

**COURSE SUMMARY: ELA GRADE 7 READING AND WRITING PART III**

Course Code: 7101, 7102, 7105, 7108

**CREDITS:1.0****COURSE DESCRIPTION:**

- The focus of the middle school Language Arts curriculum is to assist students in defining and using the strategies employed by effective communicators. This focus will support students in their understanding of the world.
- The Seventh Grade Language Arts course is part of the spiraling middle school language arts curriculum. The Common Core standards for English Language Arts offer a focus for instruction and help ensure that students gain adequate exposure to a range of fiction and nonfiction texts and tasks. Rigor is also infused as the students read increasingly complex texts.
- In their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students write narrative, argumentative, and expository pieces, complete the research process and develop products while being attentive to audience and mood.
- Students are expected to participate actively in discussion in both small and large group settings. Effective listening and speaking skills are employed throughout the year to discuss and present multimedia sources.
- Students review the conventions of language, which include grammar, usage, and mechanics. Sentence structure is analyzed and applied to improve writing and reading comprehension. Vocabulary, which includes the study of word roots and multiple-meaning words, is presented through a structured program as well as informally through class reading and discussion.

**COURSE POWER STANDARDS:****Reading Standards for Literature:**

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1)
- 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. (RL.7.2)
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3)
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RL.7.6)

**Reading Standards for Informational Texts:**

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1)
- 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. (RI.7.2)
- 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. (RI.7.6)
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (RI.7.9)

**Writing Standards:**

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (W.7.1a)
- 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)
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2b)
- Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2d)
- 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. (W.7.5)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

**Speaking and Listening Standards:**

- 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. (SL.7.1)
- 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)
- 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. (SL.7.4)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.7.6)

**Language Standards:**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.7.1)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.7.3)
- 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)
- 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. (L.7.6)

**ENDURING  
UNDERSTANDINGS:**

- **Reading is an active process that involves the connection our prior knowledge to new information in the text, and synthesis to expand our personal schema.**
- **Reading, discussing, and analyzing literature expands our understanding of ourselves, others, and our world.**
- **We use a wide variety of strategies to more effectively comprehend and interpret what we read and observe.**
- **Writing is a process.**
- **Accurate use of the conventions of language enhances our ability to communicate.**
- **There are multiple modes of writing.**
- **Effective speaking skills allow us to accurately share information and ideas.**
- **Listening and speaking are interactive processes.**
- **A broad vocabulary allows us to express ourselves more clearly and to understand others more accurately.**

**ESSENTIAL  
QUESTIONS:**

- **How is reading an interactive process?**
- **How does reading, discussing, and analyzing literature expand our understanding of ourselves, others, and the world?**
- **How do we know which reading strategies to use when comprehension breaks down?**
- **Why is writing considered a process?**
- **How does the use of the conventions of language impact the quality of a written piece?**
- **How do we choose the most effective mode for our writing?**
- **How can I adjust my speaking skills to be more effective?**

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|  | <ul style="list-style-type: none"><li>• <b>How can I monitor and improve my listening and speaking skills?</b></li><li>• <b>How can I expand my vocabulary?</b></li><li>• <b>To what extent is a broad vocabulary necessary for effective communication?</b></li></ul> |
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**GRAMMAR UNIT 1**  
**UNIT 1A**

***DECIDING WHAT IS TRUE: FICTION AND NONFICTION***

**UNIT DESCRIPTION:**

- In this unit, students will analyze both fiction and nonfiction.
- The focus will be on using literary elements to identify central idea in nonfiction and theme in fiction.
- As they read they will discuss responses to the unit Big Question: What is the best way to find the truth?
- TIME FRAME: Approximately 35 Classes

**POWER STANDARDS:**

**Reading Standards for Literature:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1)
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. (RL.7.2)
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3)
4. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RL.7.6)

**Reading Standards for Informational Texts:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1)
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. (RI.7.2)
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). (RI.7.3)
4. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)
5. 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. (RI.7.6)

**Speaking and Listening Standards:**

	<ol style="list-style-type: none"> <li>1. 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)</li> <li>2. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1b)</li> <li>3. 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)</li> </ol>
<p><b>Enduring Understandings:</b></p>	<ol style="list-style-type: none"> <li>1. We read for a variety of purposes, including enjoyment, acquiring knowledge, and interpreting and analyzing literature.</li> <li>2. Reading, discussing, and analyzing literature expands our understanding of ourselves, others, and our world.</li> <li>3. Recognizing the structure of a piece of literature helps the reader interpret the author's purpose and determine themes involving some aspect of the human condition.</li> <li>4. Readers who effectively discuss texts cite textual evidence.</li> <li>5. Reading is an active process that involves the connection of our prior knowledge to new information in the text, and synthesis to expand our personal schema.</li> <li>6. We use a wide variety of strategies to more effectively comprehend and interpret what we read and observe.</li> <li>7. Essential information in text helps us identify the main concepts being presented.</li> <li>8. Authors don't always state directly what they want us to know and understand.</li> <li>9. Fiction presents conflict through the use of literary elements: characterization, setting, plot, theme, point of view, tone and style.</li> <li>10. Listening and speaking are interactive. We improve our understanding when we listen and respond by paraphrasing, asking questions, and summarizing.</li> </ol>
<p><b>Essential Questions:</b></p>	<ol style="list-style-type: none"> <li>1. How is reading an active process involving our construction of meaning?</li> <li>2. How does reading expand our understanding of self, others, and the world?</li> <li>3. How do we use reading to achieve a variety of purposes and goals?</li> <li>4. How do we identify author's purpose?</li> <li>5. How does critical thinking improve comprehension and analysis?</li> <li>6. How can we make valid inferences?</li> <li>7. How do we distinguish between essential and non-essential information in a given text?</li> </ol>

