

Unit 1

Content Area: **English Language Arts**
Course(s): **English Language Arts 7**
Time Period: **Marking Period 1**
Length: **6-8 weeks**
Status: **Published**

Unit Overview

Essential Questions

What is a quote?

How do you plan an essay based on a quote?

Why is planning an important part of the writing process?

Why is it important to do a rough draft?

What are the essential parts?

What is risk taking in writing?

Why do we use hooks when we write?

What is figurative language?

What is repetition? How does repeating grab your attention?

What is the difference between formal and informal writing?

What is friendship?

What qualities do you look for in a friend?

What does it mean to be on one's honor?

How does guilt affect people?

How does an author create suspense?

How is figurative language used to enhance the story?

Why would you write a letter?

What type of letters would you write?

What is a diary or journal? Why do people keep them?

When is it necessary to expand your sentences?

What is round robin writing?

What are rules for paragraphing?

What is propaganda?

What are quick writes?

What is personal Choice Reading?

Why is it important to read?

What is a journal?

How can reading on a regular basis help you in other subjects?

Why study vocabulary?

What are analogies?

What are synonyms and antonyms?

What are word origins?

What is suspense?

How does an author build suspense in a story?

Why do people enjoy reading suspense stories?

Content

Students select a quote that they can connect to from the bank of selected quotes.

Use of graphic organizers as prewriting activity

- Model use of various organizers for students to select

Practice use of opening hooks:

- Repetition
- Quote

Use of writing process to complete work

Revision and editing skills include the following:

- Punctuation
- Capitalization
- Making sentences grow
- Agreement
- Good opening
- Use of vocabulary words
- Writing figurative language

Using a model to set up paragraph structure

Transition in writing

Read and discuss the novel On My Honor by Marion Bauer to:

- Analyze plot
- Identify Conflict
- Make Inferences
- Make Predictions
- Make Connections

Select mystery book to read for follow up book report project

Writing comparative paragraphs (ex. What is happier a lawn mower or a refrigerator?)

Writing thought out advice letters and responses to “situational” letters written by other students

Writing expanded sentences using a given group of words.

Journal entries

Write based on reverse wishes that will affect their lives

Round Robin story writing

Paragraph Writing

Write a conversation between 2 or more characters

Read various novels of your choice throughout the year

Select 8 journal topics each marking period from list provided

Construct book project based on the novel you are reading or have completed. Type of project to be assigned

Present completed book project to classmate

(Level A) Sadlier –Oxford Vocabulary Workshop

14 Units consisting of 20 words used to increase the working vocabulary of students

Read and discuss the following stories to:

- Analyze plot / conflict

- Make Inferences / predictions

Riki-Tiki-Tavi by R. Kipling

Duffy's Jacket by B. Coville

Three Skeleton Key by G. Touzouze

Skills

Generate, plan and organize ideas by pre-writing

Review the content and structure of writing to a quote

Incorporate support and elaboration of details in writing

Understand types of letter writing

Create a business proposal and do advertising campaign

Understand types of propaganda and how it is used

Understand word origins

Analyze root words

Use context clues for meaning

Use multiple meaning words

Identify synonyms and antonyms

Understand the history of words (etymology)

Identify word origins and clarify pronunciations

Determine important information to include in each paragraph

Write to a prompt

Expand sentences

Writing a story in parts... Students start writing and after 10 minutes switch papers and continue story of peer. After 10 more minutes papers are exchanged once again and completed.

Writing dialogue

Vary sentence structure in writing

Incorporate transition words

Open with a hook / close with a punch

Use of figurative language:

- Simile
- Metaphor
- Magic three
- Hyperbole

Draft, revise, edit and publish a quote adage essay.

Use proper punctuation, capitalization, subject verb agreement

Reflect on writing for strengths and weaknesses

Self and peer scoring using NJASK rubric

Describe a character based upon the thoughts, words, & actions of the character, the narrator's description, & other characters' viewpoints

Determine the intended meaning of an unfamiliar word in context & determine the meaning of figurative language, including similes, metaphors, personification & idioms

Analyze the ways characters change or interact with others over time and give supporting evidence from the novel

Analyze elements of setting, plot and characterization

Interpret mood in a text and give supporting evidence

Identify how an author's use of words contributes to meaning and creates mood

Identify and analyze imagery and figurative language

Use textual evidence to answer questions

Students will be able to describe the following elements in the novel they are reading.

