

English Language Arts – *Draft* Grade 7 English curriculum
Based on 2011 MA English Language Arts Curriculum Framework

Unit 1: Reading for All Purposes	
Duration: 10 Weeks	
Essential Questions: <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?”• How can theme be interpreted?• Why is it important to differentiate between fiction and nonfiction text?	
Enduring Understandings: <ul style="list-style-type: none">• Understanding how authors use specific techniques will lead to deeper comprehension of a work of literature.• Theme represents a view or comment on life.• Readers have different expectations/purpose for reading fiction and nonfictions	
Summative Assessment: <ul style="list-style-type: none">• Students will read a fiction and non-fiction article on the same theme and analyze the way the authors used literary elements to convey theme in both pieces, backing it up with evidence from the articles. This can be in an essay or could take the form of a project (poster, glog, multimedia presentation) but the culminating activity will use the same rubric.	
KNOWLEDGE <i>Students will understand...</i> <ul style="list-style-type: none">• Authors convey theme through the use of specific literary elements.• Informational and expository text is written and organized to convey information• Readers of nonfiction use strategies (annotations, rereading, SQ3R) comprehend different text types.	SKILLS <i>Students will be able to...</i> <ul style="list-style-type: none">• Reword and identify the literary elements (i.e., theme, mood...)• Compare the structures of informational and narrative texts and how the structures contribute to the overall success of the author’s message.• Explain how the words chosen by the author contribute or detract from the text.

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<ul style="list-style-type: none"> Well-organized writing helps a reader to understand and grasp complex ideas more easily. Word choice influences informational text Text needs to be evaluated for validity and bias. 		<ul style="list-style-type: none"> Evaluate the validity of the claims made by opposing sides form validity and bias. 	
Vocabulary	Standards	Instructional Activities	Formative Assessments
Cite Sources Evaluate Reason Evidence Credibility/validity Compare Contrast Relevance Conclusion Fact/Opinion Cause/Effect Problem/Solution Sequencing	<p>Reading</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 7.7: 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).</p> <p>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.</p> <p>RI 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute the whole and to the development of the ideas.</p> <p>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</p>	<p>Routine Writing</p> <ul style="list-style-type: none"> “Before you Read” activities (pp. 104, 124, 134, 144,168) Quickwrites to motivate, encourage making connections and/or check for understanding. (example: examine information found in <i>Geography Alive!</i> And on the CIA World Fact Book website). “Sojourner Truth: Ain’t I a Woman” Laying the Foundation lessons on characterization and non-fiction –graphic organizers on first reactions “Grammar Link” activities on pages 120, 133, 143, and 151. <p>Analytical Writing</p> <ul style="list-style-type: none"> Compare and Contrast factual about the Dominican Republic to information and events given in the novel, <i>Color of My Words</i> “Sojourner Truth: Ain’t I a Woman” Laying the Foundation lessons on Identifying speaker and purpose, and close reading/guided questions and compare/contrast “Extending the Text” questions at end of each 	<ul style="list-style-type: none"> “Assessing Learning” Checks at end of each story Entrance and Exit tickets Writing prompts for LtF lessons “Making Meanings” section at end of each story in Anthology

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<p>Paraphrasing</p> <p>Summarizing</p> <p>Bias</p>	<p>affects the impact of the words.</p> <p>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.</p> <p>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.</p> <p>W 7.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W 7.2c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <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 7.7: 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>story in Anthology (p. 118, 131, 141, 149)</p> <ul style="list-style-type: none"> • “Building Portfolio” choices at end of each story (119, 132, 142, 150, 171) <p>Narrative (1-2)</p> <ul style="list-style-type: none"> • Write an “I am” or “Bio” poem after researching their own heritage, name or based on one of the stories. • Use one of the events in the story <i>Color of My Words</i> or that you’ve read about in the Dominican Republic to write a poem that expresses the main idea or the mood that the text relates. 	
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	<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 7.9a: 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”).</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</p>		
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	<p>toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>SL 7.1d: Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <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>L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L 7.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>L 7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>		
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	<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>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>Reading: 3-5 short texts</p> <p><i>Elements of Literature</i>, collection 2: Who Am I? p. 102-178 (combination of non-fiction/fiction/poetry)</p> <ul style="list-style-type: none"> • “Homesick” (p.104-123) • “Barrio Boy” (p. 124-133) • “Fish Cheeks” (p. 134-143) • “Names/Nombres” (p. 143) • “I’m Nobody!” (p. 168-171) • Elements of Literature: Nonfiction (p. 121-122) <p>Excerpts from <i>In the Land of the Butterfly</i> by Julia Alvarez</p>	<p>Reading: 1 extended text</p> <p><i>The Color of My Words</i> by Lynn Joseph</p>	<p>Other Resources: (links, media, technology)</p> <p>CIA World Fact Book: DOMINICAN REPUBLIC http://www.umsl.edu/services/govdocs/wofact2001/geos/fg/html</p>	