

English Language Arts		Grade 7 Year-at-a-Glance			
	Students will...	CCSS Reading	CCSS Writing	CCSS Speaking & Listening	CCSS Language
<p>Unit 1 Overview and Focus on Perspective</p> <p>Suggested Extended Text <u>Nothing But the Truth</u> (Copies Available for check out at IMC) Approximately 6-7 Weeks</p> <p><b>Sample Draft Unit Available</b></p>	<p><b>Students will read a variety of nonfiction and fiction texts, participate in academic discussions, make notes, write summaries, and write several arguments. Students will focus on the elements and structure of informational and narrative texts. They will read several nonfiction accounts of the same incident, focusing on point of view and credibility of the author. After summarizing each piece, they will write an argument in which they determine which author’s account is most credible and why. Students will simultaneously be reading a novel, focusing on how the author develops the point of view of the characters, and how this development affects the events of the novel. Finally, they will write a literary analysis essay.</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read a novel and informational texts, exploring different text forms</li> <li>• Examine the role of perspective in narrative texts</li> <li>• Examine the role of bias in informational and argument texts</li> <li>• Compare and Contrast ideas, themes, perspective, and bias across multiple texts</li> <li>• Synthesize ideas across multiple texts</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write accurate summaries of several texts</li> <li>• Write literary analysis essays, supporting claims with evidence</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Engage in academic discussions around their work</li> <li>• Use formal language and appropriate oral presentation skills</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of language and its conventions when writing, speaking, reading, and listening</li> <li>• Choose flexibly from a variety of strategies to determine or clarify the meaning of unknown words or phrases</li> </ul>	<p><b>RL 7.1</b> Cite textual evidence.</p> <p><b>RL 7.2</b> Determine a theme or central idea; provide an objective summary of the text.</p> <p><b>RL 7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>RI 7.6</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from others.</p> <p><b>RL 7.8</b> Trace and evaluate the argument and specific claims in a text.</p> <p><b>RL 7.9</b> Analyze how two or more authors writing about the same topic shape their presentations.</p>	<p><b>W 7.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W 7.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>SL 7.1</b> Engage effectively in a range of collaborative discussions</p> <p><b>SL 7.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>L 7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p>
<p><b>Unit 2 Resources: Common Core Standards Aligned Unit</b>  <a href="http://safari02.sandi.net/SAFARI/montage/playlistedit.php?SearchType=district&amp;Action=MakeActive&amp;playlistkeyindex=7448&amp;location=local&amp;newlessonfromplaylist=">http://safari02.sandi.net/SAFARI/montage/playlistedit.php?SearchType=district&amp;Action=MakeActive&amp;playlistkeyindex=7448&amp;location=local&amp;newlessonfromplaylist=</a></p>					

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<p>Unit 2</p> <p>Read and analyze short stories and multimedia, focusing on perspective</p> <p>Suggested Texts—a variety of short stories and video such as The Lottery and the reaping scene from Hunger Games</p> <p>Approximately 6-7 weeks</p> <p><b>Sample Draft Unit Available</b></p>	<p><b>Students will continue to build their knowledge of structure and elements of narrative as they independently read and analyze short stories and write a literary analysis essay. They will also build their collaboration and academic discussion skills as they analyze text with partners and in small groups. Students will compare and contrast a written story to a video version, analyzing the effects of the techniques used by the video producers in interpreting the short story.</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read a variety of short stories, making notes, annotating, and analyzing the text</li> <li>• Read a variety of informational texts such as author biographies and texts about elements of video</li> <li>• View several video translations of works and compare and contrast the original, thinking about authors’/editors’ choices and the effect they have</li> <li>• Read and analyze texts and video to think about how modern works are influenced by works from the past</li> <li>• Read and analyze literary analysis essays models</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write a literary analysis essay</li> <li>• Write an essay comparing and contrasting works</li> <li>• Create a multimedia project, such as 60-second recap or Cliff Notes</li> <li>• Create a script/storyboard</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Engage in academic discussions around their work</li> <li>• Collaborate with a group to develop</li> <li>• Work with class mates to create a video interpretation of a short story, voicing own ideas, listening and considering ideas of others</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Using appropriate academic language when discussing work, including vocabulary of video production</li> </ul>	<p>Continued from previous unit: RL 7.1, 7.2, 7.6 RI 7.6, 7.8, 7.9 L 7.4</p> <p>In addition: <b>RL 7.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.</p>	<p>Continued from previous unit: W 7.1, 7.9</p> <p>In addition: <b>W 7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>W 7.7</b> Conduct short research drawing on several sources.</p>	<p>Continued from previous unit: SL 7.1, 7.4</p> <p>In addition: <b>SL 7.2</b> Analyze main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, or issue. <b>SL 7.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Continued from previous unit: L 7.4</p> <p>In addition: <b>L 7.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p><b>Unit 2 Resources: Common Core Standards Aligned Unit</b></p> <p><a href="http://safari02.sandi.net/SAFARI/montage/playlistedit.php?SearchType=district&amp;Action=MakeActive&amp;playlistkeyindex=6364&amp;location=local&amp;newlessonfromplaylist=f">http://safari02.sandi.net/SAFARI/montage/playlistedit.php?SearchType=district&amp;Action=MakeActive&amp;playlistkeyindex=6364&amp;location=local&amp;newlessonfromplaylist=f</a></p>					