	8. How do the elements literature help us analyze and interpret fiction and understand theme? 9. How does citing textual evidence help support claims about fiction and nonfiction? 10. How can I engage in active listening and speaking to become a life-long learner?
<b>Declarative Knowledge:</b>	Students will know: <ol style="list-style-type: none"> <li>1. The following concepts and terms related to reading strategies: metacognition, i.e. “Think Aloud” and “Talking to the Text”; prior knowledge, connections, predict, question, author’s purpose.</li> <li>2. The following concepts and terms related to the elements of literature: setting, plot, characterization, point of view, theme, conflict, climax, and resolution.</li> </ol>
<b>Procedural Knowledge:</b>	Students will be able to: <ol style="list-style-type: none"> <li>1. Use context clues to unlock meaning of text.</li> <li>2. Recognize details to identify the author’s purpose.</li> <li>3. Use background information to identify the author’s purpose.</li> <li>4. Analyze the structure and purpose of informational texts.</li> <li>5. Compare fiction and nonfiction.</li> <li>6. Participate in a discussion and cite textual evidence.</li> </ol>
<b>UNIT 1B</b> <i><b>TELLING YOUR STORY: NONFICTION NARRATION</b></i>	
<b>UNIT DESCRIPTION:</b> <ul style="list-style-type: none"> <li>• Students will read and analyze model selections of narrative nonfiction as a precursor to composing an original nonfiction narrative using the writing process.</li> <li>• Students will employ the literary elements studied in unit 1A in their written piece.</li> <li>• TIME FRAME: Approximately 3 classes</li> </ul>	

**POWER STANDARDS:**

1. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.7.3)
2. 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)
3. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.7.3b)
4. 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)
5. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (W.7.3d)
6. Provide a conclusion that follows from and reflects on the narrated experiences or events. (W.7.3e)
7. 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. (W.7.5)

**Enduring Understandings:**

1. Narrative writing tells a story.
2. Descriptive writing employs a sensory vocabulary to create imagery.
3. Writers consider focus, content, organization, style, and conventions to write effectively.
4. Writing is a process involving pre-writing, drafting, revising, editing, and publishing.
5. Elements of literature are evident in effective narration.

**Essential Questions:**

1. How does narrative writing differ from other types of writing?
2. How can we express our beliefs and values using narrative writing?
3. Quality of Writing
  - a. How do we develop a sensory vocabulary?
  - b. Why is imagery important in descriptive writing?
  - c. How do we determine a focus when writing?
  - d. How do we develop unified content relative to focus?
  - e. How do we choose our organizational scheme to prepare our first draft?



	<ul style="list-style-type: none"> <li>f. How do we develop our own style and voice?</li> </ul> <p>4. The Writing Process</p> <ul style="list-style-type: none"> <li>a. How do we edit and revise our drafts for publication?</li> <li>b. Why is writing considered a process?</li> <li>c. How do we know when a piece is publishable?</li> </ul> <p>5. How do authors use the elements of literature to create effective narration?</p>
<b>Declarative Knowledge:</b>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>1. Types of Writing: personal narrative.</li> <li>2. The following concepts and terms: sequence, transitional devices, elements of plot, imagery and sensory details, focus, style, and voice.</li> <li>3. The Writing Process: gather and organize information, write first draft, revise, proofread, publish.</li> </ul>
<b>Procedural Knowledge:</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>1. Identify and complete a nonfiction narrative.</li> <li>2. Define and use transitional devices.</li> <li>3. Define, identify, and use specific, concrete language appealing to all five senses in original written pieces.</li> <li>4. Organize content in a meaningful way based on purpose and audience.</li> <li>5. Write with a consistent point of view.</li> <li>6. Define and use the writing process when creating original written work.</li> </ul>

**GRAMMAR UNIT 2**  
**UNIT 2A**

***GET TO THE POINT: SHORT STORIES***

**UNIT DESCRIPTION:**

- In this unit, students will read and analyze short stories.
- The focus of the unit will be how the author uses the elements of fiction to develop theme.
- In addition, students will cite textual evidence to support their assertions.
- As they read they will discuss responses to the unit's Big Question: Does every conflict have a winner?
- TIME FRAME: Approximately 35 classes

**POWER STANDARDS:**

**Reading Standards for Literature:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1)
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. (RL.7.2)
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3)
4. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RL.7.6)
5. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.7.10)

**Speaking and Listening Standards:**

1. 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)

**Enduring Understandings:**

1. Reading, discussing, and analyzing literature expands our understanding of ourselves, others, and our world.
2. Recognizing the structure of a piece of literature helps the reader interpret the author's purpose and determine themes involving some aspect of the human condition.
3. Readers who effectively discuss texts cite textual evidence.

