.7.7**
- Relevant evidence **W.7.8**
- Evidence for literary or informational texts **W.7.9**
- Write routinely **W.7.10**
-

Speaking and Listening

- Collaborative discussion **SL.7.1**

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 Narrative Writing reflection/ evaluation
analysis using best evidence

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ENDURING UNDERSTANDING:

- What are we willing to give up for the greater good? Is it important? How do we choose?

PRIOR KNOWLEDGE- Background knowledge that is essential to unit:

- Governmental structures (i.e. Democracy, communism, etc.)
- Persuasion

STUDENT OBJECTIVES

- Read and discuss fiction and information texts about people, real and fictional, that face the conflict between their individualism and their responsibility to the community
- Explain how setting shapes the elements of a story or a drama
- Use multiple sources of information to create an information piece of writing

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

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

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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

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**

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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Guiding Question(s)

- What is the impact of alternating narrators in each chapter? Use examples from the novel in your analysis.
- Was alternating narrators in each chapter effective? Why or why not? Use examples from the novel in your analysis.
- What is the most likely reason the author decided to have different narrators in the story? Use examples from the story in your analysis.
- Which words from the text show that it is written in _____ person?
- The selection is told from the point of view of _____.
- Which sentence from the text best shows that the narrator's point of view is subjective/objective?
- How does the author's word choice help to develop the narrator's or speaker's point of view?

Essential Knowledge and skills

- Identify and interpret various points of view
- Trace the development of the narrators or speakers point of view.
- Compare points of view

PARCC Evidence

- Provides an analysis of how an author develops and contrasts the points of view of different characters or narrators in the text. (1) PARCC Evidence

Academic Vocabulary

- 1st person
- author
- develop
- limited
- narrator
- objective
- omniscient
- point of view
- point of view
- subjective

Literature/Informational

For example:

- "A Retrieved Reformation"

RL.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

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

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

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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.7.4 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 _____.

Academic Vocabulary

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

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- 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**

- specific
- tone

Literature/Informational

For example:

- word choice in a speech
- content specific vocabulary

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)

Academic Vocabulary

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

Literature/Informational

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- 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 For example:
 - Martin Luther King vs. Malcolm X

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

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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.

- **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:
 - o introduction
 - o thesis statement
 - o body paragraphs
 - o 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

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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**

- 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
 - 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
- setting

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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

- 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?

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

PARCC Evidence

See above for specifics

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

Academic Vocabulary

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

Understands and uses

- _6-Traits of Writing
- conventions
- ideas
- organization
- presentations
- sentence fluency
- voice
- word choice

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?
- Which would be the best thesis statement?
- What is the best title for this selection?

Academic Vocabulary

- editing
- language conventions
- organization n
- planning
- revising

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- What sentence best concludes this selection?
- Which sentence can be deleted without changing the meaning of the selection?

- 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.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Guiding Question(s)

- How do you format a document before writing?
- How can you include a link to resources within your document?
- What program tools are available for you to check your accuracy of language conventions?

Academic Vocabulary

- cite
- collaborate
- interact
- link
- produce
- publish
- technology

Essential Knowledge and skills

- Keyboard accurately
- Possess computer literacy
- Use computer publishing software
- Format and design page layouts
- Embed links into a document
- Access collaborative sources to discuss topics of interest
- Know how to interact with others using distance learning

Literature/Informational

PARCC Evidence

See above for specifics

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

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Guiding Question(s)

- If you need information on ____ you could type which key words?
- You run a key word search on the internet and it comes up with several articles on the subject, which would you check out first? Why?
- What question does your essay/report answer?
- Which thesis statement is the best for this essay?
- Which bibliography entry is cited correctly?
- How do you cite a bibliography entry for a _____?