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Unit 3 Reading and Analyzing a Novel and Informational Texts  Suggested Extended Text <u>Ender’s Game</u> (Copies Available from the IMC)  Approximately 6-7 Weeks	<p><b>Read a novel about an important social issue, making links between setting and plot, literary devices, to figure out the theme and issues the author is exploring. Students will also read informational text about the same or similar issues and synthesize the information in the two text forms. They will write a literary analysis essay focused on the theme of the novel and the issues they have read about.</b></p> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>Read a novel and informational texts about a social issue, synthesizing the information in the two text forms and determining the authors’ purpose and relevance of the issue in today’s society</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Write a literary analysis essay</li> <li>Create self-generated analysis questions as they read</li> </ul> <p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>Engage in academic discussions about texts and issues, asking and discussing the questions they developed</li> </ul> <p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>Using appropriate academic language when discussing and writing about texts and issues, including vocabulary learned from reading about the issues</li> </ul>	Continued from previous unit: RL 7.1, 7.2, 7.3, 7.6, 7.7 RI 7.1, 7.2	Continued from previous unit: W 7.1, 7.2, 7.9  In addition: <b>W 7.8</b> Gather relevant information from multiple sources; assess credibility and accuracy of each source; quote or paraphrase the data and conclusions of others following a standard format for citation.	Continued from previous unit: SL 7.1, 7.4	Continued from previous unit: L 7.4  In addition: <b>L 7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>Unit 3 Resources:</b>					

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<p>Unit 4 Investigate, Research, and Informational Writing</p> <p>Wide variety of Informational Text, Students should choose some of the topics and texts of interest to them</p> <p>Approximately 3-4 Weeks</p>	<p><b>Read a wide variety of informational text on current, relevant issues. They may want to further explore issues raised in the reading and discussion in unit three. They will analyze texts to determine perspectives and bias and credibility of information presented. They will read, take notes, annotate texts, and discuss issues in a Socratic Seminar or other academic discussion format.</b></p> <p><b>Students will create an annotated bibliography on an issue.</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read a wide variety of informational text</li> <li>• Analyze texts to determine perspectives and bias and credibility of information presented</li> <li>• Read, make notes, annotate texts, and discuss issues with classmates</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Create an annotated bibliography</li> <li>• Organize notes for a Socratic Seminar</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Engage in academic discussions around their work</li> <li>• Participate in a Socratic Seminar</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Using appropriate academic language when discussing and writing about texts and issues, including vocabulary learned from reading about the issues</li> <li>• Use proper language and citing conventions for bibliography</li> </ul>	<p>Continued from previous unit: RI: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9</p>	<p>Continued from previous unit: W 7.2, 7.8, 7.9</p> <p>In addition: <b>W 7.7</b> Conduct short research projects drawing on several sources</p>	<p>Continued from previous unit: SL 7.1, 7.2, 7.4</p> <p>In addition: <b>SL 7.3</b> Delineate a speaker’s argument and specific claims, evaluating the reasoning, relevance and sufficiency of evidence.</p>	<p>Continued from previous unit: L 7.3, 7.4</p>
<p><b>Unit 4 Resources:</b></p>					

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Unit 5 Take a Stand, Research and Argument  Approximately 4-5 Weeks  <b>Sample Draft Unit            Available</b>	<p><b>Build knowledge of how to independently read and evaluate argument text. By the end of the unit, students will be able to identify the elements of argument text, analyze and evaluate author’s position and types of supporting evidence, synthesize to gain deeper understanding of author’s position and problem solve unfamiliar vocabulary using context. After an in-depth study of argument, students will write a researched argument essay.</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read a variety of argument texts and analyze the features and what makes for an effective argument</li> <li>• Read a variety of informational texts to build knowledge of issue they want to write their argument essay about</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write an argument essay</li> <li>• Prepare argument for debate or Socratic Seminar</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Participate in academic discussions about the texts and issues</li> <li>• Participate in a debate, Socratic Seminar or other academic discussion format</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Using appropriate academic language when discussing and writing about texts and issues, including vocabulary learned from reading about the issues</li> <li>• Using appropriate academic language when voicing opinions and possible differing viewpoints</li> </ul>	Continued from previous unit: RI 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9	Continued from previous unit: W 7.1, 7.8, 7.9	Continued from previous unit: SL 7.1, 7.2, 7.3, 7.4	Continued from previous unit: L 7.3, 7.4
<p><b>Unit 5 Resources: Common Core Standards Aligned Unit</b>  <a href="http://safari02.sandi.net/SAFARI/montage/playlistedit.php?SearchType=district&amp;Action=MakeActive&amp;playlistkeyindex=6979&amp;location=local&amp;newlessonfromplaylist=f">http://safari02.sandi.net/SAFARI/montage/playlistedit.php?SearchType=district&amp;Action=MakeActive&amp;playlistkeyindex=6979&amp;location=local&amp;newlessonfromplaylist=f</a></p>					

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Unit 6 Historical Novel or Historical Nonfiction text  Approximately 5-6 Weeks  <b>Resources in            Development</b>	<p><b>Read a work of historical fiction or literary nonfiction along with informational texts on the time period, using a timeline to situation the work in history.</b>  <b>They will focus on synthesizing information from multiple sources and analytically considering the perspective and bias in each text. Students will complete research and write their own historical fiction short story.</b></p> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read a work of historical fiction or nonfiction along with informational texts on the time period</li> <li>• Focus on synthesizing information from multiple sources and analytically considering the perspective and bias in each text</li> <li>• Research a time period and specific incident</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Research and write their own historical narrative</li> </ul> <p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• Engage in collaborative academic discussions around their work</li> </ul> <p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>• Using appropriate academic language when discussing each other’s writing, including the language for providing useful feedback</li> </ul>	Continued from previous unit: RL 7.1, 7.2, 7.3, 7.6, 7.9 RI 7.1, 7.2, 7.3, 7.6, 7.9	Continued from previous unit: W 7.8, 7.9  In addition: <b>W 7.3:</b> Write narratives.	Continued from previous unit: SL 7.1, 7.4	Continued from previous unit: L 7.4. 7.5
<b>Unit 6 Resources:</b>					