

Grade 7 English Language Arts, Quarter 1, Unit 1.1

Developing Characters Through Narrative Structure

Overview

Number of instructional days: 20 (1 day = 50 minutes)

By the end of this unit, students will understand how character development helps identify elements of plot and narrative, and how authors develop a point of view.

Students read, analyze, and draw inferences from a variety of narratives including, but not limited to, short stories, poems, and essays, as well as learning how to describe literary elements such as character, setting, plot, and how they interact (e.g., how they create theme.). Students analyze how authors develop a point of view, and focus on word meanings including figurative and connotative language. Also students will complete several writing responses that draw evidence from literature in order to justify assertions.

Students participate in structured, small group discussions about character, setting, plot, and themes that appear in narratives. During their discussions, students should refer to characters, setting, and/or events in the narratives to determine and explain how they interact and impact each other. Students refer to details in the texts to support their statements about character, setting, plot events, and theme. Students have an opportunity to write short responses in which their assertions are backed up with textual evidence. It is expected that students' writing will be periodically checked for reading accuracy and fluency as well as basic grammatical and mechanical structures.

This unit is taught at the beginning of seventh grade (first quarter) because it is a refresher of concepts introduced in sixth grade. It takes students' thinking to a deeper level by investigating how these elements work together. In the subsequent unit, students will apply these elements and concepts to original, written narratives.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary and texts that they can read fluently. Additionally, students should focus on doing close reading and supporting their ideas in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- APPLY grade 7 Reading standards to literature and literary nonfiction.
- DETERMINE the **meaning of words and phrases** as they are used in a text, including **figurative** and **connotative** meanings.

- ANALYZE how particular **elements of a story** or drama interact.
- ANALYZE how an author DEVELOPS and CONTRAST S the **points of view** of different **characters** or **narrators** in a text.
- COMPARE and CONTRAST a **written story, drama, or poem** to **multi-media versions**, ANALYZING **techniques** to each **medium**.
- ENGAGE effectively in a **range of collaborative discussions** with **diverse partners** on grade 7 topics, texts, and issues, BUILDING on **others' ideas** and EXPRESSING their own thoughts clearly.
 - FOLLOW **rules** for collegial discussions, TRACK **progress** toward specific **goals** and **deadlines**, and DEFINE **individual roles** as needed.
 - 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.
- DRAW **inferences** from the text, SUPPORT analysis of what text says explicitly.
- CITE several pieces of **textual evidence**.
- DRAW **evidence** from literary or informational texts to SUPPORT **analysis, reflection, and research**.

Essential Questions

- How do elements of a narrative work together to develop or enhance characters in a narrative and create theme?
- How does point of view develop the structure of a narrative?
- Why does an author choose to use figurative language (e.g., similes, metaphors, personification, onomatopoeia, etc.) and connotative language (The red-coats looked to their priming!)

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Literature

Key Ideas and Details

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

*The following standards **reinforce and/or support** the unit of study focus standards:*

Reading Standards for Literature

Craft and Structure

- RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings-

Craft and Structure

- 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 unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)

Speaking and Listening Standards

Comprehension and Collaboration

- 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.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. 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.

Writing Standards

Text Types and Purposes

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

Range of Writing

- 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.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

- 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.

Clarifying the Standards

Key: *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

RL— In sixth grade, students learned how the plot is moved along by a character’s response to what happens. **In seventh grade, students begin to analyze how individual elements of the plot work together to develop characters and the plot.** In eighth grade, dialogue as well as plot events are added to develop characterization.

In all three grades, students determine word meanings (figurative and connotative).

In sixth grade, students cited textual information. **In seventh grade, students will be able to cite several pieces of textual information.** In eighth grade, students will choose the strongest elements used for textual analysis.

Sixth grade students learned how to explain the author’s development of point of view. **In seventh grade, students analyze, develop, and contrast the point of view of different characters in a text.** In eighth grade, students will analyze different points of view of characters, audience, and readers to create effective suspense or humor.

RI—No focus standards at this time.

W— In sixth grade, students found textual evidence to support analysis of text. **In seventh grade, they continue this process with more difficult texts.** In eighth grade, they will continue this process with even more advanced texts.

SL— In sixth grade, students followed rules of discussions to ask specific questions about the topic. **In seventh grade, they track the progress of the discussion by posing questions to use as a possible resource, paying attention to relevancy and staying on topic.** In eighth grade, students will use discussion to connect ideas of several speakers.

L—No focus standards at this time.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Narrative Writing (pp. 23-24)

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Creative Writing Beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

Appendix B: Text Exemplars and Sample Performance Tasks

Grade 7 Story, Drama, and Poetry Text Exemplars (pp. 77-89)

Suggested Local Resources

Prentice Hall Literature Timeless Voices, Timeless Themes (Bronze)

- T22 (Elements of a story)
- “Seventh Grade” pp. 122-127
- “Rikki-Tikki-Tavi” pp. 464-475
- “All Summer in a Day” pp. 288-294
- “The Third Level” pp. 50-53
- “Papa’s Parrot” pp. 480-483
- “Stolen Day” pp. 484-487
- “The Cremation of Sam McGee” pp. 736-740
- “Lochinvar” pp. 727-730

SpringBoard English Textual Power Level 2

- “Hundred Bucks of Happy” pp. 19-25
- “Staying Fat for Sarah Byrnes” (excerpt) pp.11-12
- “Ditching” pp. 27-28 (SB)
- “Arachne” pp. 73-75
- “Raven and the Sources of Light” pp. 78-80
- “A Single Shard” pp. 45-49
- “Daedalus and Icarus” pp. 53-57
- “Little Red Riding Hood and the Wolf” pp. 319-320
- “Oranges” pp. 328-329
- “The Highwayman” pp. 323-326 (Lit Book pp. 300-305)

Terminology

- Plot: The sequence of events in a story.
- Introduction/Exposition: The first part of the plot in which the characters, setting, and conflict are introduced.
- Rising Action/Complication: the second part of the plot leading up to the climax.
- Climax: The third part of the plot, point of highest action, the point where the problem is solved one way or the other.
- Falling Action: The fourth part of the plot where the loose ends are tied up.

- Denouement/Resolution: The fifth part of the plot where the story ends.
- Conflict: A struggle or clash between opposing forces.
 - Internal: When a character has to make a choice (inside **one** character)
 - External: Between a character and some outside force.
- Connotation: An emotion, positive or negative, attached to a word.
- Figurative Language: Language not meant to be taken as literally true.

Challenging Concepts

Students have difficulty citing textual evidence accurately. Students can be given guided instruction on what is and is not evidence as well as how to accurately cite the evidence using parenthetical documentation. “Paul walked away to show that he wanted no part of the conversation” (p. 35).

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States' Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>

Grade 7 English Language Arts, Quarter 1, Unit 1.2

Writing Narratives

Overview

Number of instructional days: 10 (1 day = 50 minutes)

By the end of this unit, students will write a variety of narratives using literary elements such as plot, point of view, and figurative language. Students write a variety of narratives using the writing process (e.g., pre-writing, drafting, revising, etc.). They choose from: personal narratives, narrative poems, and multi-paragraph myths, etc. The idea is for students to use literary elements such as point of view and figurative language within their narratives. Students reflect on the narrative written. They are expected to include a focus on precise language (e.g., sensory language and relevant details). Attention is given to reinforcing grammatical, mechanical, and syntactical conventions as well as focusing on coordinate adjectives.

