

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Grade 7

Reading Literature 1.3

- 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.
- Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.*
- Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.
- *Analyze how the structure or form of a text contributes to its meaning.*
- 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 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.
- Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing 1.4

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- Identify and introduce the topic clearly, including a preview of what is to follow.
- Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- Introduce and state an opinion on a topic.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
- Write arguments to support claims.
- Write routinely over extended time frames (time to 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.

Speaking and Listening 1.5

- Adapt speech to a variety of contexts and tasks.
- 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.
- Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 7

Reading Informational Text

1.2

- *Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.*
- *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.*
- *Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.*
- *Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.*
- *Analyze how two or more authors present and interpret facts on the same topic.*
- *Analyze the interactions between individuals, events, and ideas in a text.*
- *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.*
- *Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.*
- *Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.*
- *Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.*
- *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.*
- *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.*
- *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.*
- *Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.*

Writing 1.4

- *Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.*
- *Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.*
- *Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.*
- *Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.*
- *Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.*
- *Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.*
- *Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.*

Speaking and Listening 1.5

- *Adapt speech to a variety of contexts and tasks.*
- *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.*
- *Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.*

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 7

Reading Informational Text 1.2

- Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.
- Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.

Reading Literature 1.3

- 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 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.
- Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing 1.4

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- 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.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
- Write routinely over extended time frames (time to 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.

Speaking and Listening 1.5

- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- Adapt speech to a variety of contexts and tasks.
- 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.
- Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 7

Reading Informational Text 1.2

- Analyze the structure of the text through evaluation of the author's use of graphics, charts and the major sections of the text.
- Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.
- 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).
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Reading Literature 1.3

- 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 (e.g. lighting, sound, color, or camera focus and angles in a film).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 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.
- Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing 1.4

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- 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.
- Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style.
- Write with an awareness of the stylistic aspects of composition
 - Use precise language and domain specific vocabulary to inform about or explain the topic
 - Use sentences of varying length and complexities
 - Develop and maintain a consistent voice
 - Establish and maintain a formal style
- Write with an awareness of the stylistic aspects of writing.
 - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - Use sentences of varying lengths and complexities
 - Use precise language.
 - Develop and maintain a consistent voice.
- Write narratives to develop real or imagined experiences or events.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
- Write routinely over extended time frames (time to 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.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 7

*Speaking and
Listening
1.5*

- Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- Engage effectively in range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- 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.
- Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.

Course/ Grade:	7 th grade Language Arts	Instructional Unit:	Unit 1	Suggested Timeline:	9 weeks
Overview: In this unit students will read primarily fiction texts in order to develop a deeper understanding of literature. The emphasis of unit 1 will be the analysis of what the text says explicitly, as well as any inferences made based on textual evidence. Students will be asked to write about texts in order to deeper their understanding and share their ideas with others.			Essential Questions: Does every conflict have a winner?		
Essential Learning Targets: Students will be able to... <ul style="list-style-type: none">• Determine a theme or central idea of a text and analyze in detail its development over the course of the text.• Accurately cite textual evidence to support analysis.• Analyze how the elements of a story interact.• Determine the meaning of unknown words using an array of strategies.					
Reading Informational Text		Reading Literature	Writing	Speaking and Listening	
CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.		CC.1.3.7.A 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. CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use	

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<p>CC.1.2.7.D Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.</p> <p>CC.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</p> <p>CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.</p> <p>CC.1.2.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase</p>	<p>CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.</p> <p>CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.</p> <p>CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</p> <p>CC.1.3.7.H 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.</p> <p>CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and</p>	<p>CC.1.4.7.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.N Engage and orient the reader</p>	<p>appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.</p>
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<p>important to comprehension or expression.</p> <p>CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.7.J 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.</p> <p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.7.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.</p> <p>CC.1.4.7.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.R Demonstrate a grade appropriate command of the conventions of standard</p>	
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		<p>English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.7.X 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.</p>	
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<p>Anecdote Explanatory Essay Analytical Essay Informative Essay</p>	<p>Plot Character Narrative Perspective Conflict Resolution Theme Structure Prediction Inference</p>	<p>Common / Proper Nouns Possessive Nouns Personal Nouns Adverbs Adjectives Explanatory Essay Analytical Essay Informative Essay</p>	<p>Communication Collaborate /Collaboration</p>

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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text

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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments

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Course/ Grade:	7 th grade Language Arts	Instructional Unit:	Unit 2	Suggested Timeline:	7-9 weeks
Overview: In this unit students will work on deriving meaning from both informational and fictional text while focusing on how our decision-making is affected by the environment that we live in. The goal of this unit is to strengthen students’ reading, writing, speaking and listening skills for the purpose of identifying and analyzing main ideas, citing evidence that supports the analysis of text, determining an authors purpose and point of view, analyzing word and phrase use in text and how each are use to influence the meaning and acknowledging and distinguishing between opposing claims.			Essential Questions: What should we learn?		
Essential Learning Targets: <ul style="list-style-type: none">• Identify and analyze main idea/central idea• Determine author’s purpose and point of view• Interpret language and use of words in a text considering connotation and denotation.• Cite evidence to support analysis of a text					
Reading Informational Text		Reading Literature		Writing	
CC.1.2.7.A 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.		CC.1.3.7.A 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.		CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	
				CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.	

