



Department: English Language Arts
 Course Name: Grade 7 English Language Arts
 Course Description:

The goal of the English language arts is to provide students multiple opportunities to read, create, discuss, and analyze varied text through multiple genres. Students in the Milford Public Schools engage in a balanced literacy approach to reading and writing. Through the readers and writers workshop students participate in interactive read alouds, independent reading and writing, book clubs, targeted small group instruction, and reading and writing conferences.

Organization and Rationale for ELA Middle School Units of Study

Each unit supports components of the CCS (Connecticut Core Standards) in Reading Literature, Reading Informational Text, Speaking and Listening, and Language.

Concept- Based Units of Study

Based on the work of H. Lynn Erickson(2002) and Louis Lanning (2013), concept based units of study allow students and teachers to explore literature and informational text under a common universal theme, or concept. The concept units of study are centered around broad concepts that are timeless, for example *Diversity, Identity, and Resilience*.

Genre Study Units of Study

Based on the work of Fountas and Pinnell (2012), genre study allows students to explore varied genres and to develop a deep understanding of specific genres as both a reader and a writer.

UNIT 1	
Unit Title: Launching the Readers and Writers Workshop (Mini Unit)	
LEARNING GOALS	
<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Readers have an identity and understand different genres of literature. • Readers in a community learn how to engage in discourse about literature through varied reading experiences. • Readers use a variety of strategies to help them read, comprehend, and analyze texts. • Readers generate questions to guide their understanding of the text. • Readers reflect on their own practices on reading and writing. • Readers critically to understanding the author’s purpose for writing. • Writers in a community learn how to use the writing process for a range of tasks, purposes, and audiences. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do I see myself as a reader? • How do I become a more critical reader? • How do we become a reading and writing community that develops routines and goals? • What strategies do readers and writers use to help them read, understand, and engage in conversations when responding to texts? • How do we build a reading and writing community that is supportive and collaborative? • What is the writing process? • What techniques and strategies do authors use to craft their writing?

Content and Skills:

Students will be able to:

- Create a reading identity within a larger reading community in the classroom.
- Establish routines and expectations of Readers and Writers Workshop.
- Independently select an appropriate text.
- Explore the different genres of literature.
- Respond to text clearly and cohesively.
- Apply reading strategies to strengthen reading and build comprehension.
- Use strategies and techniques to write and respond to texts.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-LITERACY.RL.7.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Explain how an author develops the point of view of the narrator or speaker in a text.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.7.4

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

Speaking and Listening:

CCSS.ELA-LITERACY.SL.7.1. A-D

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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-Literacy.L.7.1

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

UNIT 2

Unit Title: Genre Study: Short Stories

LEARNING GOALS

Enduring Understanding(s):

- What we read affects how we make sense of the world.
- Prior knowledge, reading experience and life experience shape how readers read and respond to text.
- Readers and authors are influenced by individual, social, cultural and historical contexts.
- Effective readers use appropriate strategies, as needed, to construct meaning.
- Plot structure is essential to create a well written short story.
- What we read affects how we make sense of the world.
- Readers and authors are influenced by individual, social, cultural and historical contexts.

Essential Question(s):

- What makes text enduring and/ or timeless?
- How does literature enrich our lives?
- How do the experiences we have, relationships we form, and choices we make influence us?
- What are the elements that make up the plot of a story?
- How do the elements of plot work together to create a short story with a lasting impression?

Content and Skills:

- Close reading and note taking strategies
- Analyze character motivation
- Create theory about character development within a short story
- Explore authors' voice in text
- Explore authors' use of tone in text
- Identify types of conflict in a story (man vs. man, man vs. nature, man vs. self, man vs. society)
- Identify a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
- Using MLA citations, cite and explain choices for textual evidence

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RL.7.3

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

CCSS.ELA-Literacy.W.7.1

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.7.1

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

UNIT 3

Unit Title: Concept: Identity- Community, Culture, and Self

LEARNING GOALS

Enduring Understanding(s):

- A person's identity is shaped by many influences, including their culture and the community in which they live.
- A person's identity is shaped by their choices, experiences, and relationships

Essential Question(s):

- How (What) can we learn about ourselves by learning about others?
- How do a person's choices, experiences, and relationships shape their identity?
- How is a person's identity shaped by their culture and community?
- What is author's purpose?

Content and Skills:

Students will be able to:

- Analyze character development through a novel
- Using a mentor text, engage in text analysis
- Identify a theme of a text
- Analyze the development of theme over the course of an extended text
- Use textual evidence to support claims made about a novel
- Engage in small group discussions around a text
- Use active reading strategies to engage with the text
- Synthesize other's ideas and create new thinking

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RL.7.3

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.7.1.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.