Students have opportunities to write shorter and longer narratives or portions of narratives as they learn to construct multi-draft, multi-paragraph/stanza narrative compositions. Students focus on including narrative elements such as: dialogue, pacing, characters, etc., working individually and in a variety of group settings.

This unit is taught in the first quarter following Unit 1.1 on analyzing narratives. It continues with narratives by applying what was learned (such as character, setting, dialogue, theme, etc.) into students' own writing. In the subsequent unit, students will be expected to apply their analytical skills to non-fiction.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary and texts that they can read fluently. Additionally, students should focus on doing close reading and supporting their ideas in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- WRITE **narratives** to DEVELOP real or imagined experiences or events USING **effective technique**, relevant **descriptive details**, and well-structured **event sequences**.
 - 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.
 - USE **narrative techniques**, such as **dialogue**, **pacing**, and **description**, to DEVELOP **experiences**, **events**, and/or **characters**.

- USE a variety of **transition words, phrases, and clauses** to CONVEY **sequence** and SIGNAL **shifts** from one **time frame** or **setting** to another.
- USE **precise words and phrases, relevant descriptive details, and sensory language** to CAPTURE the **action** and CONVEY **experiences and events**.
- PROVIDE a **conclusion** that FOLLOWS from and REFLECTS on the **narrated experiences or events**.
- PRODUCE **clear and coherent** writing in which the **development, organization, and style** are appropriate to **task, purpose, and audience**.
- INCLUDE **multimedia components and visual displays in presentations** to CLARIFY **claims** and **findings** and EMPHASIZE **salient points**.
- DEMONSTRATE **standard English conventions** when writing.
 - USE **commas** to SEPARATE coordinate adjectives.
 - SPELL correctly.
- USE **language and conventions** when writing, speaking, reading, or listening.
 - EXPRESS **ideas** precisely and concisely ELIMINATING **wordiness and redundancy**.
- DETERMINE **meaning of unknown and multiple-meaning words/phrases** using a range of strategies based on grade 7 reading and content.
 - USE **Greek or Latin affixes and roots** to DETERMINE **word meaning**.
- DEMONSTRATE understanding of **figurative language, word relationships, and meanings**.
 - INTERPRET **figures of speech** in context.
- USE grade-appropriate **academic language**.
- WRITE over **extended** and **short** time frames for specific **purposes and audiences**.
- 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**.
- FOLLOW the rules for **collegial discussions**, TRACK progress toward specific **goals and deadlines**, and DEFINE **individual roles** as needed.

Essential Questions

- Why is it important for writers of narratives to use steps of the writing process?
- How do authors effectively engage readers?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

Writing Standards

Text Types and Purposes

- W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- a. 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.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

*The following standards **reinforce and/or support** the unit of study focus standards:*

Writing Standards

Production and Distribution of Writing

- W.7.4 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.7.5 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 purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52 [of the full ELA Common Core State Standards document].)

Speaking and Listening Standards**Comprehension and Collaboration**

- 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.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - 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.

Presentation of Knowledge and Ideas

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

Language Standards**Conventions of Standard English**

- L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a comma to separate coordinate adjectives (e.g., It was a *fascinating, enjoyable* movie but not *He wore an old[,] green* shirt).
 - Spell correctly.

Knowledge of Language

- L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

Vocabulary Acquisition and Use

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
- L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- 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.

The following standards recur through many/all of the units of study:

Writing Standards

Range of Writing

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.

Clarifying the Standards

Key: *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

RL—Students continue reading and comprehending texts of appropriate complexity.

RI—No focus standards at this time.

W— In sixth grade, students engaged the reader in their writing by establishing a context and introducing characters and narrators as well as using narrative techniques such as dialogue, pacing, and description. **In the seventh grade, these concepts are built upon by adding point of view to their writing.** When students move to eighth grade, they will continue developing all of these concepts in more detail.

In the sixth grade, students used transitions words, phrases, and clauses to signal shifts from one time frame or setting to another. They were also expected to use precise language, descriptive details, and sensory language. **In seventh and eighth grades, students continue to expand on these concepts.**

Sixth-graders used conclusions in their writing that followed from the narrated experience or event. **In seventh grade, students move to adding a reflection as part of the conclusion.** Eighth-graders will continue to explore the reflection aspect of the conclusion.

By eighth grade, all students should be proficient in all skills of the writing process.

As in sixth grade, students write routinely over extended time periods. This expectation continues into the eighth grade.

SL— In sixth grade, students followed rules of discussions to ask specific questions about the topic. **In seventh grade they track the progress of the discussion by posing questions, paying attention to relevancy, and staying on topic.** In eighth grade, students will use discussion to connect ideas of several speakers.

L— In sixth grade, students focused on using punctuation to set off nonrestrictive/parenthetical elements. **In seventh grade, the focus shifts to accurately using commas to separate coordinate adjectives.** The emphasis will shift to the use of comma, ellipsis, and dashes to indicate a pause or break in the eighth grade.

Before seventh grade, students were expected to vary their sentence patterns and maintain a consistent style and tone. **They are expected to do the same this year, but also choose language that gets their**

ideas across precisely and concisely without being wordy or repetitive. When students move to eighth grade, the expectation will expand to include the use of active and passive voice as well as conditional and subjunctive mood.

Note: Students will continue to expand their knowledge and use of Greek and Latin prefixes and roots for understanding, figurative language, and word relationships, as well as grade-appropriate general academic and domain specific vocabulary as outlined in the above standards.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The standards leave the inclusion and evaluation of other such forms to teacher discretion.

Suggested Local Resources

SpringBoard Textual Power Level 2

- Exploring Personal Narrative pp. 13-15
- Understanding Revision pp. 31-36
- Structural Elements of a Narrative Plot pp. 53-58
- Creating and Illustrated Myth pp. 81-87

Prentice Hall Writing and Grammar Communication in Action (Bronze)

- Narration: Autobiographical Writing pp. 48-71
- Narration: Short Story pp. 72-97

Prentice Hall Literature Timeless Voices, Timeless Themes (Bronze)

- Writing Process Workshop: Personal Narrative pp. 65-66
- Writing Process Workshop: Short Story pp. 498-500

Terminology

- Audience: The intended readers of specific types of texts or the viewers of a program or performance.
- Dialogue: A conversation between two or more characters.
- Editing: Correcting grammar, mechanical, and usage errors.
- Pre-Writing: Choosing and narrowing a topic as well as organizing the thoughts/contents before writing an initial draft.
- Reflection: A kind of thinking and writing which seriously explores the significance of an experience, idea, or observation.
- Revising: Changing text to improve clarity, detail, organization, and content by adding, deleting, rearranging, and substituting.
- Sensory Language: Writing that appeals to one or more of the five senses.