	<ol style="list-style-type: none"> <li>4. Reading is an active process that involves the connection of our prior knowledge to new information in the text, and synthesis to expand our personal schema.</li> <li>5. We use a wide variety of strategies to more effectively comprehend and interpret what we read and observe.</li> <li>6. Essential information in text helps us identify the main concepts being presented.</li> <li>7. Authors don't always state directly what they want us to know and understand.</li> <li>8. Fiction presents conflict through the use of literary elements: characterization, setting, plot, theme, point of view, tone and style.</li> <li>9. Literary devices, figurative language, and literary structures are purposefully used by authors to communicate the author's message.</li> <li>10. Listening and speaking are interactive. We improve our understanding when we listen and respond by paraphrasing, asking questions, and summarizing.</li> </ol>
<b>Essential Questions:</b>	<ol style="list-style-type: none"> <li>1. How is reading an active process involving our construction of meaning in response to the text?</li> <li>2. How does reading expand our understanding of self, others, and the world?</li> <li>3. How does critical thinking improve comprehension and analysis?</li> <li>4. How can we make valid inferences?</li> <li>5. How do the literary elements help us analyze and interpret literature?</li> <li>6. How does conflict drive plot?</li> <li>7. How does the author's use of language and literary devices impact the story?</li> <li>8. How can I monitor and improve my listening and speaking skills?</li> <li>9. How do we distinguish between essential and non-essential information in a given text?</li> <li>10. How do the elements of literature help us analyze and interpret fiction and understand theme?</li> </ol>
<b>Declarative Knowledge:</b>	<p>Students will know:</p> <ol style="list-style-type: none"> <li>1. The following concepts and terms: plot, conflict, climax, resolution, character (flat/round, static/dynamic), characterization, setting, point of view, theme, irony, narrator, foreshadowing, flashback, Freytag's pyramid, symbol, protagonist, antagonist, motive, and suspense.</li> </ol>

<b>Procedural Knowledge:</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Make and verify predictions.</li> <li>2. Make inferences.</li> <li>3. Analyze a piece of literature.</li> <li>4. Identify irony.</li> <li>5. Write a response to a piece of literature.</li> <li>6. Summarize.</li> </ol>
<b>UNIT 2B                      <i>SHALL I COMPARE THEE TO A SUMMER'S DAY?: COMPARE AND CONTRAST ESSAY</i></b>	
<p><b>UNIT DESCRIPTION:</b></p> <ul style="list-style-type: none"> <li>• Students will read and analyze model selections of expository work as a precursor to composing an original compare and contrast essay.</li> <li>• Using class readings to generate compare/contrast topics, students will compose an essay analyzing the similarities and differences between two or more related subjects.</li> <li>• TIME FRAME: Approximately 3 Classes</li> </ul>	
<p><b>POWER STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>2. 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)</li> <li>3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (W.7.1c)</li> <li>4. Establish and maintain a formal style. (W.7.1d)</li> <li>5. Provide a concluding statement or section that follows from and supports the argument presented. (W.7.1e)</li> <li>6. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.7.2)</li> <li>7. 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)</li> <li>8. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2d)</li> </ol>	

<p>9. 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. (W.7.5)</p> <p>10. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</p> <p>11. Apply <i>grade 7 Reading standards</i> 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)</p>	
<p><b>Enduring Understandings:</b></p>	<ol style="list-style-type: none"> <li>1. Writers consider focus, content, organization, style/voice, and conventions to write effectively.</li> <li>2. Our audience and purpose help determine our writing mode.</li> <li>3. Informative writing allows us to share information, respond to needs, and educate others.</li> <li>4. Writing is a process involving pre-writing, drafting, revising, editing, and publishing.</li> </ol>
<p><b>Essential Questions:</b></p>	<ol style="list-style-type: none"> <li>1. How does informative writing differ from other types of writing?</li> <li>2. To what extent do the conventions of language impact the quality of a piece of writing?</li> <li>3. Quality of Writing <ol style="list-style-type: none"> <li>a. How do we develop a sensory vocabulary?</li> <li>b. Why is imagery important in descriptive writing?</li> <li>c. How do we determine a focus when writing?</li> <li>d. How do we develop unified content relative to focus?</li> <li>e. How do we choose our organizational scheme to prepare our first draft?</li> <li>f. How do we develop our own style and voice?</li> </ol> </li> <li>4. The Writing Process <ol style="list-style-type: none"> <li>a. How do we edit and revise our drafts for publication?</li> <li>b. Why is writing considered a process?</li> <li>c. How do we know when a piece is publishable?</li> </ol> </li> </ol>