Academic Vocabulary

- bibliography
- generate
- inquiry
- internet search
- investigation
- key words
- precise
- project
- research

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Essential Knowledge and skills

- Design an investigation
- Use computer publishing software
- Format and design page layouts
- Use internet search engines appropriately and effectively
- Embed links into a document
- Research a topic using the internet
- Create a bibliography
- Locate resources: online, newspaper, library books, interviews, magazines, speakers

PARCC Evidence

See above for specifics

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

- site source

Literature/Informational

W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Guiding Question(s)

- How do you know that the source is credible?
- How do you know that data is accurate?
- How do you site a digital source?
- How is a digital source cited differently than a printed source?
- Summarize the information found in these data.
- What can you conclude from the data?
- Did you correctly use the MLA format in citing sources?

Essential Knowledge and skills

- Gather relevant information from digital sources
- Gather relevant information from multiple print sources
- Assess the credibility of each source
- Assess the accuracy of each source
- Quote/paraphrase data without plagiarizing
- Create a bibliography using a standard format for citation
- Create a bibliography

PARCC Evidence

See above for specifics

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

Academic Vocabulary

- bibliography
- credibility
- citation
- digital source
- paraphrase
- plagiarism
- quotation marks
- quote
- relevant (pertinent)
- research
- source
- summarize

Literature/Informational

For example:

- unit specific informational selections, students have choice of topic with teacher set parameters, mini projects build to final assignment

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). **W.7.9a**
- b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). **W.7.9b**

Guiding Question(s)

- How does the author portray the character? Give examples.
- How does this portrayal compare to the historical accounts of the character?
- What evidence do you have to support your answer?

Academic Vocabulary

- analyze
- compare/contrast
- draw evidence

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- What evidence do you have to support the author's argument/claim that _____?
- Is there relevant and sufficient evidence to support the claim? If so, what?

Essential Knowledge and skills

- Draw evidence from a literary/informational text
- Analyze information & be able to support your analysis
- Synthesize information and reflect
- Compare and contrast fictional portrayal of time place, or character and historical account of the same period
- Relate how authors of fiction use or alter history
- Know how to trace the argument and specific claims in a text
- Evaluate the argument and specific claims in the text

- evaluate
- historical account
- reflect/reflection
- relevant
- research
- sound reasoning
- sufficient
- support
- trace

Literature/Informational

PARCC Evidence

See above for specifics

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

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.

- 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 \(video\)](#):

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<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

Literature/Informational

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

- 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?

Academic Vocabulary

- active voice
- conventions
- direct
- fragments
- indirect
- intensive pronouns
- object

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- What types and how many clauses are used in a compound-complex sentence?
- Is the position of the modifier correct? What word is word is being modified?
- What is a dangling modifier?
- In what way does the passage deviate from conventional use?

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

- objective case
- passive voice
- possessive case
- predicate
- subject
- subjective case
- vague /ambiguous 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/0000072.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/0000072.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

- 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?

Academic Vocabulary

- concise
- declarative
- exclamatory
- imperative
- interrogative

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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

- precise
- redundant
- sentence structure
- sentence variety
- syntax

For example,

- 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.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L.7.4a**
 - Context Clues (http://www.woodland.k12.mo.us/faculty/rgarner/Reading/context_clues.htm)
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). **L.7.4b**
 - *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>
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **L.7.4c**
 - *McDougal Littell*, p. 193
 - *Write Source*, pp. 374-375
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L.7.4d**

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

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- 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):**
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)

Academic Vocabulary

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

Literature/Informational

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- Demonstrates the ability to determine the relationship between particular words. (3) PARCC Evidence

SUGGESTED WORKS:

Literary Texts:

- The Last Dog
- War of the Wall
- The Lottery
- “Eleven”
- Poetry: Oh Captain, My Captain
- “The Highwayman”
- “Maggie and Milly and Molly and May”

Informational Text:

- Back to the Wall NF
- Current Events articles on Cloning/Genetic Engineering
- Animal Instincts
- Found Guilty
- Never Say Die

Short text:

- The Collective Grief of a Nation NF
- Lois Lowry’s Newberry Award Acceptance Speech
- Interview with Lois Lowry from The Giver

Extended Text:

- *The Giver*

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:

- Summarizing
- Writer’s notebooks
- Word Walls
- Argument Writing – extended response
- Compare and Contrast Essay – *The Giver*, *The Truman Show*, “The Last Dog.”
- Comprehension Checks
- Vocabulary
- Content related
- Unit vocabulary
- Graphic Organizers
- Characterization maps – Julia and Bryce
- Summarizing
- Quotes of the Day
- Literary Excerpts of the Week
- Venn Diagram – Analyzing the difference between primary and secondary sources; 1st person and 3rd person narration
- Socratic Seminars/ Fish Bowl discussions
- Constructed Responses – Literary Analysis
- Reader Response Journals & Journal Prompts
- Comprehension Checks
- Literature Circles
- Graphic Organizers
- Summarization “threads” on Good Reads

Focus on arguments for example:

Various Literary Analyses

- Constructed Responses
- “What is more important, the community or individual?”
- “Would the world be better if free-will was eliminated?”
- Weekly argument assignment

Focus on informational

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- Lang. Arts: Informational extended response about how challenges faced by characters in texts
- Literature: Compare and Contrast of Utopian Societies in *The Giver* and *The Truman Show*

Focus on research, for example

- Additional texts and writing for research on cloning/genetic engineering OR utopian communities
- Language arts
- Life outline

Focus on narrative, for examples

- writing from another's point of view
- RAFTs
- Language Arts:
- Routine Writing prompts

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

VOCABULARY

1. academic	59. determination	118. information	175. redundant
2. accurate (precise)	60. develop	119. informational text	176. reference materials
3. acknowledge	61. dialogue	120. informative	177. reflect/reflection
4. acquire	62. dictionary	121. integrate	178. relevance
5. active voice	63. difference	122. intensive pronouns	179. reliable
6. address	64. digital media	123. interactions	180. repetition
7. advance	65. direct	124. interpret	181. research
8. affix	66. distinguish	125. interrogative	182. resolution
9. allegory	67. diverse	126. introduction	183. revising /revision
10. alliteration	68. domain-specific	127. invalid	184. rewriting
11. allusions	69. drama	128. key information	185. rising action
12. alter	70. draw inferences	129. language	186. root word
13. analysis /analyze	71. editing	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.
33. comma splices	91. figurative language	149. pacing	sufficiency/sufficient
34. compare	92. figurative meaning	150. parentheses	207. suffix
35. complete sentences	93. fluency	151. parenthetical	208. summarize/ summary
36. components	94. focused	elements	209. support
37. comprehension	95. footnotes	152. part of speech	210. supporting details
38. concise	96. formal	153. passive voice	

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39. conclude/conclusion	97. format	154. perspective	211. supporting evidence
40. concrete	98. formatting (MLA)	155. persuade	212. synonym
41. connotations (associations)	99. fragments	156. pertinent	213. syntax
42. consult	100. function	157. phrases	214. task
43. context	101. genre	158. planning	215. text structure
44. context clues	102. glossaries	159. plot	216. textual evidence
45. contrast	103. graphics/charts	160. point of view	217. theme
46. contribute	104. headers	161. portrayal	218. thesaurus
47. conventions	105. heading	162. pose	219. thesis
48. convey	106. historical account	163. possessive case	220. tone
49. coordinate adjectives	107. historical event	164. precise	221. topic
50. credible source	108. historical novel	165. predicate	222. transitions
51. dash	109. idioms	166. prefix	223. unreliable
52. declarative	110. illustrate	167. preliminary	224. vague /ambiguous
53. deduce/deduction	111. impact	168. presentation	225. valid
54. definition	112. imperative	169. pronunciation	226. variety
55. delineate	113. indirect	170. prospective	227. verify
56. delivery	114. individuals	171. punctuation	228. visual displays
57. demonstrate	115. infer/ inference	172. purpose	229. visually
58. descriptive language	116. influence	173. quantitative	230. warranted
	117. informal	174. reasoning	231. word choice

ELA COMMON CORE CURRICULUM UNIT GRADE 7 SACRAFICE
North Smithfield School Department

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**