Challenging Concepts

- Students will have difficulty with the concept of character development. Activities that analyze character and build character can be done as mini lessons throughout the unit. Bringing in activities to practice inference will also help build this skill.
- Students will also struggle with the concept of revision as more than just checking spelling. Several mini lessons that break down the revision process (adding, deleting, substituting, and rearranging) will be a must in this unit.

Online Resources***Common Core State Standards, Appendices, and PARCC Assessments***

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons**States' Sites**

- New Mexico Department of Education: <http://newmexicocommoncore.org/>

- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: <http://www.achievethecore.org/steal-these-tools>

Grade 7 English Language Arts, Quarter 2, Unit 2.1

Reading and Analyzing Arguments

Overview

Number of instructional days: 20 (1 day = 50 minutes)

By the end of this unit, students will be able to read informational texts and analyze them for logical reasoning, relevant evidence, and author's point of view.

Students read and analyze a variety of informational texts including, but not limited to, novels, essays, articles, videos, speeches, political cartoons, etc. Students continue to analyze how the author develops point of view as well as focusing on the structural elements of nonfiction. Students complete several writing responses that support positions about what they have read with clear reasoning and relevant evidence while determining credible sources and addressing opposing arguments.

Students have structured small group discussions about opposing arguments and relevant textual evidence. During their discussions, students should refer to specific positions and textual evidence, explaining how the ideas clarify a topic, text, or issue under study. Students have an opportunity to identify arguments in the texts and evaluate the validity of the claims. It is expected that students be periodically checked for reading accuracy and fluency as well as basic grammatical and mechanical structures.

This unit is taught at the beginning of the second quarter of seventh grade because the focus shifts from reading, analyzing, and writing narratives to applying those skills to informational texts. In the subsequent unit, students will apply these elements and concepts to reading argumentative texts.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary and texts that they can read fluently. Additionally, students should focus on doing close reading and supporting their ideas in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- READ and COMPREHEND grade-appropriate literary **nonfiction proficiently**.
- DETERMINE the **figurative, connotative, and technical** meanings of words and ANALYZE their **impact on meaning and tone**.
- DETERMINE how author's **point of view** or **purpose** develops the **ideas**.
- ANALYZE:
 - interactions between **individuals, events, and ideas**.

- author's **organizational structure**.
- how **different authors'** writing on the **same topic** present **key information** by emphasizing **different evidence** or **interpretations** of facts.
- the **main ideas** presented in **diverse formats** and EXPLAIN how ideas **clarify** a topic.
- DETERMINE two or more central **ideas**, ANALYZING their development in the text.
- COMPARE/CONTRAST **written** text to other **multimedia versions** of the same text and ANALYZE each medium's **effect**.
- ENGAGE effectively in a **range of collaborative discussions** with **diverse partners** on grade 7 topics, texts, and issues, BUILDING on **others' ideas** and EXPRESSING their own thoughts clearly.
- ACKNOWLEDGE new information expressed by **others**.
- CITE **textual evidence** and ANALYZE textual **meaning** and **inference**.
- APPLY grade 7 writing standards to **informational texts**.
- WRITE **informative** texts to EXAMINE a topic and CONVEY ideas through **relevant** content.
- WRITE over **extended** and **short** time frames for specific **purposes** and **audiences**.
- DEVELOP and STRENGTHEN writing skills through **peer** and **adult guidance**, following the **writing process (plan, revise, edit, rewrite)** to ADDRESS **purpose** and **audience**.
 - PRODUCE, DEVELOP and ORGANIZE **clear coherent** writing.
 - INTRODUCE a topic **clearly**, ORGANIZE ideas through **defining, classification, compare/contrast, cause/effect**.
 - INTRODUCE and ORGANIZE claims in a **logical way**.
 - DEVELOP the topic with **relevant** facts and examples.
 - SUPPORT claims using **reasoning, evidence, and logic**.
 - ESTABLISH a formal **style**.
 - USE appropriate **transitions, precise language, and vocabulary**.
 - DEMONSTRATE command of **grammar** and **usage** when writing or speaking.
 - EXPLAIN the function of **phrases** and **clauses** in sentences.
 - CHOOSE simple, compound, complex, and compound-complex sentences to **show differences**.
 - PLACE **phrases** and **clauses** to vary sentence structure.
 - USE grade-appropriate **academic vocabulary**.
- PROVIDE a supportive **conclusion**.

Essential Questions

- How do authors defend their arguments?
- Why is determining the credibility of a source essential to forming and supporting an argument?
- How does an author’s acknowledgment of opposing points of view strengthen and validate his/her argument?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Informational Text

Writing Standards Key Ideas and Details

- RI.7.3 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).

Craft and Structure

- 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.

Integration of Knowledge and Ideas

- 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.

Writing Standards

Production and Distribution of Writing

- W.7.4 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.)

The following standards reinforce and/or support the unit of study focus standards:

Reading Standards for Informational Text

Key Ideas and Details

- 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 the text.

Craft and Structure

- RI.7.4 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.7.6 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.

Integration of Knowledge and Ideas

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

Writing Standards

Text Types and Purposes

- 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.
- 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.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- 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 purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52 [of the full ELA Common Core State Standards document].)

Speaking and Listening Standards

Comprehension and Collaboration

- 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.
- d. 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.

Presentation of Knowledge and Ideas:

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

Language Standards

Conventions of Standard English

- L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

Vocabulary Acquisition and Use

- 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.

The following standards recur through many/all of the units of study:

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

- RI.7.10 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.

Writing Standards

Range of Writing

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.

Clarifying the Standards

Key: *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

RL—No focus standards at this time.

RI— In sixth grade, students cited textual information. **In seventh grade, students cite several pieces of textual information.** In eighth grade, students will choose the most strongly used parts used for textual analysis.

In sixth grade, determining the central idea and how it is conveyed through details as well as reducing a summary of the text without personal opinions or judgments is the focus. **Seventh grade focuses on two or more central ideas while continuing the summarization of text,** and eighth-graders will analyze the development of the central idea including the relationship to supporting ideas.

Determining a central idea is the sixth-grade focus while **seventh-grade students are expected to determine two or more central ideas as well as analyze their development.** In eighth grade, they are to determine a central idea, and analyze its development and its relationship to supporting ideas.

Sixth-graders analyzed how a key character, event, or idea was introduced, and **in seventh grade, the interactions between individual, events, and ideas are analyzed.** Eighth-graders move on to making connections among and distinctions between the individuals, events, or ideas.

The structural focus of sixth grade is how certain parts fit into the overall picture while, **in seventh grade, the focus is on the structure used by the author and how the major sections contribute to the whole.** In eighth grade, the focus will be on analyzing the structure of a specific paragraph to develop and refine a key concept.

In sixth grade, students determined the author’s point of view, whereas in **seventh grade, they distinguish the author’s position compared to others.** They later move to responding to conflicting evidence or viewpoints.

Sixth-graders compared and contrasted two authors’ presentations of an event. **Seventh-graders move to analyzing how two or more authors write on the same topic using different evidence or different interpretations of the facts.** Eighth-graders will analyze conflicting information on the same topic.

W— In sixth grade, students were expected to organize ideas, concepts, and information and format the information. **In seventh grade, students not only introduce the topic clearly but also preview what is to follow.** Eighth-graders will continue these skills, adding the classification of information into broader categories.

