

1	Unit Title: Author's Craft and The Elements of Fiction Unit Duration: 10 weeks Unit #: 1	
1	Core Course Objectives: RL 7.1, RL 7.3, RL 7.6, RL MA 7.8.A	Major Writing Goals: Introduce multi-paragraph essay W. 7.1a-e
1	Other Important Tasks: Summer Reading Project (should relate to/ enhance content of Unit 1)	Common Assessment/s: DDM (pre/post test covering Units 1 and 2)
1	Text Types: Appropriate grade level extended fiction text with rich possibilities for analysis of author's craft, symbolism, tone and mood, and the elements of fiction (plot, setting, conflict, characterization, theme); and/or: a selection of short stories and poetry with rich possibilities for analysis of the same elements; at least one piece of informational writing on a theme related to one or more of the fiction selections.	
1	Essential Questions	Enduring Understandings
1	<ul style="list-style-type: none"> • How do literary elements (theme, mood, tone, point of view, personification, symbolism) contribute to the meaning or purpose of a piece of literature? • What devices do authors use to bring stories to life (characterization, setting, plot, etc.)? • What creates conflict? What resolves it? • How do authors craft stories in order to have the greatest impact on the reader? 	<ul style="list-style-type: none"> • Authors provide context through the use of vocabulary, word choice, theme, mood, tone, etc. • Understanding how an author uses specific techniques will lead to a deeper comprehension of a work of literature. • Literature provides readers with opportunities to make sense of relationships with people, the community, and/or society.
1	Common Core State Standards Addressed	
1	Reading Literature:	

***RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

RL 7.2 Determine the 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.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).**

RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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

****RL 7.7:** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (See “Notes” in overview)

***MA.7.8.A Interpret a literary work by analyzing how the author uses literary elements.**

RL.7.10 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.

Reading Informational Text:

RI 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.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).

Writing:

***W7.1: Write arguments to support claims with clear reasons and relevant evidence.**

***W7.1a: Introduce claim(s), acknowledge alternate or opposing claims, and organize reasons and evidence logically.**

***W7.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**

***W7.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.**

***W7.1d: Establish and maintain a formal style.**

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***W 7.1e: Provide a concluding statement or section that follows from and supports the argument presented.**

MA. 7.3.A. Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the literary concepts of mood, tone, point of view, personification, or symbolism.

W 7.4 Provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

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

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W 7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL 7.1c: 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.

Language:

L7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L7.1b: Choose among simple, compound, complex, and compound/complex sentences to signal differing relationships among ideas.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2b. Spell correctly.

L7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L7.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

1	<p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4.A.)</p> <p>L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L 7.5a Interpret figures of speech (e.g., literary, biblical and mythological allusions) in context.</p>	
2	<p>Unit Title: Exerting Influence: Explanation vs. Argument in Informational Texts Unit Duration: 10 weeks Unit #: 2</p>	
2	<p><u>Core Course Objectives:</u> RI 7.1, RI 7.2, RI 7.6, RI 7.8, RI 7.9</p>	<p><u>Major Writing Goals:</u> -Differentiate between informative/explanatory writing (expository writing) and argument (persuasive writing) -Persuasive Essay W 7.2a-f, W 7.1a-e, W 7.9b</p>
2	<p><u>Other Important Tasks:</u></p>	<p><u>Common Assessment/s:</u></p>

	Short research project with presentation W 7.7, W 7.8, S/L 7.4, S/L 7.5	DDM (pre/post test covering Units 1 and 2)
2	<p><u>Text Types:</u> Selection of different genres of informational text, including news writing, narrative nonfiction, encyclopedia entries, examples of persuasive writing, etc.</p> <p><u>Multimedia:</u> Unit should include exposure to and analysis of multimodal literacies: audio-visual, Internet-based, etc.</p>	
2	Essential Questions	Enduring Understandings
2	<ul style="list-style-type: none"> • What is an informational text? What are the characteristics that define different genres of informational text? • What are the differences between explanatory writing and argument? • How do we influence one another with the written word? • How does word choice strengthen an argument? • How do we determine whether a claim is reliable and valid? • Why do we need to be able to identify opinion from fact? 	<ul style="list-style-type: none"> • Language choices in informational writing should be based on purpose and audience. • In effective persuasive writing, authors use clearly stated, focused and strongly maintained claims. • In effective persuasive writing, authors acknowledge, address, and refute opposing claims. • Reliable and valid claims are supported by effective use of sources, facts, and details. • In effective persuasive writing, opinions must be supported by fact in order to avoid showing bias.
2	Common Core State Standards Addressed	
2	<p><u>Reading Informational Text:</u> *RI 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>*RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of a text.</p> <p>RI.4 Determine the meanings 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 or tone.</p> <p>RI 7.5: 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.</p>	

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***RI 7.6: Determine the 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 7.7: Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

***RI 7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.**

***RI 7.9: 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 7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiency, with scaffolding as needed at the high end of the range.

