

Unit 3

Content Area: **English Language Arts**
Course(s): **English Language Arts 7**
Time Period: **Marking Period 3**
Length: **6-8 weeks**
Status: **Published**

Unit Overview

Essential Questions

Why study vocabulary?

What are analogies?

What are synonyms and antonyms?

What are word origins?

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 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?

How do you plan a narrative essay?

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 the difference between formal and informal writing?

What is voice in writing?

Why is it important to use figurative language when we write?

How do you plan a persuasive essay?

Why is planning an important part of the writing process?

Why is it important to do a rough draft?

What are the essential parts of a persuasive essay?

When are times you would use persuasion?

Why do we use hooks when we write?

What is the difference between a personal narrative and a persuasive piece of writing??

Why are support details necessary when writing a persuasive essay?

Why is it important to use figurative language when we write?

What is a road map sentence? How does it help you to map out your writing?

What details are needed in an opening paragraph of a persuasive work?

What details are needed in the closing of a persuasive work? How is transition used? Why is it needed?

How does the world outside change from autumn to winter?

What kinds of adaptations are necessary for animals to survive?

If you were stranded in winter, what 6 items would you want to have with you?

Do you think Brian will survive the winter?

Do you think he will be rescued?

Content

(Level A) Sadlier –Oxford Vocabulary Workshop

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

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.

Write based on reverse wishes that will affect their lives

Round Robin story writing

Paragraph Writing

Write a conversation between 2 or more characters

Journal entries

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 classmates

Students select a topic that they can connect to from the bank of topics brainstormed.

Use of graphic organizers as prewriting activity

- Model use of various organizers for students to select

Practice use of opening hooks:

- Question
- Word
- Onomatopoeia

Revision and editing skills include the following:

- Punctuation
- Capitalization
- Making sentences grow
- Agreement
- Good opening
- Writing conversation

Transition in writing

Using voice in writing

Inclusion of :

- Simile
- Metaphor
- Hyperbole

Magic 3 (parallelism

Students select a topic that they can connect to from the bank of topics brainstormed.

Use of graphic organizers as prewriting activity

- Model use of various organizers for students to select

Practice writing a road map or thesis statement

Discuss elements needed in an opening including:

- Hook
- Introduce self
- Thesis statement
- Opinion
- Problem

Discuss elements needed in an closing including:

- Sum it up
- Acknowledge others opinions
- Thank reader
- Review important reasons

Discuss elements needed in a detail paragraph:

- Reason
- Support details
- Example
- Fact/statistic

Revision and editing skills include the following:

- Punctuation
- Capitalization
- Making sentences grow
- Agreement
- Good opening
- Writing conversation

Transition in writing

Using voice in writing

Include any (3) :

- Simile
- Metaphor
- Hyperbole
- Personification
- Onomatopoeia
- Irony

Read and discuss the novel Brian's Winter by Gary Paulsen to:

- Analyze plot
- Identify Conflict
- Make Inferences
- Make Predictions
- Analyze information
- Identify use of figurative language

Make Connections from book to self

Skills

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

Understand types of letter writing

Create a business proposal and do advertising campaign

Understand types of propaganda and how it is used

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

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

Generate, plan and organize ideas by pre-writing

Review the content and structure of writing a narrative essay

Incorporate support and elaboration of details in writing

Vary sentence structure in writing

Use dialogue in writing

Incorporate transition words

Draft, revise, edit and publish a personal narrative essay.

Use proper punctuation, capitalization, subject verb agreement

Reflect on writing for strengths and weaknesses

Generate, plan and organize ideas by pre-writing

Review the content and structure of writing a persuasive essay

Incorporate support and elaboration of details in paragraphs

Vary sentence structure in writing

Incorporate transition words

Construction of thesis (road map) sentence

Open with a hook / close with a punch

Use of figurative language:

- Simile
- Metaphor
- Magic three
- Dialogue
- Hyperbole
- Onomatopoeia
- Irony

Draft, revise, edit and publish a persuasive piece .

Use proper punctuation, capitalization, subject verb agreement

Ask essential questions to make knowledge based predictions

Speculate about text

Distinguish between essential and nonessential information

Analyze text and theme

Utilize figurative language

Compare 2 works by same author

Identify point of view

Use textual evidence to support answers

Assessments

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

Small group participation

Individual work habits

Completion of organizer

Completion of rough draft

Oral sharing of work

Short write samples

Dialogue cartoon

Completed journal entries (reading and writing grade assigned)

Completed Book project

Observation of time spent on task

Presentation and discussion of book projects

Small group participation

Individual work habits

Completion of graphic organizer

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 (quote, definition or question) and poignant closing

Use of transition words in final product

Oral sharing of essay

Small group participation

Individual work habits

Work habits while in computer lab using word processors

Final draft based on holistic scoring rubric used on NJASK

Use of thesis statement

Use of details /examples /statistics as support for reasons

Book project choices:

- Create Bow and Arrow
- Diagram of making snow shoes
- Report on animal adaptations in winter

Comprehension sheets

Class participation

Small group work

Test on content

Group discussions

Compare and contrast survival in winter vs. survival in fall

Open Ended Responses

Lessons/Learning Scenarios

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

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 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

Work on use of 3 hooks in opening:

- Question
- Quote
- Definition

Discuss Editing/revision

Focus on sentence fluency and variation in writing.

Review holistic scoring rubric

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

Review the content and structure of writing a personal narrative

Teach how to write a closing paragraph that sums up the main points.

Review pieces that use voice effectively

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

Work on writing a thesis statement

Discuss parts of an opening paragraph using acronym **HITOP** as a reminder to include

- Hook
- Introduction
- Thesis
- Opinion
- problem

Discuss Editing/revision

Focus on sentence fluency and variation in writing.

Review holistic scoring rubric

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

Introduction of vocabulary

Discuss plot, theme and setting and importance to story

Discuss use of suspense and conflict

Make connections between text and self

Discuss basic needs of survival in winter

Discuss compare and contrast techniques

Discuss Point of View

Compare/contrast Brian's Winter to Hatchet

Standards

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	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.7.2.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.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.7.9.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”).
CCSS.ELA-Literacy.W.7.9.b	Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
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.7.6	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