Students continue using a formal style.

Students are expected to write clearly and coherently in a style appropriate to the task, purpose, and audience in the sixth grade. **Seventh grade continues this skill.** This skill is also continued in eighth grade.

With guidance from teachers and peers, sixth-graders developed and strengthened writing by planning, revising, editing, rewriting, or trying a new approach. **Seventh grade continues these and adds a focus on addressing purpose and audience.** Purpose and audience will continue as an added focus in the eighth grade.

SL— In sixth grade, students reviewed key ideas expressed and demonstrated understanding of multiple perspectives. **In seventh grade, students acknowledge new information added by others and at times changing their own views.** In eighth grade, students will justify their own views.

Sixth-graders interpreted information, explaining how it contributed to the topic. **Seventh grade analyzes the main ideas and explains how they clarify the topic.** Eighth-graders will analyze the purpose and evaluate the motives behind the presentation.

L— In sixth grade, students focused on pronouns in the proper and intensive pronouns, as well as recognizing and correcting pronoun agreement. **In seventh grade, the focus shifts to the function and use of phrases and clauses within sentences and expands on simple, compound, complex, and compound-complex sentences.** The emphasis will shift to the function of verbals and active and passive voice, as well as indicative, imperative, interrogative, conditional, and subjunctive mood in the eighth grade.

Across all three grades, students acquire and use grade-appropriate, general academic, and domain specific words and phrases important to comprehension or expression.

Note: Students will continue to expand their knowledge and use of Greek and Latin prefixes and roots for understanding, as well as figurative language, word relationships, and grade-appropriate general academic and domain specific vocabulary as outlined in the above standards.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Argument (p. 23)

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

Suggested Local Resources

Andrews, Andy. The Young Traveler’s Gift.

Terminology

- Inference: To draw a reasonable conclusion from the information presented.
- Tone: A writer’s or speaker’s attitude toward a subject.
- Claim: The main idea(s), thesis opinion(s), or belief(s) in an argument. The claim answers the question, "What does the author believe"? Or "What is the author trying to convince the reader of or trying to prove?"
- Formal Style: Style in literature is the literary element that describes the ways that the author uses:
 - Words — The author's word choice, sentence structure, figurative language, and sentence arrangement all work together to establish mood, images, and meaning in the text. Style describes how the author describes events, objects, and ideas. (i.e., Informal: "Nothing like that ever happened," Tea Cake replied.) (i.e., Formal: "With great fortune, that happenstance did not become a reality," Tea Cake stated.)

- Concrete Details: Detail used in a persuasive paper with attempts to convince the reader, i.e., proof or evidence.
- Supporting Details: Statements, which support your topic or theme.

Challenging Concepts

Students may struggle with the following:

- Identifying the parts of an argument. Many examples from a variety of media for each part should be dissected with the students.
- Finding arguments that are inferred or implied and determining the logic or lack of logic behind it. Using ads to discuss the why of what is being said could help.
- Knowing and understanding the need for comprehension of what a claim is based on. Bring in a variety of examples from many avenues.

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States' Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://getttingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>

Grade 7 English Language Arts, Quarter 2, Unit 2.2

Analyzing and Responding to Arguments

Overview

Number of instructional days: 20 (1 day = 50 minutes)

By the end of this unit, students will be able to conduct research to present arguments with clear reasoning, relevant evidence, and credible sources while addressing opposing arguments.

Students read and analyze a variety of informational texts including, but not limited to, novels, essays, articles, video, speeches, political cartoons, etc. Students analyze how the author develops point of view as well as focusing on the structural elements of literature. Also students conduct research to support positions with clear reasoning and relevant evidence while determining credible sources and addressing opposing arguments.

Students have structured small group discussions about opposing arguments and relevant textual evidence. During their discussions, students should refer to specific positions and textual evidence explaining how the ideas clarify a topic, text, or issue under study. Students have an opportunity to create and present arguments based on relevant evidence while acknowledging opposing arguments. It is expected that students be periodically checked for reading accuracy and fluency as well as basic grammatical and mechanical structures.

This unit is taught the second half of the quarter 2 because the focus shifts from reading and analyzing informative and argumentative texts to addressing and creating arguments. In the subsequent unit, students will create arguments on characterization based on textual evidence in a novel.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary and texts that they can read fluently. Additionally, students should focus on doing close reading and supporting their ideas in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- READ and COMPREHEND grade-appropriate literary **nonfiction proficiently**.
- APPLY 7th grade Reading Standards to **literary nonfiction**.
- DETERMINE word and phrase **meanings** based on grade 7 reading and content.
 - USE **context clues** to determine word meaning.
 - CONSULT reference materials for **pronunciation, meaning, and clarity**.
 - VERIFY **word meanings**.

- USE grade-appropriate **academic vocabulary**.
- DETERMINE how author’s **point of view** or **purpose** develops the **ideas**.
- TRACE and EVALUATE arguments and ASSESS if **reasoning** is **sound** and **relevant**.
- ANALYZE how **different authors** writing on the **same topic** present **key information** by emphasizing **different evidence** or **interpretations** of facts.
 - ANALYZE the **main ideas** presented in **diverse formats**, and EXPLAIN how ideas **clarify** a topic.
- DRAW **evidence** from **informational texts** to support **analysis, reflection, and research**.
 - DELINEATE arguments and EVALUATE the **soundness** and **relevance** of the evidence.
 - RESEARCH answers to questions and USE several **sources** for **additional research**.
 - CITE **textual evidence** and ANALYZE textual **meaning** and **inference**.
- ENGAGE effectively in a **range of collaborative discussions** with **diverse partners** on grade 7 topics, texts, and issues, BUILDING on **others’ ideas** and EXPRESSING their own thoughts clearly.
 - ACKNOWLEDGE new information expressed by **others**.
- DEVELOP and STRENGTHEN writing skills through **peer** and **adult guidance**, following the **writing process (plan, revise, edit, rewrite)** to ADDRESS **purpose** and **audience**.
 - WRITE over **extended** and **short** time frames for specific **purposes** and **audiences**.
- PRODUCE, DEVELOP and ORGANIZE **clear** and **coherent writing**.
 - WRITE **informative** texts to EXAMINE a topic, CONVEY ideas through **relevant** content.
 - WRITE **clear, relevant** arguments to **support** claims.
 - INTRODUCE and ORGANIZE claims **logically**.
 - INTRODUCE and ORGANIZE a topic **clearly**.
 - SUPPORT claims using **accurate credible sources** to demonstrate understanding.
 - DEVELOP the topic with **relevant information** and **examples**.
 - CREATE cohesion to CLARIFY the **relationships** among **claims, reasons, and evidence**.
 - ESTABLISH a formal **style**.
 - USE appropriate **transitions**.
 - USE precise **language** and **vocabulary**.
- PROVIDE concluding statements that **support arguments**.

Essential Questions

- What makes an argument strong?
- How does knowledge of how arguments are structured help in reading and responding to the argument?
- Why is determining the credibility of a source essential to forming and supporting an argument?
- How does knowing and acknowledging opposing points of view strengthen and validate your argument?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Informational Text

Integration of Knowledge and Ideas

- 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.