<b>Declarative Knowledge:</b>	<p>Students will know:</p> <ol style="list-style-type: none"> <li>1. The five domains of writing: focus, content, organization, style, and conventions.</li> <li>2. The Writing Process: gather and organize information, write first draft, revise, proofread, publish.</li> </ol>
<b>Procedural Knowledge:</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Generate a specific topic about which the essay conveys information.</li> <li>2. Write an effective introduction and conclusion.</li> <li>3. Clearly state a purpose and controlling idea, or thesis.</li> <li>4. Develop clear, logical organization that supports the controlling idea of thesis.</li> <li>5. Use a variety of transitions to link details, ideas, and paragraphs.</li> <li>6. Incorporate facts, quotations, and other details that support the explanations.</li> <li>7. Accurately synthesize ideas from several sources.</li> <li>8. Examine the similarities and differences between the two texts being compared.</li> <li>9. Define and use the writing process when creating original written work.</li> </ol>

**GRAMMAR UNIT 3****UNIT 3A*****TRUE STORY: TYPES OF NONFICTION*****UNIT DESCRIPTION:**

- In this unit, students will analyze nonfiction, including its structure.
- The focus will be on using literary elements to identify central idea in nonfiction.
- In addition, students will cite textual evidence to support their assertions.
- As they read they will discuss responses to the unit's Big Question: What should we learn?
- TIME FRAME: Approximately 35 Classes

**POWER STANDARDS:****Reading Standards for Informational Texts:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1)
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. (RI.7.2)
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). (RI.7.3)
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4)
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (RI.7.6)
7. 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. (RI.7.8)
8. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.7.10)

**Speaking and Listening Standards:**

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. (SL.7.1)

	<ol style="list-style-type: none"> <li>2. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1b)</li> <li>3. 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)</li> <li>4. Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1d)</li> <li>5. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2)</li> <li>6. 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. (SL.7.4)</li> </ol>
<p><b>Enduring Understandings:</b></p>	<ol style="list-style-type: none"> <li>1. We read for a variety of purposes, including enjoyment, acquiring knowledge, and interpreting and analyzing literature.</li> <li>2. Recognizing the structure of a piece of literature helps the reader interpret the author's purpose and determine themes involving some aspect of the human condition.</li> <li>3. Readers who effectively discuss texts cite textual evidence.</li> <li>4. Reading is an active process that involves the connection of our prior knowledge to new information in the text, and synthesis to expand our personal schema.</li> <li>5. We use a wide variety of strategies to more effectively comprehend and interpret what we read and observe.</li> <li>6. Essential information in text helps us identify the main concepts being presented.</li> <li>7. Authors don't always state directly what they want us to know and understand.</li> <li>8. Readers recognize that words and phrases in text create tone and impact meaning.</li> </ol>
<p><b>Essential Questions:</b></p>	<ol style="list-style-type: none"> <li>1. How is reading an active process involving our construction of meaning?</li> <li>2. How does reading expand our understanding of self, others, and the world?</li> <li>3. How do we use reading to achieve a variety of purposes and goals?</li> <li>4. How do we identify author's purpose?</li> <li>5. How does critical thinking improve comprehension and analysis?</li> <li>6. How can we make valid inferences?</li> <li>7. How do we distinguish between essential and non-essential information in a given text?</li> <li>8. How does citing textual evidence help support claims about nonfiction?</li> </ol>



	9. How can words and phrases in text create tone and impact meaning?
<b>Declarative Knowledge:</b>	<p>Students will know:</p> <ol style="list-style-type: none"> <li>1. Text Structures: Problem/solution, compare/contrast, cause and effect, sequence, and description.</li> <li>2. Facts and opinion.</li> <li>3. Point of view and purpose.</li> <li>4. Word choice and tone.</li> </ol>
<b>Procedural Knowledge:</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and determine effectiveness of text structure.</li> <li>2. Use clue words to distinguish fact from opinion.</li> <li>3. Identify main ideas.</li> <li>4. Analyze treatment, scope, and organization of ideas.</li> <li>5. Evaluate a persuasive argument.</li> </ol>
<b>GRAMMAR UNIT 3B</b> <i><b>VOICE YOUR OPINION: ARGUMENTATIVE ESSAY</b></i>	
<b>UNIT DESCRIPTION:</b> <ul style="list-style-type: none"> <li>• Students will read and analyze model selections of argumentative work as a precursor to composing an original argumentative essay.</li> <li>• Using class readings to generate argumentative topics, students will compose an essay persuading the reader.</li> <li>• One technique students will use is identifying and refuting opposing viewpoints.</li> <li>• TIME FRAME: Approximately 3 Classes</li> </ul>	
<b>POWER STANDARDS:</b> <ol style="list-style-type: none"> <li>1. Write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>2. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (W.7.1a)</li> <li>3. 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)</li> </ol>	