CCSS.ELA-Literacy.SL.7.1.b

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

CCSS.ELA-Literacy.SL.7.1.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.

CCSS.ELA-Literacy.SL.7.1.d

Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-Literacy.L.7.1

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

UNIT 4

Unit Title: Genre Study: Memoir

LEARNING GOALS

Enduring Understanding(s):

- Readers and authors are influenced by individual, social, cultural and historical contexts.
- Genre influences the way readers engage with and interpret a text.
- Cultural/historical events influence an author's writing in an essay/memoir and as a result readers need to be aware of historical or social context.

Essential Question(s):

- What lessons can a reader take from an autobiography or memoir?
- How does the structure of memoir influence the way a reader approaches the story?
- How do the experiences we have, the relationships we form, and choices we make influence the writing of an autobiographical piece?
- How do authors use memoir or autobiography to send a message about a person or event?
- How do cultural and historical events influence an author's writing and how do readers recognize that influence?

Content and Skills:

Students will be able to:

- Analyze a memoir to determine how cultural/historical events impact the author's writing.
- Identify the literary characteristics of the genre memoir
- Explore author's purpose in memoir as a narrative structure (biographical text)
- Evaluate authentic and fictionalized biography (memoir)
- Discuss author's bias, and contextual relevance

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.W.7.9

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

CCSS.ELA-Literacy.L.7.1

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

UNIT 5

Unit Title: Concept: Persistence and Perseverance

LEARNING GOALS

Enduring Understanding(s):

- An individual's actions, thoughts and decisions influence their ability to be persistent.
- Personal conflicts shape our lives.
- People must be mentally strong in order to overcome challenges.

Essential Question(s):

- How does learning about a person's experience with adversity change the way you live your life?
- How can individuals' personal experiences impact the greater community?
- What motivates people to persevere in the face of adversity?
- How do people cope with inner conflict?
- How does an individual's point of view affect the way they deal with inner conflicts?
- How are people transformed through their relationships with others?

Content and Skills:

Students will be able to:

- Participate in book club work and explore the concept of persistence
- Engage in critical discourse with peers asking and answering complex questions about text (as modeled in the essential questions)
- Closely read text and use a reading strategy to document thinking
- Explore how context and setting influence a novel
- Analyze and discuss conflict (concentration on man vs. self)
- Identify the characteristics of fiction and nonfiction
- Explore the concepts perseverance, persistence, and adversity
- The elements of writing a argumentative claim and supporting it with textual evidence
- Self and peer edit for organization, punctuation, and sentence variety

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RL.7.3

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

CCSS.ELA-Literacy.RL.7.6

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

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.W.7.1

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

CCSS.ELA-Literacy.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.)

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.7.9

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.7.1

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

LEARNING GOALS

Enduring Understanding(s):

- Multiple perspectives exist in the world
- A person's perspectives, decisions, and actions may be influenced by his or her experiences
- An individual has the power to positively or negatively impact an entire community
- Realistic fiction can mirror human experiences

Essential Question(s):

- How does conflict influence an individual's decisions and actions?
- In the face of adversity, what causes some individuals to prevail and others to fail?
- How can an individual impact a community?
- How can reading and research impact a person's point of view about the world we live in?

Content and Skills:

Students will be able to:

- Search and use information from varied print and online resources, both fiction and nonfiction
- Analyze and synthesize multiple texts to develop a claim
- Infer information from varied texts
- Research a contemporary issue related to culture or diversity
- Plan and create a multimedia project
- Write a presentation speech based on topic research

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RL.7.3

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.7.9

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

CCSS.ELA-Literacy.SL.7.5

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

CCSS.ELA-Literacy.L.7.1

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

UNIT 7

Unit Title: Genre Study: Folklore and Fairytales

LEARNING GOALS

Enduring Understanding(s):

- Fairy tales and folklore are passed down through oral tradition; so many versions of the stories exist.
- There are recurring motifs/themes in fairy tales (magical powers, transformations, magical objects, wishes, trickery)
- Fairy tales use symbolism to represent abstract ideas and concepts.
- Readers think about the lessons of folklore or fairytales and understand the purpose of the story.

Essential Question(s):

- Why have fairy tales and folklore endured the test of time?
- Why are the lessons in fairy tales and folklore found in stories from all different cultures/time periods?
- What common literary elements do you find in fairy tales?
- What common literary elements do you find in folklore?

Content and Skills:

Students will be able to:

- Read and analyze the structure, style, and common motifs of a fairy tale
- Create an original fairy tale
- Analyze adaptations of a common fairy tales
- Explore how literature changes over time
- Explore the difference between theme and motif

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.7.1

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.7.1

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