Writing Standards

Text Types and Purposes

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Establish and maintain a formal style.
 - 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.
- 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.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.

*The following standards **reinforce and/or support** the unit of study focus standards:*

Reading Standards for Informational Text

Key Ideas and Details

- 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.7.6 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.

Integration of Knowledge and Ideas

- 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.

Writing Standards

Text Types and Purposes

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- W.7.4 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.7.5 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 purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52 [of the full ELA Common Core State Standards document].)

Research to Build and Present Knowledge

- 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.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- b. 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”).

Speaking and Listening Standards**Comprehension and Collaboration**

- 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.
- d. 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.

Language Standards**Vocabulary Acquisition and Use**

- 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.
- a. 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.
 - c. 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.

- d. 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).
- 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.

The following standards recur through many/all of the units of study:

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

- RI.7.10 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.

Writing Standards

Range of Writing

- 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.

Clarifying the Standards

Key: *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

RL—No focus standards at this time.

RI— In the sixth grade, students cited textual information. **In seventh grade, they cite several pieces of textual information.** In eighth grade, students will choose the most strongly used parts used for textual analysis.

In sixth grade, students determined the author’s point of view whereas, in **seventh grade, they distinguish the author’s position compared to others.** They later move to responding to conflicting evidence or viewpoints.

The focus in sixth grade is to trace and evaluate arguments, distinguishing between supported and unsupported claims, while **seventh grade focuses on the reasoning and whether it is sound.** Eighth grade will continue the focus on reasoning, adding the recognition of irrelevant evidence.

Sixth-graders compared and contrasted two authors’ presentations of an event. **Seventh grade moves to analyzing how two or more authors write on the same topic using different evidence or different interpretations of the facts.** In eighth grade, students will analyze conflicting information on the same topic.

W— In sixth grade, students introduced and supported claims with relevant evidence. **In seventh grade, students continue, adding an acknowledgement of opposing claims as well as the use of logical reasoning.** This topic will continue in eighth grade by going deeper into studying opposing claims.

In sixth grade, students supported claims with clear reasons and relevant evidence/facts (i.e., quotations, definitions, concrete details) to show understanding of the topic using words and phrases to show relationships among claims. **Seventh grade adds logical reasoning and shows how the evidence connects to and supports the claim made.** The focus in eighth grade will shift to recognizing and addressing counterclaims and developing topics with well-chosen facts. All grade levels continue to use the appropriate formal style.

In sixth grade, students organized ideas, concepts, and information and formatted the information. **In seventh grade, students not only introduce the topic clearly, but also preview what is to follow.** Eighth-graders will continue these skills adding the classification of information into broader categories.

Sixth-graders were expected to use appropriate transitions and precise language to inform or explain a topic and clarify relationships between concepts. **Seventh grade uses transition to create cohesion among ideas and concepts continuing to expand use of precise language.** In eighth grade, varied transitions will be added.

Sixth-graders included a concluding statement or section. **In seventh grade, support for arguments is added.** Eighth grade will reinforce the same skill.

Students wrote clearly and coherently in a style appropriate to the task, purpose, and audience in the sixth grade. **Seventh and eighth grade continue this skill.**

With guidance from teachers and peers, sixth-graders developed and strengthened writing by planning, revising, editing, rewriting, or trying a new approach. **Seventh grade continues these and adds a focus on addressing purpose and audience.** Purpose and audience will continue as an added focus in the eighth grade.

Conducting short research and drawing from several sources to answer a question was the goal of the sixth grade. **In seventh grade, the research leads to the development of questioning for further research,** which will be expanded into eighth grade by the use of individually-generated questions that allow for multiple avenues of exploration.

SL— In sixth grade, students reviewed key ideas expressed and demonstrated understanding of multiple perspectives. **In seventh grade, students acknowledge new information added by others and at times change their own views.** In eighth grade, students will justify their own views.

Sixth-graders interpreted information, explaining how it contributed to the topic. **Seventh grade analyzes the main ideas and explains how they clarify the topic.** Eighth-graders will analyze the purpose and evaluate the motives behind the presentation.

Identifying which claims are supported by evidence and which are not starts in the sixth grade and is **enhanced in the seventh grade by evaluation of the soundness and relevance of the evidence.** In eighth grade, identification of irrelevant evidence will be introduced.

Presentation of claims and findings that clearly show the main ideas or themes while using appropriate eye contact, volume, and pronunciation and showing an appropriate command of formal English is the focus in sixth grade. **Seventh grade continues these skills while emphasizing stronger points in an understandable manner.** Valid reasoning and well-chosen details will be added to the eighth grade expectations.

The use of multimedia components in a presentation is used to clarify information in the sixth grade **while in the seventh grade it is expected to emphasize important points**. Eighth grade will use this component to strengthen claims as well as add interest.

▮— In sixth grade, context clues and general and reference materials are used to acquire new vocabulary. **In seventh grade, specialized reference material is pulled in to aid in understanding**. Checking the inferred meaning by placing it back into context is continued from sixth grade and carries on into eighth grade.

Across all three grades, students acquire and use grade-appropriate, general academic, and domain specific words and phrases important to comprehension or expression.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Argument (From Appendix A, p 23)

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

Appendix C: Samples of Student Writing

Grade 7, Argument “Video Cameras in Classrooms” (p. 40)

Terminology

- Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or

quotations from a text in the study of literature and experimental results in the study of science.

- Transitions: Words or phrases that connect ideas, details, or events in writing.

Challenging Concepts

Students will have difficulty with creating a claim not based on opinion. Demonstrate and dissect difference examples of those based on opinion and those not.

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States' Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>

Grade 7 English Language Arts, Quarter 3, Unit 3.1

Analyzing Theme and Literature

Overview

Number of instructional days: 30 (1 day = 50 minutes)

By the end of this unit, students will be able to identify and analyze how elements of plot, setting, and character influence theme.

Students read, analyze, and draw inferences from a novel to primarily analyze character. Students analyze how the author develops a character through direct and indirect means as well as focusing on how the plot and setting contribute to that development. Students complete several writing responses that draw evidence from literature in order to justify assertions.

Students participate in structured, small group discussions about character, setting, plot, and themes that appear in the novel. During their discussions, students should refer to characters, setting, and/or events in the novel to determine and explain how they interact and impact each other. Students refer to details in the text to support their statements about character, setting, plot events, and theme. Students have an opportunity to write a character analysis in which their assertions are backed up with textual evidence. It is expected that students' writing will be periodically checked for reading accuracy and fluency as well as basic grammatical and mechanical structures.

This unit is taught in quarter 3 of seventh grade because it is a refresher of concepts developed at the beginning of the year with the "Narrative" unit combined with the analytical skills focused on in the "Informational Text" unit. They are now going to a deeper level by investigating how these elements work together. In the subsequent unit, students will apply the content of the novel to a research project.