Writing:

***W7.1: Write arguments to support claims with clear reasons and relevant evidence.**

***W7.1a: Introduce claim(s), acknowledge alternate or opposing claims, and organize reasons and evidence logically.**

***W7.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**

***W7.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.**

***W7.1d: Establish and maintain a formal style.**

***W 7.1e: Provide a concluding statement or section that follows from and supports the argument presented.**

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

***W 7.2a: 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 7.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

***W 7.2c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.**

2	<p>*W 7.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>*W 7.2e: Establish and maintain a formal style.</p> <p>*W 7.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W 7.4 Provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.</p> <p>W 7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.</p> <p>*W 7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>*W 7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W 7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>*W 7.9b: Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>W 7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening:</u></p> <p>SL 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>SL 7.1a: 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.</p> <p>SL 7.1b: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>
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SL 7.1c: 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 7.1d: Acknowledge new information expressed by others and, when warranted, modify their own views.

SL 7.2 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 7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

***SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.**

***SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**

SL 7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

L7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L7.1a: Explain the function of phrases and clauses in general and their function in specific sentences.

L7.1b: Choose among simple, compound, complex, and compound/complex sentences to signal differing relationships among ideas.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2b. Spell correctly.

L7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L7.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

2 **L.7.4a.** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.7.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

	<p>pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or express</p>	
3	<p>Unit Title: Theme and Purpose in Fiction and Nonfiction Texts Unit Duration: 8 weeks Unit #: 3</p>	
3	<p>Core Course Objectives: RL 7.2, RL 7.5 RI 7.2, RI 7.3, RL 7.5</p>	<p>Major Writing Goals: Extended narrative writing W 7.3a-e Expository writing (suggested task: summary of nonfiction text) W 7.2a-f</p>
3	<p>Other Important Tasks: Prepare for MCAS Long Composition</p>	<p>Common Assessment/s: TBD</p>
3	<p>Text Types: Set of paired fiction and nonfiction texts with related theme; include fiction, nonfiction, and poetry.</p>	
3	Essential Questions	Enduring Understandings
3	<ul style="list-style-type: none"> • How can theme be interpreted? • Why is it important to differentiate between fiction and nonfiction text? • How is informational/expository text crafted differently than literary text (purpose, audience, text features vs. characters, setting, plot)? 	<ul style="list-style-type: none"> • Theme represents a view or comment on life. • Readers have different expectations/purposes for reading fiction and nonfiction. • Informational and expository text is written differently than imaginative and literary text and makes different demands on the reader.

3	Common Core State Standards Addressed
3	<p><u>Reading Literature:</u></p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the texts.</p> <p>*RL.7.2 Determine the theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>*RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>**RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). <i>(See "Notes" in overview)</i></p> <p>MA.7.8.A Interpret a literary work by analyzing how the author uses literary elements</p> <p>RL.7.10 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.</p> <p><u>Reading Informational Text:</u></p> <p>RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>*RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of a text.</p> <p>*RI.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).</p> <p>RI.4 Determine the meanings 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 or tone.</p> <p>*RI.7.5: 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.</p>

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RI 7.6: Determine the 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 7.7: Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI 7.9: 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 7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiency, with scaffolding as needed at the high end of the range.

Writing:

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

***W 7.2a:** 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 7.2b:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

***W 7.2c:** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

***W 7.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.

***W 7.2e:** Establish and maintain a formal style.

***W 7.2f:** Provide a concluding statement or section that follows from and supports the information or explanation presented.

***W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

***W.7.3a 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.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

***W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.**

***W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**

***W7.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.**

MA. 7.3.A. Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the literary concepts of mood, tone, point of view, personification, or symbolism.

W 7.4 Provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

W 7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Speaking and Listening:

SL 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL 7.1c: 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 7.1d: Acknowledge new information expressed by others and, when warranted, modify their own views.

