

Unit 2

Content Area: **English Language Arts**
Course(s): **English Language Arts 7**
Time Period: **Marking Period 2**
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 theme of a story?

How is plot different from theme?

What is the difference between comparing and contrasting literature and forms of media?

What is text structure and how does it vary?

What is a narrative poem?

Have you ever been left in a dangerous situation with no one to help you?

What does it feel like to be all alone?

Have you ever gone camping?

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

Do you think Brian will survive?

How do you plan a speculative essay?

What are the essential parts?

What is risk taking in writing?

What is a hook, and why do we need them when we write?

What is dialogue?

Why is important to show and not just tell what is happening in the story?

What are character traits?

Why are character traits important?

What is direct and indirect characterization?

What is motivation?

How do you motivate someone to do something?

What is meant by allusion in writing?

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 will recognize, analyze and understand the following terms:

- plot / theme
- cause/effect
- compare/contrast
- text structure

You can use the following stories in Collection 3 of Literature book:

Hearts and Hands By O Henry

The Highway Man (poem) Alfred Noyes

Gentlemen of the Road By Mara Rockliff

Read and discuss the novel Hatchet 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

Students are given a prompt that they can connect to from those provided.

Use of graphic organizers as prewriting activity

- Model use of various organizers for students to select

Revision and editing skills include the following:

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

- Use of dialogue
- Writing conversation

Students will recognize, analyze and understand the following terms:

- Characterization
- Motivation
- Narration
- Allusion
- Character Traits
- Direct / Indirect Characterization
- Context clues
- Making connections

Through the use of the following suggested stories:

Mother and Daughter by Gary Soto

The Smallest Dragon Boy By Anne McCaffrey

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

Identify and Analyze recurring themes

Analyze text for cause effect relationships

Identify figurative language

Use roots to determine meaning of unfamiliar words

Identify and analyze text structure

Describe a character based upon the thoughts, words, & actions of the character

Ask essential questions to make knowledge based predictions

Speculate about text

Distinguish between essential and nonessential information

Analyze text and theme

Utilize figurative language

Extending research Topics:

- Bears
- Tornadoes
- Canadian wilderness

Compare and contrast video to novel

Use textual evidence to support answers

Identify how structural use of words in the story contribute to meaning

Generate, plan and organize ideas by pre-writing

Review the content and structure of writing an essay

Incorporate support and elaboration of details in writing

Vary sentence structure in writing

Draft, revise, edit and publish a speculative prompt essay

Use a hook to open their writing

Use proper punctuation, capitalization, subject verb agreement

Reflect on essay for strengths and areas of improvement

Understand characterization

Analyze character motivation

Recognize allusion

Understand direct vs. indirect characterization

Use context clues to identify meaning of story related vocabulary

Compare and contrast characters

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

Guided class discussions

Observation of group work

Writings with responses to reading

Tests and quizzes on story content

Oral and silent reading fluency

Write a narrative poem (tells a story)

Book project choices:

- Create a T-Shirt
- Diorama of camp
- Mobile depicting story

Comprehension sheets

Class participation

Small group work

Test on content

Group discussions

Open Ended Responses

Completed research on bears and tornadoes

Completed compare/contrast essay

Small group participation
Individual work habits
Completion of rough draft
Work habits while in computer lab using word processors
Final draft based on holistic scoring rubric used on NJASK 7
Oral sharing of essay
Guided class discussions
Observation of group work
Writing responses to reading
Tests and quizzes
Use of Venn diagrams to compare and contrast characters
Vocabulary reviews
Class participation
Comprehension check worksheets

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.

Discuss difference between plot and theme

Compare and contrast various forms of literature

Discuss text structure focusing on:

- plot / theme
- cause/effect
- types of text

Work with structure of a narrative poem

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 secret

Discuss guilt and its affects on people

Make connections between text and self

Discuss basic needs of survival

View video of novel

Discuss compare and contrast techniques

Review writing process

Review pre-writing strategies and use of graphic organizers

Model use of 5 graph for analyzing prompt

Work on support and elaboration of details in writing

Work on use of correct punctuation, capitalization and agreement

Work on writing dialogue

Discuss Editing/revision

Focus on sentence fluency and variation in writing.

Review scoring rubric

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

Review the content and structure of writing to a picture

Work on use of 3 hooks in opening:

- Word
- Question
- Definition

Introduce characterization

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

Discuss motivation

Discuss text structure focusing on:

- Narration
- Allusion
- Characterization

Compare and contrast various characters

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.7.7	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.7.8	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.7.10	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.7.1	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.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.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
CCSS.ELA-Literacy.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.
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.7.7	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