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<p>CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.7.D Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.</p> <p>CC.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</p> <p>CC.1.2.7.J 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.</p>	<p>CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.</p> <p>CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.</p> <p>CC.1.3.7.H 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.</p>	<p>CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.7.F Demonstrate a gradeappropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.G Write arguments to support claims.</p> <p>CC.1.4.7.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.7.L Demonstrate a gradeappropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.R Demonstrate a gradeappropriate command of the</p>	<p>CC.1.5.7.D 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>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.</p>
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<p>CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>		<p>conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.R Demonstrate a gradeappropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.X 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.</p>	
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<p>Expository Essay Reflective Essay Persuasive Essay Word Choice / Diction Connotation Denotation Autobiography Analyze Evaluate Examine Text Structure</p>	<p>Character Point of View / Narrative Perspective</p>	<p>Action and Linking Verbs Principle Part of Verbs Conjunctions Interjections Simple/Compound Sentences Simple / Compound Subjects Simple / Compound Predicates</p>	<p>Collaborate Evaluate</p>

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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text

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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments

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<p>argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</p> <p>CC.1.2.7.J 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.</p> <p>CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.</p> <p>CC.1.3.7.J 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.</p> <p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>CC.1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.T 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.</p> <p>CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and</p>	<p>focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.</p>
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		<p>investigation.</p> <p>CC.1.4.7.W 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.</p> <p>CC.1.4.7.X 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.</p>	
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<p>Primary Source</p> <p>Author's viewpoint</p>	<p>Forms of Poetry</p> <p>Figurative Language</p> <p>Sound Devices</p> <p>Repetition</p> <p>Structure</p> <p>Diction</p> <p>Irony</p> <p>Metaphor</p> <p>Narrative</p> <p>Haiku</p> <p>Free verse</p>	<p>Sentence Functions / End marks</p> <p>Independent / dependent clauses</p> <p>Subject-verb agreement</p>	<p>Paraphrase</p>

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	<p>Lyric Ballads Concrete Limericks</p>		
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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text

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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments

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Course/ Grade:	7 th grade Language Arts	Instructional Unit:	Unit 4: Module 4 & 5	Suggested Timeline:	9 weeks
Overview:			Essential Questions:		
In this unit students will read from a variety of sources in order to deepen their understanding of literature and better appreciate the author’s craft. Students will pay careful attention to the ways in which characters change and grow in reaction to both internal and external conflicts in order analyze the text. Through reading various forms of folk literature, students will analyze the insights about life and human nature.			Do others see us more clearly that we see ourselves? Community or individual – which is more important?		
Essential Learning Targets:					
<ul style="list-style-type: none">• Determine the central idea of a text• Analyze the development of a character over the course of the text• Analyze a theme and its development over the course of a text					
Reading Informational Text		Reading Literature		Writing	
CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.		CC.1.3.7.G 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 (e.g., lighting, sound, color, or		CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	
				CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.	

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<p>CC.1.2.7.E Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and the major sections of the text.</p> <p>CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.</p> <p>CC.1.2.7.G 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).</p> <p>CC.1.2.7.J 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.</p>	<p>camera focus and angles in a film).</p> <p>CC.1.3.7.J 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.</p> <p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. <p>CC.1.4.7.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. <p>CC.1.4.7.L Demonstrate a grade appropriate</p>	<p>CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CC.1.5.7.D 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>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.</p>
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<p>CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>		<p>command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Use sentences of varying lengths and complexities. • Use precise language. • Develop and maintain a consistent voice. <p>CC.1.4.7.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for</p>	
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		<p>literature and literary nonfiction.</p> <p>CC.1.4.7.U 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.</p> <p>CC.1.4.7.X 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.</p>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
	Drama Play Playwright Characters Setting Conflict Plot Dialogue Script	Connotation vs Denotation Infinitive Phrases Gerund Phrases Punctuation Commas Capitalization	Debate Retelling

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	Stage Directions Acts Scenes Comedy Tragedy Screenplays Teleplays Radio plays Monologue Soliloquy Aside Myths Legends Tall Tales Folk Tales Fables Epics Hero Heroine Hyperbole Dialect Stated Theme Implied Theme		
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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text

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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments

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