

Second Trimester

Content Area: **English Language Arts**
Course(s): **English Language Arts 7**
Time Period: **Undefined**
Length: **12-14 weeks**
Status: **Published**

Unit Overview

Essential Questions

- How can reading on a regular basis help you?
- How do you motivate someone?
- What are the essential parts of a persuasive essay?
- What elements create character?
- What elements make writing interesting?
- What is motivation?
- What is the importance of vocabulary in reading and writing?
- When are times you would use persuasion?

Content

Reading

SW recognize, analyze, and understand the following:

- Characterization
- Direct/indirect characterization
- Motivation
- Narration
- Allusion
- Context clues
- Making connections

“Mother and Daughter” by G. Soto

“The Smallest Dragonboy” by A. McCaffrey

“A Rice Sandwich” by S. Cisneros

from “Homesick” by J. Fritz

Amigo Brothers” by P. Thomas

Various novels (Student choice for Independent Reading)

Journal topics

Writing

6+1 Traits

- Ideas
- Organization
- Voice
- Sentence Fluency
- Word Choice
- Conventions
- Presentation

Journal entries

Quick writes

Persuasive topics (from a bank of brainstormed ideas and debates)

Graphic organizers (including a persuasion map and 4-square)

Thesis statement

Elements of an opening including:

- Hook
- Introduction of self
- Thesis statement
- Opinion
- Problem

Elements of a closing including:

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

Elements needed in body paragraphs including:

- Reason
- Supporting details
- Examples
- Facts/statistics

Revision and editing skills including:

- Punctuation
- Capitalization

- Agreement
- Elaboration

Transitions

Voice

Figurative language including:

- Simile
- Metaphor
- Hyperbole
- Personification
- Onomatopoeia

Irony

Vocabulary

Sadlier- Vocabulary for Success (Level B)

21 lessons consisting of 10 words used in context

Skills

- Interpret words and phrases as they are used in text
- Analyze character motivation
- Analyze story elements (ie. character, setting)
- Clarify pronunciations
- Compare and contrast characters
- Construct a thesis statement
- Determine word meanings
- Develop a personal writing style
- Draft, revise, edit, and publish a persuasive essay
- Generate, plan, and organize ideas (prewriting)
- Incorporate support and elaboration of details
- Incorporate transitions
- Infuse voice into writing
- Make inferences supported by text
- Open with a hook/close with a punch
- Recognize allusion

- Reflect on writing noting strengths and areas needing improvement
- Understand characterization
- Understand direct vs. indirect characterization
- Understand the structure and content of a persuasive essay
- Understanding word relationships
- Use compositional risks (ie. simile, magic 3, dialogue)
- Use context clues to identify meaning of story-related vocabulary
- Use proper punctuation, capitalization, and subject verb agreement
- Use specific, vivid vocabulary
- Utilize word-solving strategies
- Vary sentence structure
- Write dialogue

Assessments

Guided class discussions

Observation of group work

Written responses to reading including open-ended response

Quizzes

Venn diagram to compare and contrast characters

Character chart

Comprehension questions/Cornell notes

Class participation

Observation of students (time on task)

Reading logs

Journal responses

Individual work habits

Small group participation

Graphic organizer

Use of thesis statement

Use of details, examples, and statistics as support for reasons

Use of transition words

Rough draft

Work habits using the computer (Internet, word processing)

Final draft scored using the NJ Holistic Writing Rubric

Oral sharing of essay

Open-ended response

Dialogue cartoon

Quick writes

Completion of lesson and unit exercises

Lesson/Unit quizzes and tests

Use of words in writing

Lessons/Learning Scenarios

Introduce characterization

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

Analyze motivation

Evaluate text structure focusing on:

- Narration
- Allusion
- Characterization

Compare and contrast various characters

Distribute and review journal prompts:

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

- Vocabulary

Review scoring rubrics

Review writing process

Review and model prewriting strategies and use of graphic organizers

Model and practice using support and elaboration of details

Work on use of proper punctuation, capitalization, and agreement

Work on crafting a thesis statement

Discuss elements of an opening using HITOP as a reminder to include:

- Hook
- Introduction
- Thesis
- Opinion
- Problem

Discuss revision/editing

Focus on sentence fluency and variation

Emphasize the importance of taking compositional risks

Instruction on crafting a closing paragraph that reviews the main points

Review NJ Holistic Scoring Rubric

Examples of voice in writing

Identifying and writing strong hooks

Full-circle ending

Rules for writing dialogue

Review words and meanings

Pronounce words together

Practice using the words in original sentences

Discuss the etymology of words

Work with root words

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.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.7.2	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.7.3	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.7.4	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.7.10	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.7.10	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.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Resources

Various novels (Student choice for Independent Reading)

Sadlier's Vocabulary for Success (Level B)

Literature Textbook- Holt, Rineheart, and Winston: Elements of Literature (First Course)

Teacher-created resources