

## GTPS Curriculum – English Language Arts-Grade 7

Unit 1 5 weeks	Big Idea: What makes a story unforgettable?
	<b>Topic: Plot, Conflict, and Setting</b>
	Standards
<b>Reading Lit</b>	
<b>Key Ideas and Details</b>	
xxRL.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. xxxRL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
<b>Integration of Knowledge and Ideas</b>	
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).	
<b>Language</b>	
<b>Conventions of Standard English</b>	
xxL.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.4. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 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.	
<b>Speaking and Listening</b>	
<b>Presentation of Knowledge and Ideas</b>	
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.	
<b>Writing</b>	
<b>Text Types and Purposes</b>	
W.7.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	
<b>Production and Distribution of Writing</b>	
W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	

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approach, focusing on how well purpose and audience have been addressed.

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

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

a. 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”).

### **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.

<b>Essential Questions/Enduring Understandings</b> <b>**Required Reading</b>	<b>Learning activities/Materials/Assessment</b>
<p><b>Reading:</b></p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• **Text Analysis – Plot, Conflict, and Setting</li> <li>• **Seventh Grade-How do you make a good impression?</li> <li>• **The Last Dog-Why are pets good companions?</li> <li>• **Thank You, M'am- Who sees the best in you?</li> <li>• <b>Optional-</b> Connect suspense and foreshadowing with The Last Dog Rikki-tikki-tavi-What makes you brave?</li> </ul> <p><b>Optional-</b> Connect to Last Dog Media Study: from Back to the future/The Unnatural Course of Time?-What makes your imagination soar?</p> <p><b>Enduring Understandings:</b> Great stories are driven by a strong plot and setting with dynamic characters faced with a conflict fueling the action.</p> <p><b>Academic Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. contemporary</li> <li>2. element</li> <li>3. identify</li> <li>4. influence</li> <li>5. structure</li> </ol> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Administer Grade 7 On-Demand Prompt</li> <li>• Writer's Notebook: Establish Writing Territories</li> <li>• Personal Narrative</li> </ul>	<p>Learning Activities/Holt Materials: (Unit Resource Manager = RM)</p> <p>Text Analysis-</p> <p>Text Analysis: Note Taking Unit 1, RM pg 8 &amp; 9</p> <p>Seventh Grade-</p> <p>Text Analysis: Plot Diagram RM pg 21</p> <p>The Last Dog-</p> <p>Setting: develop lessons for setting</p> <p>Suspense and Foreshadowing</p> <p>Thank You, M'am-</p> <p>Teacher prompted inference</p> <p>Suggested Supplemental Materials: Concurrent Novel for reinforcement of skills: <u>Roll of Thunder, Hear My Cry</u></p> <p>Web Site Resources:</p> <p>Assessments:</p> <p>Formative</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student sheets</li> <li>• Story Assessments</li> <li>• Short writing pieces</li> <li>• Process writing pieces</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• On Demand Piece</li> </ul>

## GTPS Curriculum – English Language Arts-Grade 7

Unit 2 5 weeks	Big Idea: What makes a great character?
	<b>Topic: Analyzing Character and Point of View (Note: Preteach Symbolism)</b>
	Standards
<b>Reading Lit</b>	
<b>Key Ideas and Details</b>	
xRL.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. xRL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
<b>Craft and Structure</b>	
xxRL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
<b>Reading Informational</b>	
<b>Key Ideas and Details</b>	
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.	
<b>Language</b>	
<b>Conventions of Standard English</b>	
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. 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. Xa. 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. 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.7.5. 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.	
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
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. a. 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. 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.	
<b>Presentation of Knowledge and Ideas</b>	
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.	
<b>Writing</b>	
<b>Text Types and Purposes</b>	

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

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

- a. 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”).