- Characters
- Setting
- Plot
- Theme
- Main idea
- Conflict
- Resolution
- New vocabulary

Students will be able to organize information into a book project

Students will be able to present their completed work to their classmates

Students will develop good listening and evaluation skills

Complete comprehension question work

Be able to complete a conflict diagram

Be able to complete a storyboard

Can make predictions and inferences based on reading

Identify and use story related vocabulary

Assessments

Small group participation

Individual work habits

Completion of graphic organizer

Accurately identify the point of view from which each chapter is written

Accurately make a timeline of events

Small group participation

Individual work habits

Completion of organizer

Completion of rough draft

Oral sharing of work

Short write samples

Dialogue cartoon

Comprehension questions

Chapter quizzes / tests

Class discussion

Write a personal journal letter which includes a personal reaction to the reading

Teacher observation

Student participation

Open Ended Responses

Completion of rough draft

Work habits while in computer lab using word processors

Final draft based on holistic scoring rubric used on NJASK

Use of hook and poignant closing

Use of transition words in final product

Use of vocabulary words in writing piece

Ability to self and peer score

Sharing of essay

Completed journal entries (reading and writing grade assigned)

Completed Book project

Observation of time spent on task

Presentation and discussion of book projects

Unit tests

Multi- Unit test reviews

Completion of unit exercises

Use of words in sentences

Use of words in short writings

Extended use of words

Picture cards to illustrate words

Write a story using vocabulary words

- Completion of conflict diagram
- Completion of storyboard
- Guided class discussions
- Completion of Suspense chart
- Students interaction
- Teacher observation of small group interaction
- Comprehension questions

Quizzes and tests

Lessons/Learning Scenarios

Review writing process

Review and model pre-writing strategies and use of graphic organizers

Work on support and elaboration of details in writing

Work on use of correct punctuation, capitalization and agreement

Discuss parts of an opening and good closing paragraph

Discuss Editing/revision

Emphasis the importance of using figurative language (similes, metaphors and hyperboles, etc)

Focus on structure of piece

- Meaning of quote
- Connection to self, world, text
- Lesson learned

Review the content and structure of writing to a quote adage

Focus on sentence fluency and variation in writing.

Review holistic scoring rubric

Introduction of vocabulary

Character analysis and completion of character trait chart

Discuss plot and setting and importance to story

Discuss use of suspense and conflict

Discuss concept of a good friend

Discuss guilt and its affects on people

Make connections between text and self

Write a letter to an advice columnist “Dear Edna” (real or imaginary situation)

Answer letters of other students

Review letter writing format

Short writes “What Is”

What would you rather be comparisons

Develop sentences using given list of words

Work on fairy tales based on reverse wishes

Compile journals based on assigned writing prompts

Complete round robin writing assignment

Learn proper rules for writing conversation

Distribute list of journal prompts and review areas to be covered in writings

- Main idea
- Characters
- Leads
- Conclusion
- Conflict
- Resolution
- Plot
- Setting
- Foreshadowing
- Flashback
- Narration
- Vocabulary

Distribute and discuss book project for the marking period

Review directions and scoring rubric.

List of some projects that are used. Projects vary each year.

- Cd project
- Banner project
- Book jacket
- Newberry Award Project
- Book report
- Diorama
- Mobile
- Cereal Box Project
- Scrapbook
- Newspaper Project

Discuss ways to determine the readability level for novels and to decide if it is appropriate for you.

Review all words with students

Pronounce words together

Work with synonyms, antonyms

Review definitions of words

Practice using the words in original sentences

Discuss the etymology of words

Root words

Introduce plot

Discuss elements of plot including events, conflict, theme, climax and resolution

Discuss suspense

Practice making predictions / inferences

Practice making connections between story and self, world, and other stories

Standards

LA.7.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.7.CCSS.ELA-Literacy.CCRA.W.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 tasks, purposes, and audiences.
CCSS.ELA-Literacy.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
CCSS.ELA-Literacy.L.7.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CCSS.ELA-Literacy.L.7.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CCSS.ELA-Literacy.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.7.2.a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
CCSS.ELA-Literacy.L.7.2.b	Spell correctly.
CCSS.ELA-Literacy.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.L.7.4.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.
CCSS.ELA-Literacy.L.7.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning

	of a word (e.g., belligerent, bellicose, rebel).
CCSS.ELA-Literacy.L.7.4.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.
CCSS.ELA-Literacy.L.7.4.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).
CCSS.ELA-Literacy.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.7.5.a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
CCSS.ELA-Literacy.L.7.5.b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
CCSS.ELA-Literacy.L.7.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.W.7.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.7.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
CCSS.ELA-Literacy.W.7.1.d	Establish and maintain a formal style.
CCSS.ELA-Literacy.W.7.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.7.2.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.
CCSS.ELA-Literacy.W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.7.2.c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.7.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.7.2.e	Establish and maintain a formal style.
CCSS.ELA-Literacy.W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCSS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy.W.7.3.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.
CCSS.ELA-Literacy.W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.7.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-Literacy.W.7.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CCSS.ELA-Literacy.W.7.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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.
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.7.6	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.
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.7.10	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.
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.7.4	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.
CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
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.7.10	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.
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.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Resources