Concepts to Be Learned and Skills to Be Used

- READ and COMPREHEND grade-appropriate **literature proficiently**, SCAFFOLDING as needed.
- DETERMINE a **central idea** of a text and ANALYZE its **development**.
 - PROVIDE **summary** of the text.
 - RELATE words (e.g., **synonym/antonym, analogy**) to **understand meaning**.
 - DISTINGUISH **word meanings** using **connotations** and **denotations**.
- COMPARE and CONTRAST a story, drama, or poem **utilizing various mediums**.
 - ANALYZE **effects** unique to each medium.
- ENGAGE effectively in a **range of collaborative discussions** with **diverse partners** on grade 7 topics, texts, and issues, BUILDING on **others' ideas** and EXPRESSING their own thoughts clearly.

- COME to discussions prepared and DRAW on preparations **referring to evidence, text, or issues**.
- REFLECT on ideas.
- DEMONSTRATE understanding of **figurative language, word relationships, and meanings**.
- WRITE **clear, relevant** arguments to **support** claims.
 - PRODUCE, DEVELOP, and ORGANIZE **clear** and **coherent writing**.
 - USE precise **language** and **vocabulary**.
 - USE grade–appropriate **academic vocabulary**.
 - CITE several pieces of **textual evidence**.
 - CREATE cohesion to CLARIFY the **relationships** among **claims, reasons, and evidence**.
 - PROVIDE concluding statements that **support arguments**.
- DEVELOP and STRENGTHEN writing skills through **peer** and **adult guidance**, following the **writing process (plan, revise, edit, rewrite)** to ADDRESS **purpose** and **audience**.
- WRITE over **extended** and short time frames for specific **purposes** and audiences.

Essential Questions

- How do the setting, plot, and characters of a story help develop the theme?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Literature

Key Ideas and Details

- RL.7.2 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.

Writing Standards

Research to Build and Present Knowledge

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

*The following standards **reinforce and/or support** the unit of study focus standards:*

Reading Standards for Literature

Key Ideas and Details

- 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.

Writing Standards

Text Types and Purposes

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - e. 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.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- W.7.4 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.7.5 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 purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52 [of the full ELA Common Core State Standards document].)

Speaking and Listening Standards

Comprehension and Collaboration

- 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.
- 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.

Language Standards

Vocabulary Acquisition and Use

- L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
- 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.

The following standards recur through many/all of the units of study:

Reading Standards for Literature

Range of Reading and Level of Text Complexity

- 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.

Writing Standards

Range of Writing

- 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.

Clarifying the Standards

Key: *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

RL—Citing textual evidence to support text and drawing inferences were the focus of sixth grade. **Seventh grade expands on this by providing several pieces of evidence**, while eighth grade will determine which evidence most strongly supports the analysis.

In sixth grade, students were expected to determine a theme or central idea, summarizing the text objectively. **In seventh grade, students follow the development and analysis of the theme or central idea, continuing to summarize objectively.** In eighth grade, students will add the relationship to the character, setting, and plot.

Sixth grade focused on the experience of reading/viewing texts in multiple mediums such as film, audio, live, etc. **Seventh grade analyzes the effects of various techniques of a given medium on text** and eighth-graders will analyze the extent the alternate medium stays faithful to the text as well as the appropriateness of the changes made.

RI—No focus standards at this time.

W—Sixth grade used words, phrases, and clauses to clarify relationships among claims and reasons while **seventh grade addresses how they relate to each other to create cohesion.** Eighth grade will add counterclaims.

In sixth grade, students focused on concluding statements that followed the argument. **Seventh grade requires the concluding statement to support the argument** and eighth grade will continue this skill.

Sixth graders included a concluding statement or section. **In seventh grade, support for arguments is added.** Eighth grade will reinforce the same skill.

When students were in the sixth grade they used transition words, phrases, and clauses to signal shifts from one time frame or setting to another. They were also expected to use precise language, descriptive details, and sensory language. **In seventh and eighth grades, students continue to expand on these concepts.**

Sixth-graders included a concluding statement or section. **Seventh grades adds support for arguments.** Eighth grade will reinforce the same skill.

Students write clearly and coherently in a style appropriate to the task, purpose, and audience in the sixth grade. **Seventh and eighth grades continue this skill.**

With guidance from teachers and peers, sixth-graders developed and strengthened writing by planning, revising, editing, rewriting, or trying a new approach. **Seventh grade continues these skills and adds a focus on addressing purpose and audience.** Purpose and audience will continue as an added focus in the eighth grade.

SL— In sixth grade, the focus was on coming to discussions prepared, having read or studied the given materials, and being able to refer to the material to reflect on ideas. **In seventh grade, students add researching the material** and eighth grade will continue the skill.

L— In sixth grade, the focus was on understanding the relationship between particular words (i.e., cause/effect) as well as distinguishing among the connotative meanings of words with similar meanings. **This skill is continued into the seventh and eighth grades.**

Note: Students will continue to expand their knowledge and use of Greek and Latin prefixes and roots for understanding, as well as figurative language, word relationships, and grade-appropriate general academic and domain specific vocabulary as outlined in the above standards.

Resources: References to Appendices A–C and Other Resources

Suggested Local Resources

- *Tangerine* by Edward Bloor

SpringBoard Textual Power Level 2

- “Our Choices and Life Lessons” pp. 175-227

Prentice Hall Literature Timeless Voices, Timeless Themes

- “The Cat Who Thought She Was a Dog and the Dog Who Thought He Was a Cat” pp. 5-8
- “The Hummingbird That Lived Through Winter” pp. 172-175
- “Ribbons” pp. 524-531
- “The Treasure of Lemon Brown” pp. 532-539

Terminology

- Theme: Theme is the general idea or insight about life that a writer wishes to express. All of the elements of literary terms contribute to theme. A simple theme can often be stated in a single sentence.

Challenging Concepts

- Students will have difficulty distinguishing the theme(s) of a novel. Pulling in smaller works and identifying and justifying the theme of those works will help when it comes to working with theme in a larger work. A smaller related text could be brought in to re-teach as needed.
- Students will also find tracing elements of plot to tie them into the theme difficult. Treating the elements of plot as parts of a puzzle (figuratively and maybe literally) to demonstrate how everything fits together may be helpful.

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States' Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>

Grade 7 English Language Arts, Quarter 3, Unit 3.2

Research and Presentation

Overview

Number of instructional days: 15 (1 day = 50 minutes)

By the end of this unit, students will be able to conduct research to support arguments with clear reasoning, relevant evidence, and credible sources as well as presenting findings in an appropriate manner.

Students research topics from reading a novel, determining relevant and accurate findings for a multimedia presentation. Students focus on determining what makes a source credible and what information is pertinent. Also students demonstrate the ability to present their findings using appropriate eye contact, volume, pronunciation, and relevant visuals.

Students conduct research using digital and print sources. While conducting research, they correctly cite and assess validity of sources. Students have an opportunity to present their findings in a formal presentation that incorporates visual aids. It is expected that students be periodically checked for reading accuracy and fluency as well as basic grammatical and mechanical structures.