### 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.

Essential Questions/Enduring Understandings	Learning activities/Materials/Assessment
<p><b><u>Reading:</u></b> <b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• **Text Analysis – Analyzing Character and Point of View</li><li>• **Zebra- What has the power to heal?</li><li>• <b>Optional-</b> Connect with Zebra <i>The Legacy of the Vietnam War-What's the connection?</i></li><li>• **A Retrieved Reformation-Who deserves a second chance?</li><li>• **The Three-Century Woman/Charles-Why do people misbehave?</li><li>• <b>Optional-</b> Encounter with MLK, Jr.- What if you could meet your hero?</li></ul> <p><b>Enduring Understandings</b></p> <p>Readers' impressions of a story are based on an author's point of view and use of characterization of characters' appearance, actions, feelings, and speech.</p>	<p>Learning Activities/ Materials: Holt Text Analysis-</p> <p>Text Analysis: Note Taking Unit 2, RM pg 9 &amp; 10</p> <p>Suggested Supplemental Materials: Complete <u>Roll of Thunder</u></p> <p><b>Academic Vocabulary</b></p> <ol style="list-style-type: none"><li>1. analyze</li><li>2. aware</li><li>3. develop</li><li>4. react</li><li>5. respond</li></ol> <p>Assessments:</p> <p>Formative</p> <ul style="list-style-type: none"><li>• Teacher observation</li><li>• Student sheets</li></ul>

**Writing:**

- *Writing Workshop: Comparison-Contrast Essay (Using The Three-Century Woman and Charles)*  
See “Writing for Assessment” topic on pg 265
- *Open-Ended Questions (RACE- Restate Answer Cite Explain)*
- *Writer’s Notebook Activities*

- Story Assessments
  - Short writing pieces
  - Process writing pieces
- Summative
- Unit Test
  - On Demand Pieces

## GTPS Curriculum – English Language Arts-Grade 7

Unit 3 5 weeks	Big Idea: What's the Big Idea?
	<b>Topic: Understanding Theme</b>
	Standards
<b>Reading Lit</b>	
<b>Key Ideas and Details</b>	
xRL.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. xxRL.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. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
<b>Reading Informational</b>	
<b>Key Ideas and Details</b>	
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	
<b>Language</b>	
<b>Conventions of Standard English</b>	
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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. 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. 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).	
<b>Writing</b>	
<b>Text Types and Purposes</b>	
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.	
<b>Production and Distribution of Writing</b>	
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.	

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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.

### **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.

<b>Essential Questions/Enduring Understandings</b>	<b>Learning activities/ Materials/Assessment</b>
<p><b><u>Reading:</u></b></p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• <i>Text Analysis – Understanding Theme</i></li> <li>• <i>**Amigo Brothers-What happens when friends compete?</i></li> <li>• <i>**The War of the Wall-What Makes Community?</i></li> <li>• <i>**What Do Fish Have to Do With Anything?-What is the cure for unhappiness?</i></li> <li>• <b>Optional-</b> <i>A Christmas Carol- How important is money?</i></li> </ul> <p><b>Enduring Understandings</b></p> <p>Authors use stories to convey a message about life and human nature.</p> <p><b>Academic Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. clause</li> <li>2. context</li> <li>3. cultural</li> <li>4. symbol</li> <li>5. theme</li> </ol> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Writing Workshop: Short Story</i> <i>Include development of THEME in writing piece</i></li> <li>• <i>Speculative</i></li> <li>• <i>Writer's Notebook Activities</i></li> </ul>	<p>Learning Activities/ Materials: Holt</p> <p>Suggested Supplemental Materials: <a href="#"><u>Seedfolks</u></a></p> <p>Assessments:</p> <p>Formative</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student sheets</li> <li>• Story Assessments</li> <li>• Short writing pieces</li> <li>• Process writing pieces</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• On Demand Pieces</li> </ul>

## GTPS Curriculum – English Language Arts-Grade 7

<b>Unit 4</b> 5 weeks	<b>Topic: Mood, Tone, and Style</b>
	Standards
<b><u>Reading Lit</u></b>	
<b>Key Ideas and Details</b>	
xRL.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. xxRL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
<b>Craft and Structure</b>	
xRL.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.	
<b><u>Language</u></b>	
<b>Conventions of Standard English</b>	
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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).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.	
<b>Speaking and Listening</b>	
<b>Presentation of Knowledge and Ideas</b>	
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.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
<b><u>Writing</u></b>	
<b>Text Types and Purposes</b>	
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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
<b>Production and Distribution of Writing</b>	
W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

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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.

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

a. 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”).