	<ol style="list-style-type: none"> <li>4. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (W.7.1c)</li> <li>5. Establish and maintain a formal style. (W.7.1d)</li> <li>6. Provide a concluding statement or section that follows from and supports the argument presented. (W.7.1e)</li> <li>7. 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.) (W.7.4)</li> <li>8. 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 here.) (W.7.5)</li> </ol>
<p><b>Enduring Understandings:</b></p>	<ol style="list-style-type: none"> <li>1. Writers consider focus, content, organization, style/voice, and conventions to write effectively.</li> <li>2. Our audience and purpose help determine our writing mode.</li> <li>3. Argumentative writing allows us to share information, respond to needs, and educate others.</li> <li>4. Writing is a process involving pre-writing, drafting, revising, editing, and publishing.</li> </ol>
<p><b>Essential Questions:</b></p>	<ol style="list-style-type: none"> <li>1. How do authors identify opposing viewpoints and effectively refute them?</li> <li>2. To what extent do the conventions of language impact the quality of a piece of writing?</li> <li>3. Quality of Writing             <ol style="list-style-type: none"> <li>a. How do we develop a sensory vocabulary?</li> <li>b. Why is imagery important in descriptive writing?</li> <li>c. How do we determine a focus when writing?</li> <li>d. How do we develop unified content relative to focus?</li> <li>e. How do we choose our organizational scheme to prepare our first draft?</li> <li>f. How do we develop our own style and voice?</li> </ol> </li> <li>4. The Writing Process             <ol style="list-style-type: none"> <li>a. How do we edit and revise our drafts for publication?</li> <li>b. Why is writing considered a process?</li> <li>c. How do we know when a piece is publishable?</li> </ol> </li> </ol>

<b>Declarative Knowledge:</b>	<p>Students will know:</p> <ol style="list-style-type: none"> <li>1. The elements of an argumentative essay: controlling idea, transitions, supporting details, organizational structure, and refutation.</li> <li>2. The Writing Process: gather and organize information, first draft, revise, proofread, publish.</li> </ol>
<b>Procedural Knowledge:</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Generate a specific topic about which the essay conveys information.</li> <li>2. Write an effective introduction and conclusion.</li> <li>3. Clearly state a purpose and controlling idea, or thesis.</li> <li>4. Develop clear, logical organization that supports the controlling idea of thesis.</li> <li>5. Use a variety of transitions to link details, ideas, and paragraphs.</li> <li>6. Incorporate facts, quotations, and other details that support the explanations.</li> <li>7. Accurately synthesize ideas from multiple sources.</li> <li>8. Define and use the writing process when creating original written work.</li> </ol>

**GRAMMAR UNIT 4****UNIT 4A*****THERE'S NO RHYME OR REASON: POETRY*****UNIT DESCRIPTION:**

- Students will be able to read, analyze, and comprehend poetry.
- The focus will be on identifying and analyzing the effectiveness of poetic devices.
- Students will explore the different types of poems.
- As they read they will discuss responses to the unit's Big Question: What is the best way to communicate?
- TIME FRAME: Approximately 15 Classes

**POWER STANDARDS:****Reading Standards for Literature:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1)
2. 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. (RL.7.4)
3. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (RL.7.5)
4. 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). (RL.7.7)
5. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.7.10)

**Speaking and Listening Standards:**

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. (SL.7.1)
2. 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)
3. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (SL.7.5)
4. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.7.6)

<p><b>Enduring Understandings:</b></p>	<ol style="list-style-type: none"> <li>1. Reading, discussing, and analyzing poetry expands our understanding of ourselves, others, and our world.</li> <li>2. Authors don't always state directly what they want us to know and understand.</li> <li>3. Poetry takes a variety of formats, chosen by the author to present and develop themes involving some aspect of the human condition.</li> <li>4. Poetic devices, figurative language, and poetic structures are purposefully used by authors to communicate the author's message.</li> <li>5. Poetry is rich in colorful, concrete language that appeals to the senses and reflects a broad range of emotions and ideas.</li> <li>6. Poetry develops ideas and themes using concise language and a variety of devices.</li> <li>7. Descriptive writing employs a sensory vocabulary and imagery to evoke particular images and convey a controlling impression of an object, setting, or person.</li> <li>8. Effective communicators learn a word's various meanings and use them appropriately for a given purpose and audience.</li> </ol>
<p><b>Essential Questions:</b></p>	<ol style="list-style-type: none"> <li>1. How is reading an active process involving our construction of meaning in response to the text?</li> <li>2. How does reading expand our understanding of self, others, and the world?</li> <li>3. How do we identify author's purpose?</li> <li>4. How can we infer what an author means?</li> <li>5. How can we be sure our inferences are valid?</li> <li>6. How does reading help us to become critical thinkers?</li> <li>7. How do I choose which devices to use when writing poetry?</li> <li>8. How do I choose a form when writing poetry?</li> <li>9. How do the poetic devices help us analyze and interpret poems?</li> <li>10. How does the author's use of poetic devices, figurative language, and poetic structures influence the impact of a selection?</li> <li>11. How do we develop a sensory vocabulary?</li> <li>12. Why is imagery important in poetry?</li> <li>13. How do effective communicators know the best word to use?</li> </ol>