This unit is taught in the second half of the third quarter because the focus shifts from the novel to researching topics generated while reading the novel. In the subsequent unit, students will explore author's voice, comparing/contrasting different points of view and mediums.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary and texts that they can read fluently. Additionally, students should focus on doing close reading and supporting their ideas in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- READ and COMPREHEND literary nonfiction in grades 6-8 text **proficiently** by the end of the year.
- ANALYZE how two or more authors **present key information** by **emphasizing different** evidence or interpretations of facts.
- CITE **textual evidence** to ANALYZE what the text **says explicitly** as well as what it **infers**.
- 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**.
 - COME prepared to DISCUSS **material** read or researched; REFER to **evidence** on the **topic, text, or issue**, and REFLECT on **ideas** under **discussion**.

- GATHER **relevant** information from accurate and credible **sources**; AVOID **plagiarism**; follow standard format for **citation**.
- WRITE **informative/explanatory** texts to EXAMINE topic, CONVEY information by selecting, organizing, and analyzing **relevant** content.
 - INTRODUCE a topic **clearly**, PREVIEW what follows, ORGANIZE ideas using such **strategies** as definition, classification, comparison/contrast, and cause/effect; INCLUDE formatting, graphics, and multimedia when useful.
 - ESTABLISH and MAINTAIN **formal style**.
- WRITE arguments to **support** claims with clear **reasons** and relevant **evidence**.
 - SUPPORT claims with **logical** reasoning and **relevant** evidence; USE accurate, credible **sources**; DEMONSTRATE **understanding** of topic.
- DEVELOP writing using **writing process**; FOCUS on **purpose** and **audience**.
- PRODUCE **coherent** writing where development, organization, and style are **appropriate** to task, purpose, and audience.
- PRESENT claims/findings, and **emphasize points** in a coherent manner with **facts, details, and examples**.
- USE **technology** to produce and publish writing; link to and cite **sources**.
- INCLUDE **multimedia components and displays** in presentations; clarify **claims** and EMPHASIZE points.
- ADAPT **speech** to a variety of **contexts** and **tasks**; DEMONSTRATE **formal English** as needed.
- ACQUIRE and use appropriate academic words, and phrases; gather vocabulary when important.
- WRITE over extended time frames for **discipline-specific tasks, purpose, and audiences**.

Essential Questions

- How do we synthesize information from multiple sources?
- How do we access the credibility of information?
- What is the appropriate way to cite sources and present information in a formal setting?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Informational Text

Integration of Knowledge and Ideas

- 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.

Writing Standards

Text Types and Purposes

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

*The following standards **reinforce and/or support** the unit of study focus standards:*

Reading Standards for Informational Text

Key Ideas and Details

- 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.

Writing Standards

Text Types and Purposes

- 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.
- a. 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.
- e. Establish and maintain a formal style.

Production and Distribution of Writing

- W.7.4 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.7.5 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 purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52 [of the full ELA Common Core State Standards document].)
- 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 to and citing sources.

Research to Build and Present Knowledge

- 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.

Speaking and Listening Standards**Comprehension and Collaboration**

- 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.
- 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.

Presentation of Knowledge and Ideas

- 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. (See grade 7 Language standards 1 and 3 on page 52 [of the full ELA Common Core State Standards document] for specific expectations.)

Language Standards

Vocabulary Acquisition and Use

- 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.

The following standards recur through many/all of the units of study:

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

- RI.7.10 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.

Writing Standards

Range of Writing

- 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.

Clarifying the Standards

Key: *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

RL—No focus standards at this time.

RI— Sixth grade curriculum focused on comparing/contrasting the same story from different perspectives (memoir vs. biography). **Seventh grade analyzes how two or more authors write about the same topic and assesses whether the arguments are sound.** Eighth graders will analyze texts with conflicting information on the same topic, identifying where the texts disagree on facts or interpretations.

In sixth grade, students cited textual information. **In seventh grade, students cite several pieces of textual information.** In eighth grade, students will choose the most strongly used parts used for textual analysis.

W— In sixth grade, students supported claims with clear reasons and relevant evidence/facts (quotations, definitions, concrete details). **Seventh grade adds logical reasoning and shows how the evidence connects to and supports the claim made.** In eighth grade, the focus will shift to recognizing and addressing counterclaims and developing topics with well-chosen facts.

In sixth grade, students were expected to organize ideas, concepts, and information and format the information. **In seventh grade, students not only introduce the topic clearly but also preview what is**

to follow. Eighth-graders will continue these skills, adding the classification of information into broader categories.

Students will also continue using a formal style in the future.

Students were expected to write clearly and coherently in a style appropriate to the task, purpose, and audience in sixth grade. **Seventh and eighth grades continue this skill.**

With guidance from teachers and peers, sixth grade developed and strengthened writing by planning, revising, editing, rewriting, or trying a new approach. **Seventh grade continues these and adds a focus on addressing purpose and audience.** Purpose and audience will continue as an added focus in the eighth grade.

Use of technology to produce, publish, and collaborate as well as demonstrate sufficient command of keyboarding skills were the focus in sixth grade. **In seventh grade, students add linking to and citing sources,** and eighth grade will add presentation of the relationships between information and idea.

Sixth-graders gathered relevant information for multiple print and digital sources, assessing credibility, and paraphrasing the data while avoiding plagiarism. **Seventh grade expands on this by using search terms effectively, assessing sources for accuracy, and using standard formatting for citations.** Eighth grade continues to deepen these skills.

SL— Coming to discussions prepared, having read or studied the give materials, and being able to refer to the material to reflect on ideas is the push for sixth grade. **In seventh grade, students add researching the material under study** and eighth grade will continue the skill.

Sixth-graders presented findings in a logical order, using pertinent facts and details while maintaining appropriate eye contact, volume, and pronunciation demonstrating a command of formal English. **Seventh grade emphasizes the prominent points in a focused manner, continuing presentation skills.** Students in eighth grade will continue forming all these skills with the addition of relevant evidence, sound reason, and well-chosen details.

The use of multimedia components in a presentation were used to clarify information in the sixth grade. **In seventh grade, students are expected to emphasize important points.** Eighth-graders will use this component to strengthen claims as well as add interest.

L—No focus standards at this time.

Note: Students will continue to expand their knowledge and use of Greek and Latin prefixes and roots for understanding, as well as figurative language, word relationships, and grade-appropriate general academic and domain specific vocabulary as outlined in the above standards.

Resources: References to Appendices A–C and Other Resources**Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms*****Informational/Explanatory Writing (p. 23)***

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precise writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains. Although information is provided in both arguments and explanations, the two types of writing have different aims.

Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification. Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Appendix C: Samples of Student Writing

Grade 7 Informative/Explanatory “A Geographical Report” pp. 42-45

Suggested Local Resources

SpringBoard Textual Power Level 2

- “Brainstorming for a Research Project” p. 230
- “Evaluating My Sources: How Reliable Are They?” pp. 231-233
- “Creating and Annotated Bibliography” p. 234

Prentice Hall Writing and Grammar Communication in Action

- “Prewriting” pp. 228-231
- “Drafting” p. 233
- “Publishing and Presenting” p. 240
- “Media and Technology Skills” p. 245

Challenging Concepts

Students will have difficulty determining valid sources and logical arguments. A quick refresher of Unit 4 is in order here. Also evaluating sources and arguments together as a class and then in small groups would be beneficial.