### **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

Essential Questions/Enduring Understandings	Learning activities/Materials/Assessment
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• **Text Analysis – Mood, Tone, and Style</li> <li>• **Dark They Were, And Golden-Eyed-Can where you are change who you are?</li> <li>• **A Day's Wait- Is it brave to suffer in silence?</li> <li>• **Breaking the Ice- What makes us laugh?</li> </ul>	Learning Activities: Text Analysis- TE pg 454 Struggling Learner Activity Illustrate Mood Materials: Mood and Tone: “Scary Mary” youtube “Shining Romantic trailer”
<b>Academic Vocabulary</b> <ol style="list-style-type: none"> <li>1. communicate</li> <li>2. describe</li> <li>3. illustrate</li> <li>4. interpret</li> <li>5. style</li> </ol> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Writer’s Notebook- Write advice column using tone</li> <li>• Writing Workshop: ELA: Use the timed writing piece on pg 541</li> <li>• Explanatory</li> </ul>	Assessments: Formative <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student sheets</li> <li>• Story Assessments</li> <li>• Short writing pieces</li> <li>• Process writing pieces</li> </ul> Summative <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• On Demand Pieces</li> </ul>

<p><b>Unit 8 (FEBRUARY)</b> 5 weeks</p>	<p><b>Topic: Information, Argument, and Persuasion</b></p>
Standards	
<p><b>Reading Informational Key Ideas and Details</b></p> <p>xRI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	
<p><b>Craft and Structure</b></p> <p>xRI.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.</p> <p>xxxRI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>xRI.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.</p> <p>xxxxRI.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.</p> <p>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.</p> <p>xRI.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.</p>	
<p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p>xL.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p><b>Vocabulary Acquisition and Use</b></p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>Xb. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.5. 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.</p> <p>b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><b>Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p>xSL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>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.</p>	
<p><b>Presentation of Knowledge and Ideas</b></p>	

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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.

xSL.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.

### **Writing**

#### **Text Types and Purposes**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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

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

d. Establish and maintain a formal style.

e. 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.

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.

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**

##### **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.

Essential Questions	Learning activities/Materials/Assessment
<p><b><u>Reading:</u></b></p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• **Text Analysis –Information: Reading for Information</li><li>• **What Do You Know About Sharks?- Can appearances deceive?</li><li>• **Great White Sharks-Can you tell fact from fiction?</li><li>• **Like Black Smoke: The Black Death’s Journey/ A World Turned Upside Down: How the Black Death Affected Europe-How do we fight disease?</li><li>• <b>Optional- Media Study:</b> News Reports- What decisions shape the news?</li><li>• **Disaster Strikes: Are you Ready? / Emergency Procedures/Emergency Supply Kit- What’s the connection?</li><li>• **Text Analysis Workshop: Argument and Persuasion-What is the Argument?</li><li>• **Pro Athletes’ Salaries Aren’t Overly Exorbitant/Do Professional Athletes Get Paid Too Much?- Are people paid fairly?</li></ul>	<p><b>Academic Vocabulary</b></p> <ol style="list-style-type: none"><li>1. area</li><li>2. domain</li><li>3. hypothesis</li><li>4. objective</li><li>5. resolve</li></ol> <p>Assessments:</p> <p>Formative</p> <ul style="list-style-type: none"><li>• Teacher observation</li><li>• Student sheets</li><li>• Story Assessments</li></ul>

## GTPS Curriculum – English Language Arts-Grade 7

- *\*\*Why We Shouldn't Go to Mars- Do we have our priorities straight?*
- **Optional Speech**-Remarks at the Dedication of the Aerospace Medical Health Center-What inspires people? (Use Audio Anthology)
- *\*\*Media Study: Persuasive Techniques in Commercials-How do you sell an idea?*

### **Writing:**

#### PERSUASIVE

- *Writing Workshop: Persuasive*
- *On Demand Prompts*
- *Use last year's writing exemplars*  
*Found in X drive : ASK Resources 3-8 : Choose Year : Choose School : Grade Index Page*

- Short writing pieces
- Process writing pieces

#### Summative

- Unit Test
- On Demand Pieces

<p><b>Unit 7</b> 5 weeks</p>	<p><b>Topic: Biography and Autobiography</b></p>
Standards	
<p><b>Reading Lit</b></p> <p><b>Integration of Knowledge and Ideas</b></p> <p>xxRL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	
<p><b>Reading Informational</b></p> <p><b>Key Ideas and Details</b></p> <p>xxxRI.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.        xRI.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.        xxRI.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)</p>	
<p><b>Craft and Structure</b></p> <p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.        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.</p> <p>Integration of Knowledge and Ideas</p>	
<p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.        Explain the function of phrases and clauses in general and their function in specific sentences.        L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p><b>Vocabulary Acquisition and Use</b></p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.        xb. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	
<p><b>Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.        a. 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.        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.</p>	

**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.

**Writing**

**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.

**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.

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.