<b>Declarative Knowledge:</b>	<p>Students will know:</p> <ol style="list-style-type: none"> <li>1. Connotative meanings.</li> <li>2. Allusion.</li> <li>3. Sound devices.</li> <li>4. Figurative language: similes, metaphors, hyperbole, imagery, idiom.</li> <li>5. Forms of poetry.</li> <li>6. Alliteration, onomatopoeia.</li> <li>7. Meter and rhyme.</li> </ol>
<b>Procedural Knowledge:</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and evaluate the effectiveness of poetic devices.</li> <li>2. Determine meaning of a poem.</li> <li>3. Use context clues to identify unfamiliar words.</li> <li>4. Compare poetry and prose.</li> <li>5. Recite a poem.</li> <li>6. Read aloud fluently according to punctuation.</li> </ol>
<b>GRAMMAR UNIT 4B</b> <i>I GOTTA FEELING: RESPONSE TO LITERATURE</i>	
<b>UNIT DESCRIPTION:</b> <ul style="list-style-type: none"> <li>• Students will read and analyze a poem and compose a response that explains how the poem expresses the poet's feelings, describes a place or event, or tells a story.</li> <li>• They will also identify poetic devices and explain how they impact the meaning.</li> <li>• TIME FRAME: Approximately 3 Classes</li> </ul>	
<b>POWER STANDARDS:</b> <ol style="list-style-type: none"> <li>1. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.7.2)</li> </ol>	

	<ol style="list-style-type: none"> <li>2. 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)</li> <li>3. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2b)</li> <li>4. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (W.7.2c)</li> <li>5. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2d)</li> <li>6. Establish and maintain a formal style. (W.7.2e)</li> <li>7. Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.7.2f)</li> <li>8. 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.) (W.7.4)</li> <li>9. 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 here.) (W.7.5)</li> </ol>
<p><b>Enduring Understandings:</b></p>	<ol style="list-style-type: none"> <li>1. Writers consider focus, content, organization, style, and conventions to write effectively.</li> <li>2. Our audience and purpose help determine our writing mode.</li> <li>3. Writing poetry is a form of self-expression.</li> <li>4. Writing is a process involving pre-writing, drafting, revising, editing, and publishing.</li> </ol>
<p><b>Essential Questions:</b></p>	<ol style="list-style-type: none"> <li>1. How can a poem allow for self-expression?</li> <li>2. To what extent do the conventions of language impact the quality of a piece of writing?</li> <li>3. Quality of Writing             <ol style="list-style-type: none"> <li>a. How do we develop a sensory vocabulary?</li> <li>b. Why is imagery important in poetry?</li> <li>c. How do we determine a focus when writing?</li> <li>d. How do we develop unified content relative to focus?</li> <li>e. How do we choose our organizational scheme to prepare our first draft?</li> <li>f. How do we develop our own style and voice?</li> </ol> </li> <li>4. The Writing Process</li> </ol>

	<ul style="list-style-type: none"> <li>a. How do we edit and revise our drafts for publication?</li> <li>b. Why is writing considered a process?</li> <li>c. How do we know when a piece is publishable?</li> </ul>
<b>Declarative Knowledge:</b>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>1. The five domains of writing: focus, content, organization, style, and conventions</li> <li>2. The Writing Process: gather and organize information, write first draft, revise, proofread, publish.</li> <li>3. Textual evidence supports their claims.</li> </ul>
<b>Procedural Knowledge:</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>1. Generate a specific topic about which the essay conveys information.</li> <li>2. Write an effective introduction and conclusion.</li> <li>3. Clearly state a purpose and controlling idea, or thesis.</li> <li>4. Develop clear, logical organization that supports the controlling idea of thesis.</li> <li>5. Use a variety of transitions to link details, ideas, and paragraphs.</li> <li>6. Incorporate facts, quotations, and other details that support the explanations.</li> <li>7. Accurately synthesize ideas from multiple sources.</li> <li>8. Define and use the writing process when creating original written work.</li> </ul>



**GRAMMAR UNIT 5**  
**UNIT 5A**

***AN EVENING AT THE THEATER: DRAMA***

**UNIT DESCRIPTION:**

- Students will study drama and analyze how dialogue propels the plot, defines characters, and establishes tone and meaning.
- Theme is discussed as an important aspect of drama.
- Students will summarize a scene or act within a drama distinct from personal opinions or judgments.
- TIME FRAME: Approximately 20 Classes

**POWER STANDARDS:**

**Reading Standards for Literature:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1)
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. (RL.7.2)
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3)
4. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (RL.7.5)
5. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RL.7.6)
6. 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). (RL.7.7)
7. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.7.10)

**Speaking and Listening Standards:**

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. (SL.7.1)
2. 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)
3. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1b)
4. 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)