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States’ Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>

- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: <http://www.achievethecore.org/steal-these-tools>

Grade 7 English Language Arts, Quarter 4, Unit 4.1

Analyzing Historical Events through Informational Text and Poetry

Overview

Number of instructional days: 45 (1 day = 50 minutes)

By the end of this unit, students will be able to compare and contrast how specific historical events are portrayed in informational and poetic text.

Students read, compare/contrast, and draw inferences from a variety of poetry and/or dramas. Students analyze how structure affects meaning as well as focusing on word meanings including figurative and connotative language. Emphasis is also placed on the impact of rhyme and repetition on portions of the poem or drama. Students compare/contrast historical text with fictional portrayals of the same time period, event, or setting. A poetry notebook that includes a variety of poetic structures, student-created poetry, and a compare/contrast section for a historical event, setting, or character could be the culminating project for this unit.

Students participate in structured, small group discussions about poetic structures, historical texts, and revision. They read and analyze poems and/or dramas to determine how the structure impacts meaning in text. Students will have an opportunity to write poetry in a variety of formats as well as making compare/contrast observations. It is expected that students' writing will be periodically checked for reading accuracy and fluency as well as basic grammatical and mechanical structures.

This unit is taught at the end of seventh grade (fourth quarter) because it deepens students' understanding of concepts introduced and reinforced throughout the year. In the beginning of eighth grade, students will take all of these foundational skills and concepts to a deeper level with narrative analysis.

Concepts to Be Learned and Skills to Be Used

- READ and COMPREHEND grade-appropriate **literature proficiently**, SCAFFOLDING as needed.
 - ANALYZE **rhymes** and **repetitions** for **impact** on **verse, stanza, poem, or section**.
 - ANALYZE how the **structure** of **poetry** or **drama** contributes to meaning.
- READ and COMPREHEND grade-appropriate literary **nonfiction proficiently**.
 - DRAW **evidence** from **informational texts** to support **analysis, reflection, and research**.
 - DETERMINE how author's **point of view** or **purpose** develops the **ideas**.

- PRODUCE **clear** and **coherent** writing in which the **development, organization, and style** are appropriate to **task, purpose, and audience**.
 - COMPARE/CONTRAST a **fictional portrayal** of a **time, place, setting, or character** to a **historical account** to understand author’s use or alteration of **history**.
 - WRITE over **extended** and **short** time frames for specific **purposes** and **audiences**.
 - CITE **textual evidence** to support **analysis** of what the **text** says explicitly or implies.
- DEVELOP and STRENGTHEN writing skills through **peer** and **adult guidance**, following the **writing process (plan, revise, edit, rewrite)** to ADDRESS **purpose** and **audience**.
- ADAPT **speech** for a variety of **tasks** showing command of **formal English**.
- DETERMINE word and phrase **meanings** based on grade 7 reading and content.
 - USE **context clues** to determine word meaning.
- USE grade-appropriate **academic language**.

Essential Questions

- How do poets and authors use poetic forms to convey meaning?
- How does the structure of poetry or drama influence meaning?
- How does the author’s use and inclusion of historical information add depth to text?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Literature

Craft and Structure

- 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.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Integration of Knowledge and Ideas

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.

The following standards reinforce and/or support the unit of study focus standards:

Reading Standards for Literature

Key Ideas and Details

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.

Integration of Knowledge and Ideas

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.

Writing Standards

Production and Distribution of Writing

W.7.4 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.7.5 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 purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52 [of the full ELA Common Core State Standards document].)

Research to Build and Present Knowledge

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

- 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 Standards

Presentation of Knowledge and Ideas

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 [of the full ELA Common Core State Standards document] for specific expectations.)

Language Standards

Vocabulary Acquisition and Use

- 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.
- 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.7.6 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.

The following standards recur through many/all of the units of study:

Reading Standards for Literature

Range of Reading and Level of Text Complexity

- 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.

Writing Standards

Range of Writing

- 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.

Reading Standards for Informational Text

Craft and Structure

- RI.7.6 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.

Range of Reading and Level of Text Complexity

- RI.7.10 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

Clarifying the Standards

Key: *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

RL—In the sixth grade, students cite textual information. **In seventh grade, they cite several pieces of textual information.** In eighth grade, students will choose the most strongly used parts used for textual analysis.

Sixth-graders examined how word choice impacts meaning and tone while **seventh-graders analyze the impact of rhyme and repetitive sounds on a specific verse or stanza**. Eighth-graders will continue the importance of word choice including analogies or allusions to other texts.

Students determined how a specific sentence, chapter, scene, or stanza fit into the overall structure and how it contributed to the plot, theme, or setting in the sixth grade. **Seventh grade focuses on how a dramatic work's or poem's form and structure affect meaning**. Students in eighth grade will compare/contrast the structure of two or more texts, analyzing how structure adds to meaning.

In sixth grade, comparisons and contrasts between different genres on similar topics or themes were considered. **Seventh grade compares and contrasts historical fiction to historical accounts to understand how authors use or alter history**. The eighth grade focus will be on analyzing how modern works draw on themes, patterns of events, or character types from myths, traditional, stories, or religious work.

RI—No new focus standards at this time.

W— Students wrote clearly and coherently in a style appropriate to the task, purpose, and audience in the sixth grade. **Seventh and eighth grades continue this skill**.

With guidance from teachers and peers, sixth-graders developed and strengthened writing by planning, revising, editing, rewriting, or trying a new approach. **Seventh grade continues these skills and adds a focus on addressing purpose and audience**. Purpose and audience will continue as an added focus in the eighth grade.

SL— Sixth-graders used appropriate speech based on context and task as well as demonstrating a command of formal English. **Seventh and eighth graders continue this skill**.

In all three grades, students use context to determine the meaning of a word or phrase.

Note: Students will continue to expand their knowledge and use of Greek and Latin words prefixes and roots for understanding, figurative language, word relationships, as well as grade -ppropriate general academic and domain specific vocabulary as outlined in the above standards.

L—No new focus standards at this time.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict

specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Creative Writing Beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion. Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects

Texts That Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. For example, *The Longitude Prize*, included above and in Appendix B, embeds narrative elements within a largely expository structure. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample “Fact vs. Fiction and All the Grey Space In Between” found in Appendix C.

Appendix B: Text Exemplars and Sample Performance Tasks

Poetry

- Longfellow, Henry Wadsworth. “Paul Revere’s Ride.” (1861) pp. 83-85

Informational Texts

- Douglass, Frederick. “Narrative of the Life of Frederick Douglass an American Slave” pp. 90-91
- Murphy, Jim. “The Great Fire” p. 94

Suggested Local Resources

SpringBoard

- “The Highwayman” pp. 323-326 (Lit Book pp. 300-305)
- “It Happened in Montgomery” p. 291

Prentice Hall Literature Timeless Voices, Timeless Themes

- “The Charge of the Light Brigade” p. 230
- “Lochinvar” pp. 727-730
- “The Cremation of Sam McGee” pp. 736-740
- “The Dying Cowboy Traditional” pp. 306-308
- “A Real Story of a Cowboy’s Life” pp. 309-311

Terminology

No new terminology at this time.

Challenging Concepts

No new challenging concepts at this time.

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States' Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://getttingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>