**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.

**Essential Questions**

**Learning activities/Materials/Assessment**

- *Text Analysis –Biography and Autobiography*
- *Eleanor Roosevelt-What is your duty to others?*
- *A First Lady Speaks Out-What's the connection?*
- *From It's Not About the Bike/from 23 Days in July-What is a winner?*
- *Clara Barton: Battlefield Nurse/from The War Diary of Clara Barton-How can we change what's wrong?*
- *Writing Workshop: Personal Narrative*

Quote Essay

Jump from EQ's:

“Whatever you are be a good one.” – A. Lincoln

“Those who matter, don’t mind...”

caterpillars to butterflies....

**Academic Vocabulary**

1. demonstrate
2. goal
3. impact
4. link
5. undertake

<p><b>Unit 6</b> 5 weeks</p>	<p><b>Topic: Myths, Legends, and Tales</b></p>
	<p><b>Standards</b></p>
<b>Reading Lit</b>	
<b>Key Ideas and Details</b>	
<p>xxxRL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>xxRL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	
<b>Range of Reading and Level of Text Complexity</b>	
<p>xxRL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
<b><u>Language</u></b>	
<b>Vocabulary Acquisition and Use</b>	
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>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).</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>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.</p>	
<b>Presentation of Knowledge and Ideas</b>	
<p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	
<b><u>Writing</u></b>	
<b>Text Types and Purposes</b>	
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	

**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.

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.

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.

**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.

Essential Questions	Learning activities/Materials/Assessment
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• <i>Text Analysis –Myths, Legends, and Tales</i></li> <li>• <i>Prometheus/ Orpheus and Eurydice-Do you think before you act?</i></li> <li>• <i>From Beowulf-What are you willing to fight for?</i></li> <li>• <i>From Young Arthur-Is there a job you were born to do?</i></li> </ul>	Assessments: Formative <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student sheets</li> <li>• Story Assessments</li> <li>• Short writing pieces</li> <li>• Process writing pieces</li> </ul> Summative <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• On Demand Pieces</li> </ul>
<b>Academic Vocabulary</b> <ol style="list-style-type: none"> <li>1. attribute</li> <li>2. conduct</li> <li>3. physical</li> <li>4. status</li> <li>5. task</li> </ol>	

<p><b>Unit 5</b> 5 weeks</p>	<p><b>Topic: Appreciating Poetry</b></p>
	<b>Standards</b>
<b>Reading Lit</b>	
<b>Key Ideas and Details</b>	
xRL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RL.7.2. Determine 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.	
<b>Craft and Structure</b>	
xxxxRL.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.	
xxxRL.7.5.. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
<b>Reading Informational</b>	
<b>Key Ideas and Details</b>	
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.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	
RI.7.9. 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.	
<b>Language</b>	
<b>Conventions of Standard English</b>	
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	
c. 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).	
<b>Writing</b>	
<b>Text Types and Purposes</b>	
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.	
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	
e. Establish and maintain a formal style.	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
<b>Production and Distribution of Writing</b>	
W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	

## GTPS Curriculum – English Language Arts-Grade 7

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

a. 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”).

### **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.

<b>Essential Questions</b>	<b>Learning activities/Materials/Assessment</b>
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• <i>Text Analysis –Appreciating Poetry</i></li> <li>• <i>**Maggie and Milly and Molly and May /who are you, little/old age sticks-Are all things connected? Pg 522-527 (FROM UNIT 4 Review STYLE)</i></li> <li>• <i>The Names-Why do we need memorials?</i></li> <li>• <i>The Charge of the Light Brigade/The Highwayman-What is honor?</i></li> <li>• <i>Two Haiku/Fireflies/Fireflies in the Garden-How do seasons affect you?</i></li> <li>• <i>Stars with Wings-What's the connection?</i></li> <li>• <i>The Delight Song of Tsoai-Talee/Four Skinny Trees-How would you describe yourself?</i></li> <li>• <i>Writing Workshop: Online Feature Article/Tech Workshop: Updating an Online Feature Article</i></li> </ul> <b>Academic Vocabulary</b> <ol style="list-style-type: none"> <li>1. encounter</li> <li>2. integrity</li> <li>3. specific</li> <li>4. tradition</li> <li>5. vary</li> </ol>	Materials: Holt  Assessments: Formative <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student sheets</li> <li>• Story Assessments</li> <li>• Short writing pieces</li> <li>• Process writing pieces</li> </ul> Summative <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• On Demand Pieces</li> </ul>