

Unit 4

Content Area: **English Language Arts**
Course(s): **English Language Arts 7**
Time Period: **Marking Period 4**
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?

What is the Holocaust?

When was the Holocaust?

Why did the Holocaust occur?

What does occupation mean?

What is discrimination?

Why was it necessary to go into hiding?

What is deportation?

How does setting affect a story?

What is the theme of the story?

How is life at this time different from yours?

What is a warranty?

What are workplace documents?

What are public documents?

What is an informational article?

What is text structure?

What is a consumer document?

Why is it important to be able to read product information?

What is a contract?

What is friendship?

What qualities do you look for in a friend?

What is flashback?

How is flashback used in a story?

How is figurative language used to enhance the story?

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

Read and discuss the novel Number the Stars by Lois Lowry to:

- Analyze plot
- Identify Conflict
- Make Inferences
- Make Predictions
- Make Connection
- Understand Theme
- Analyze characters

Open Ended Questions

Students will use documents to solve a problem

Students will analyze consumer materials

Students will explain how to use technical devices

Use the following selections in Collection 8 of Literature book:

Reading for Life By Sherri Henderson

Following Technical Direction

Designer Handbook

Text used for learning about informational text structure:

- Understanding Consumer Materials
- Understanding Technical Directions

Read and discuss the novel The View from Saturday by EL Koisburg to:

- Analyze plot and theme
- Identify Conflict
- Make Inferences

- Make Predictions
- Analyze flashback
- Identify figurative language

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

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

Determine the meaning of figurative language, including similes, metaphors, personification & idioms

Determine the intended meaning of an unfamiliar word in context

Analyze the ways characters change or interact with others over time.

Analyze elements of setting, plot and characterization

Identify and analyze imagery and figurative language

Identify and analyze elements of drama used by author in the novel

Analyze fictional portrayal of historical event

Determine and analyze story themes

Use textual evidence to support answers

Understand narrative vs. informational text

Analyze documents to solve problems

Analyze consumer materials

Understand various types of documents

Identify informational text

Make inferences

Analyze technical directions

Understand warranties and contracts

Understand the use of bold face (italics) type and numbered steps

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

Identify and analyze imagery and figurative language

Use textual evidence to answer questions

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

Comprehension questions

Chapter quizzes / tests

Class discussion

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

Teacher observation

Students will work on answering open ended questions looking back into story for supportive information

Student participation

Students will randomly select a topic dealing with the Holocaust and perform the following activities:

- Research topic
- Written Report
- Create a slide show presentation
- Present slide how to class
- Critique each others work

Open ended responses

Compare / contrast Venn diagram

Guided class discussions

Writings with responses to reading

Tests and quizzes on content

Written work in response to readings

Vocabulary reviews

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

Accurately make a timeline of events

Comprehension questions

Chapter quizzes / tests

Class discussion

Teacher observation

Student participation

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.

Intro. of vocabulary

Discuss plot and setting and importance to story

Discuss use of technical language and importance to text

Discuss point of view including:

- First person
- Third person omniscient
- Third person limited

Review use of figurative language

Making connections from book to self

Make inferences and predictions about the story

Discuss open ended questions and how to answer them

Compare / contrast video to novel

Introduce informational text

Discuss types of documents

Practice making connections between informational text and life experiences

Discuss contracts

Discuss warranties and terms

Introduce technical vocabulary and terms

Practice reading instructional and technical manuals as well as train schedules

Introduction of vocabulary

Discuss plot and setting and importance to story

Discuss the use of flashback in the story

Identify use of figurative language

Make connections between text and self

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.7.3	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.7.8	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.7.10	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.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.RI.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.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.
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.7.7	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.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.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.7.2	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.
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