3	<p>SL 7.2 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.</p> <p>Language:</p> <p>L7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L7.1b: Choose among simple, compound, complex, and compound/complex sentences to signal differing relationships among ideas.</p> <p>L7.1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced modifiers.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2a. Use a comma to separate coordinate adjectives (e.g. <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>L.7.2b. Spell correctly.</p> <p>L7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L7.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L 7.5a Interpret figures of speech (e.g., literary, biblical and mythological allusions) in context.</p> <p>L7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>
4	<p>Unit Title: Historical Fiction Unit Duration: 8 weeks Unit #: 4</p>

4	<u>Core Course Objectives:</u> RL 7.9, RL 7.3, RI 7.3,	<u>Major Writing Goals:</u> Compare/contrast essay (fictionalized account vs. historical account) W 7.1a-e, W 7.9a
4	<u>Other Important Tasks:</u> Research project W 7.7	<u>Common Assessment/s:</u> TBD
4	<u>Text Types:</u> Extended text: Appropriate grade level historical fiction text; this should be set in a place and time about which we have access to enough nonfiction sources for students to be able to compare historical fiction to nonfiction writing about history. Shorter texts: A variety of nonfiction sources, including both primary and secondary sources. Also include poetry related to time period and/or theme of extended text.	
4	<u>Essential Questions</u>	<u>Enduring Understandings</u>
4	<ul style="list-style-type: none"> • How do authors of historical fiction use or alter history in order to shape the setting of a novel? • What can we learn about history through reading historical fiction? • How does historical fiction give readers a different view of history than textbooks, biographies, and other ways of learning history? 	<ul style="list-style-type: none"> • The historical setting of a novel can impact both characterization and the fictional events that occur in the plot of a novel. • Through historical fiction, readers can learn about the day-to-day lives and activities of regular people during a particular time and place in history. • Historical fiction can give a voice to groups whose point of view is often left out or undermined in popular discourse on a historical event. • Reading historical fiction can help us to learn from the past and to consider historical events from multiple points of view.
4	<u>Common Core State Standards Addressed</u>	
4	<u>Reading Literature:</u> RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the texts. RL 7.2 Determine the 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.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).**

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

****RL 7.7:** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). *(See “Notes” in overview)*

MA.7.8.A Interpret a literary work by analyzing how the author uses literary elements

***RL 7.9: 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.7.10 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.

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Reading Informational Text:

RI 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of a text.

***RI.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 7.5: 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 7.6: Determine the 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 7.9: 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 7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiency, with scaffolding as needed at the high end of the range.

Writing:

***W7.1:** Write arguments to support claims with clear reasons and relevant evidence.

***W7.1a:** Introduce claim(s), acknowledge alternate or opposing claims, and organize reasons and evidence logically.

***W7.1b:** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

***W7.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.**

***W7.1d: Establish and maintain a formal style.**

***W 7.1e: Provide a concluding statement or section that follows from and supports the argument presented.**

MA. 7.3.A. Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the literary concepts of mood, tone, point of view, personification, or symbolism.

W 7.4 Provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

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

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

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

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

***W 7.9a: Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).**

Speaking and Listening:

SL 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

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

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SL 7.1c: 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 7.1d: Acknowledge new information expressed by others and, when warranted, modify their own views.

SL 7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

L7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2b. Spell correctly.

L7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 7.5a Interpret figures of speech (e.g., literary, biblical and mythological allusions) in context.

~	Unit Title: Vocabulary Building: Greek and Latin Roots Unit Duration: year-long Unit #: on-going	
~	<u>Core Course Objectives:</u> L 7.4, L 7.4b, L 7.6	
~	Essential Questions	Enduring Understandings
~	<ul style="list-style-type: none"> • How do proficient readers use context as a clue to determine the meaning of unknown words? • How do proficient readers use common Greek and Latin roots as clues to determine the meaning of unknown words? • How does specific and accurate vocabulary use improve and clarify writing? 	<ul style="list-style-type: none"> • Many English words share common Greek and Latin roots whose historical definitions have impacted modern usage and word meaning. • Words with similar definitions may carry different connotations, whose nuances may impact word meaning. • Precise and audience-appropriate use of words and phrases helps writers to communicate clearly.

	<ul style="list-style-type: none"> • Why is it important to consider the connotations and emotional impact of words, along with their dictionary definitions? 	
<p>~ Common Core State Standards Addressed</p>		
<p>~</p>	<p>Language: *L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4.A.)</p> <p>*L.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>L.7.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L 7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>*L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

SAMPLE