	<ol style="list-style-type: none"> <li>5. Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1d)</li> <li>6. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (SL.7.5)</li> <li>7. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.7.6)</li> </ol>
<p><b>Enduring Understandings:</b></p>	<ol style="list-style-type: none"> <li>1. Reading, viewing, discussing, and analyzing drama expands our understanding of ourselves, others, and our world.</li> <li>2. Recognizing the structure of a drama helps the reader interpret the author’s purpose and determine themes involving some aspect of the human condition.</li> <li>3. Readers who effectively discuss drama cite evidence.</li> <li>4. Reading/viewing drama is an active process that involves the connection of our prior knowledge to new information in the text, and synthesis to expand our personal schema.</li> <li>5. We use a wide variety of strategies to more effectively comprehend and interpret what we read and observe.</li> <li>6. Authors don’t always state directly what they want us to know and understand.</li> <li>7. Drama presents conflict through the use of characterization, setting, plot, theme, point of view, tone, style, and dialogue.</li> <li>8. Dialogue develops the plot and conflicts in a drama.</li> </ol>
<p><b>Essential Questions:</b></p>	<ol style="list-style-type: none"> <li>1. How does reading expand our understanding of self, others, and the world?</li> <li>2. How do we use reading to achieve a variety of purposes and goals?</li> <li>3. How do we identify author’s purpose?</li> <li>4. How does citing evidence help support claims?</li> <li>5. How can we make valid inferences?</li> <li>6. How do we analyze and interpret drama and understand theme?</li> <li>7. How does a playwright reveal information?</li> <li>8. What makes effective dialogue?</li> </ol>

<b>Declarative Knowledge:</b>	<p>Students will know:</p> <ol style="list-style-type: none"> <li>1. The following dramatic elements: action, conflict, dialogue, character, theme, audience, stage, and stage directions.</li> <li>2. The following concepts and terms: plot, setting, narrator, foreshadowing, flashback, symbol, protagonist, antagonist, motive, suspense, mood, and tone.</li> </ol>
<b>Procedural Knowledge:</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Make inferences.</li> <li>2. Analyze the dramatic elements.</li> <li>3. Determine theme, symbolism, mood, and tone.</li> <li>4. Analyze and interpret dialogue's effect.</li> </ol>
<b>GRAMMAR UNIT 5B</b> <i><b>ANALYZE THIS!:</b></i> <b>RESEARCH PROJECT</b>	
<b>UNIT DESCRIPTION:</b> <ul style="list-style-type: none"> <li>• Students will be able to choose a topic, locate and evaluate sources.</li> <li>• Using notecards, they will gather information to be organized into a research product.</li> <li>• Students will apply the writing process to organize the information in order to answer the focus question.</li> <li>• TIME FRAME: Approximately 20 Classes</li> </ul>	
<b>POWER STANDARDS:</b> <ol style="list-style-type: none"> <li>1. Write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>2. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (W.7.1a)</li> <li>3. 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)</li> <li>4. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (W.7.1c)</li> <li>5. Establish and maintain a formal style. (W.7.1d)</li> <li>6. Provide a concluding statement or section that follows from and supports the argument presented. (W.7.1e)</li> </ol>	

<ol style="list-style-type: none"> <li>7. 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.) (W.7.4)</li> <li>8. 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 here.) (W.7.5)</li> <li>9. 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. (W.7.6)</li> <li>10. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7)</li> <li>11. 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. (W.7.8)</li> <li>12. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> <li>13. Apply <i>grade 7 Reading standards</i> 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)</li> <li>14. 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. (W.7.10)</li> </ol>	
<b>Enduring Understandings:</b>	<ol style="list-style-type: none"> <li>1. Writers consider focus, content, organization, and conventions to write effectively.</li> <li>2. Our audience and purpose help determine our writing mode.</li> <li>3. Informative writing allows us to share information, respond to needs, and educate others.</li> <li>4. Writing is a process involving pre-writing, drafting, revising, editing, and publishing.</li> </ol>
<b>Essential Questions:</b>	<ol style="list-style-type: none"> <li>1. To what extent do the conventions of language impact the quality of a piece of writing?</li> <li>2. Quality of Writing <ol style="list-style-type: none"> <li>a. How do we determine a focus when writing?</li> <li>b. How do we develop unified content relative to focus?</li> <li>c. How do we choose our organizational scheme to prepare our first draft?</li> </ol> </li> <li>3. The Writing Process <ol style="list-style-type: none"> <li>a. How do we edit and revise our drafts for publication?</li> </ol> </li> </ol>

	b. Why is writing considered a process? c. How do we know when a piece is publishable?
<b>Declarative Knowledge:</b>	
<b>Procedural Knowledge:</b>	

**GRAMMAR UNIT 6**  
**UNIT 6A**

***WHAT A NOVEL IDEA: NOVEL STUDY***

**UNIT DESCRIPTION:**

- In this unit, students will read and analyze a novel.
- The focus of the unit will be how the author uses literary elements to develop plot, theme, and characterization.
- Universal themes surrounding the human condition will be explored.
- In addition, students will cite textual evidence to support their assertions.
- TIME FRAME: Approximately 35 Classes

**POWER STANDARDS:**

**Reading Standards for Literature:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1)
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. (RL.7.2)
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3)
4. 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. (RL.7.9)
5. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.7.10)

**Speaking and Listening Standards:**

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. (SL.7.1)
2. 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)
3. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1b)
4. 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)
5. 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. (SL.7.4)

