

## English Language Arts 2018 ©

Seventh Grade				
Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
<b>Unit 1</b> <b>The Choices We Make</b>	How do authors use narrative elements to create a story?  What are the elements of effective revision?	effect effective coherence internal coherence external coherence	EA 1: Revising a Personal Narrative about Choice  EA 2: Creating an Illustrated Myth	<ul style="list-style-type: none"> <li>To analyze genres and their organizational structures</li> <li>To examine the function of narrative elements</li> <li>To apply techniques to create coherence and sentence variety in writing</li> <li>To apply revision techniques in preparing drafts for publication</li> </ul>
<b>Unit 2</b> <b>What Influences My Choices?</b>	What role does advertising play in the lives of youth?  What makes an effective argument?	claim counterclaim credibility primary source secondary source text features valid	EA 1: Writing an Expository Essay and Participating in a Collaborative Discussion  EA 2: Writing an Argumentative Essay	<ul style="list-style-type: none"> <li>To understand how our lives are affected by media and advertising</li> <li>To engage in collaborative discussions</li> <li>To write an expository essay</li> <li>To identify and analyze the use of appeals, language, and rhetorical devices in informational and argumentative texts</li> <li>To write an argumentative essay</li> </ul>
<b>Unit 3</b> <b>Choices and Consequences</b>  <i>Tangerine (Novel)</i>	What is the relationship between choices and consequences?  What makes a great leader?	interpret perspective subordinate	EA 1: Writing an Literary Analysis Essay  EA 2: Creating a Biographical Presentation	<ul style="list-style-type: none"> <li>To use textual evidence to support analysis and inferences</li> <li>To write a literary analysis essay</li> <li>To evaluate, analyze, and synthesize a variety of informational texts</li> <li>To create and present a biographical research project</li> </ul>
<b>Unit 4</b> <b>How We Choose to Act</b>  <b>Twelfth Night (Drama)</b>	How do writers and speakers use language for effect?  How do performers communicate meaning to an audience?	precise structure improvise diagram	EA 1: Creating and Presenting a Monologue  EA 2: Performing a Shakespearean Dialogue	<ul style="list-style-type: none"> <li>To increase textual analysis skills across genres</li> <li>To strengthen verbal and nonverbal communication skills</li> <li>To improve oral fluency and presentation skills</li> <li>To collaborate on a Shakespearean performance</li> </ul>

<p style="text-align: center;"><b>KEY TEXTS</b></p> <p style="text-align: center;">Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)</p>	<p style="text-align: center;"><b>STRATEGIES FOCUS</b></p> <p style="text-align: center;">Explicit teaching of effective strategies that provide scaffolding for all students while moving toward independent learning</p>	
<p><b>Poetry:</b> “The Road Not Taken,” by Robert Frost</p> <p><b>Poem:</b> “Choices,” by Nikki Giovanni</p> <p><b>Personal Narrative:</b> “The Scholarship Jacket,” by Marta Salinas</p> <p><b>Personal Narrative:</b> “Why Couldn’t I Have Been Named Ashley?” By Imma Achilike</p> <p><b>Myth:</b> “Arachne,” by Olivia E. Coolidge</p> <p><b>Informational Text :</b> “A Note from the Author,” by Virginia Hamilton</p> <p><b>Fable:</b> “The Burrow and the Fox” by Angel Vigil</p> <p><b>Myth:</b> “Huveane and Clay People,” from <i>Voices of the Ancestors: African Myth</i>, by Tony Allan, Fergus Fleming, and Charles Phillips</p> <p><b>Informational Text:</b> “Facts About Marketing to Children,” The Center for a New American Dream</p> <p><b>Article:</b> “Marketing to kids gets more savvy with new technologies”</p> <p><b>Essay:</b> “America the Not-So-Beautiful,” by Andrew A. Rooney</p> <p><b>Informational Text:</b> “Another study highlights the insanity of selling junk food in school vending machines,” by Karen Kaplan</p> <p><b>Speech:</b> “Ain’t I a Woman?” by Sojourner Truth</p> <p><b>Speech:</b> “Remarks to the U.N. 4<sup>th</sup> World Conference on Women Plenary Session” (excerpt), by Hillary Rodham Clinton</p> <p><b>Novel:</b> <i>Tangerine</i>, by Edward Bloor</p> <p><b>Biography:</b> Nobel Peace Prize Biography of Nelson Mandela</p> <p><b>Autobiography:</b> Excerpt from <i>Long Walk to Freedom</i> by Nelson Mandela</p> <p><b>Poetry:</b> “Invictus,” by William Ernest Henley</p> <p><b>Speech:</b> Nelson Mandela’s Nobel Peace Prize Acceptance Speech</p> <p><b>Poetry:</b> “Stopping by Woods on a Snowy Evening,” by Robert Frost</p> <p><b>Poetry:</b> “maggie and milly and molly and may,” by E.E. Cummings</p> <p><b>Monologue:</b> “Eye Contact,” by Deborah Karczewski</p> <p><b>Drama:</b> Excerpts from <i>Twelfth Night</i>, by William Shakespeare</p>	<ul style="list-style-type: none"> <li>• Metacognitive Markers</li> <li>• Adding by Looping</li> <li>• Diffusing</li> <li>• SOAPStone</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning the Text</li> <li>• SIFT</li> <li>• Choral Reading</li> <li>• RAFT</li> </ul>
	<p style="text-align: center;"><b>LANGUAGE AND WRITER’S CRAFT/LANGUAGE CHECKPOINTS</b></p> <p style="text-align: center;">Instruction that provides grammar support and instruction in the context of actual reading and writing Each unit contains additional grammar instruction in <b>Grammar and Usage</b> call-out boxes</p>	
	<ul style="list-style-type: none"> <li>• Creating Coherence</li> <li>• Sentence Variety</li> <li>• Punctuating Coordinate Adjectives</li> <li>• Pronouns and Antecedents</li> <li>• Revising for Cohesion and Clarity</li> <li>• Revising for Precise Language and Formal Style</li> <li>• Sentence Variety</li> <li>• Sentence Structure and Transitions</li> <li>• Using Rhetorical Devices</li> <li>• Phrases and Clauses</li> <li>• Revising with Subordinate Clauses</li> <li>• Revising with Coordinating Conjunctions</li> <li>• Understanding Phrases</li> <li>• Active versus Passive Voice</li> <li>• Adjectival and Prepositional Phrases</li> <li>• Dangling and Misplaced Modifiers</li> <li>• Varying Syntax for Effect</li> <li>• Using Possessive Nouns and Pronouns</li> <li>• Writing Parallel Lists</li> <li>• Placing Modifiers</li> <li>• Using Pronouns</li> </ul>	

See Unit “Planning the Unit” for a complete listing of resources

Red = Core Text