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.7.6)	
<b>Enduring Understandings:</b>	<ol style="list-style-type: none"> <li>1. We read for a variety of purposes, including enjoyment, acquiring knowledge, and interpreting and analyzing literature.</li> <li>2. Reading, discussing, and analyzing literature expands our understanding of ourselves, others, and our world.</li> <li>3. Recognizing the structure of a piece of literature helps the reader interpret the author's purpose and determine themes involving some aspect of the human condition.</li> <li>4. Readers who effectively discuss texts cite textual evidence.</li> <li>5. Reading is an active process that involves the connection of our prior knowledge to new information in the text, and synthesis to expand our personal schema.</li> <li>6. We use a wide variety of strategies to more effectively comprehend and interpret what we read and observe.</li> <li>7. Essential information in text helps us identify the main concepts being presented.</li> <li>8. Authors don't always state directly what they want us to know and understand.</li> <li>9. Fiction presents conflict through the use of literary elements: characterization, setting, plot, theme, point of view, tone and style.</li> </ol>
<b>Essential Questions:</b>	<ol style="list-style-type: none"> <li>1. How is reading an active process involving our construction of meaning?</li> <li>2. How does reading expand our understanding of self, others, and the world?</li> <li>3. How do we use reading to achieve a variety of purposes and goals?</li> <li>4. How do we identify author's purpose?</li> <li>5. How does critical thinking improve comprehension and analysis?</li> <li>6. How can we make valid inferences?</li> <li>7. How do we distinguish between essential and non-essential information in a given text?</li> <li>8. How do the elements of literature help us analyze and interpret fiction and understand theme?</li> <li>9. How does citing textual evidence help support claims about fiction?</li> </ol>

<b>Declarative Knowledge:</b>	<p>Students will know:</p> <ol style="list-style-type: none"> <li>1. The following concepts and terms: plot, conflict, climax, resolution, character (flat/round, static/dynamic), characterization, setting, point of view, theme, narrator, foreshadowing, flashback, Freytag's pyramid, symbol, protagonist, antagonist, motive, suspense, mood, and tone.</li> </ol>
<b>Procedural Knowledge:</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Make and verify predictions.</li> <li>2. Make inferences.</li> <li>3. Compare and contrast.</li> <li>4. Analyze a piece of literature.</li> <li>5. Summarize.</li> <li>6. Analyze a piece of literature for plot, point of view, character, conflict, climax, resolution, and theme.</li> </ol>
<b>GRAMMAR UNIT 6B</b> <i>DEAR AUTHOR: RESPONSE TO LITERATURE</i>	
<b>UNIT DESCRIPTION:</b> <ul style="list-style-type: none"> <li>• Students will read and analyze a novel and compose a response that explains how the novel expresses the author's intended meaning.</li> <li>• TIME FRAME: Approximately 3 Classes</li> </ul>	
<b>POWER STANDARDS:</b> <ol style="list-style-type: none"> <li>1. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.7.2)</li> <li>2. 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)</li> <li>3. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2b)</li> <li>4. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (W.7.2c)</li> </ol>	



	<ol style="list-style-type: none"> <li>5. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2d)</li> <li>6. Establish and maintain a formal style. (W.7.2e)</li> <li>7. Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.7.2f)</li> <li>8. 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.) (W.7.4)</li> <li>9. 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 here.) (W.7.5)</li> </ol>
<p><b>Enduring Understandings:</b></p>	<ol style="list-style-type: none"> <li>1. Writers consider focus, content, organization, style, and conventions to write effectively.</li> <li>2. Our audience and purpose help determine our writing mode.</li> <li>3. Informative writing allows us to share information, respond to needs, and educate others.</li> <li>4. Writing is a process involving pre-writing, drafting, revising, editing, and publishing.</li> </ol>
<p><b>Essential Questions:</b></p>	<ol style="list-style-type: none"> <li>1. How do authors choose and use effective structures to convey meaning in an informative piece?</li> <li>2. To what extent do the conventions of language impact the quality of a piece of writing?</li> <li>3. Quality of Writing             <ol style="list-style-type: none"> <li>a. How do we determine a focus when writing?</li> <li>b. How do we develop unified content relative to focus?</li> <li>c. How do we choose our organizational scheme to prepare our first draft?</li> <li>d. How do we develop our own style and voice?</li> </ol> </li> <li>4. The Writing Process             <ol style="list-style-type: none"> <li>a. How do we edit and revise our drafts for publication?</li> <li>b. Why is writing considered a process?</li> <li>c. How do we know when a piece is publishable?</li> </ol> </li> </ol>

<b>Declarative Knowledge:</b>	<p>Students will know:</p> <ol style="list-style-type: none"> <li>1. The five domains of writing: focus, content, organization, style, and conventions.</li> <li>2. The Writing Process: gather and organize information, write first draft, revise, proofread, publish.</li> <li>3. Textual evidence supports their claims.</li> </ol>
<b>Procedural Knowledge:</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Generate a specific topic about which the essay conveys information.</li> <li>2. Write an effective introduction and conclusion.</li> <li>3. Clearly state a purpose and controlling idea, or thesis.</li> <li>4. Develop clear, logical organization that supports the controlling idea of thesis.</li> <li>5. Use a variety of transitions to link details, ideas, and paragraphs.</li> <li>6. Incorporate facts, quotations, and other details that support the explanations.</li> <li>7. Define and use the writing process when creating original written work.</li> </ol>