

First Trimester

Content Area: **English Language Arts**
Course(s): **English Language Arts 7**
Time Period: **Trimester 1**
Length: **12-14 weeks**
Status: **Published**

Unit Overview

Essential Questions

- How can reading on a regular basis help you?
- How can you show what is happening in story as opposed to telling what is happening?
- How do you plan a speculative essay?
- How do you plan an essay based on a quote?
- How does an author create suspense?
- What are the essential components of a speculative essay?
- What elements make writing interesting?
- What is suspense?
- What is the importance of vocabulary in reading and writing?
- What is the meaning of a given quote?
- Why do people enjoy reading suspense stories?

Content

Reading

Various novels (Independent Reading books)

Journal topics

Read and discuss the following stories to analyze plot/conflict, make inferences and predictions:

"Riki-Tiki-Tavi" by R. Kipling

"Duffy's Jacket" by B. Coville

"Three Skeleton Key" by G. Touzouze

"The Monsters are Due on Maple Street" by R. Serling

Catching Fire by S. Collins

Writing

Various prompts (to allow for student choice)

Graphic organizers for prewriting (providing various models allowing for student choice)

Revisions and editing skills to include the following:

- Punctuation
- Capitalization
- Agreement
- Sentence Fluency
- Sentence length
- Elaboration
- Word Choice
- Use of dialogue
- Figurative language

Bank of selected quotes allowing for student choice

Using a model to set up paragraph structure

Hooks to include:

- Repetition
- Quote
- Interesting fact
- Figurative language

Drafting

Transitions

6+1 Traits

- Ideas
- Organization
- Voice
- Sentence fluency
- Word choice
- Conventions
- Presentation

Paragraphing

Conclusions

Vocabulary

Sadlier-Vocabulary for Success (Level B)

- 21 Lessons consisting of 10 words used in context

Skills

- Analyze elements of plot (ie. characters, setting)
- Analyze rising action and resolution
- Clarify pronunciations
- Close with a punch
- Determine important information to include in each paragraph
- Determine word meanings
- Develop a personal writing style
- Draft, revise and edit a speculative essay
- Expanding and varying sentences
- Generate, plan and organize ideas
- Identify conflict and complete diagram
- Incorporate transition words
- Incorporate, support and elaborate details
- Infusing voice into writing
- Interpret words and phrases as they are used in text
- Make predictions and inferences
- Reflect on writing for strengths and areas of needing improvement
- Retell
- Review the content and structure of writing to a quote
- Self and Peer Scoring using NJASK rubric
- Taking compositional risks
- Understand foreshadowing and how this builds suspense
- Understand the content and structure of writing an essay
- Understand word relationships
- Use a hook
- Use figurative language (ie. simile, metaphore)
- Use proper punctuation, capitalization and subject-verb agreement
- Using specific, vivid vocabulary
- Utilize word-solving strategies
- Vary sentence structure
- Writing dialogue

Assessments

Conflict Diagram

Story Board

Discussion

Suspense Chart

Student Interaction

Teacher Observation

Comprehension Questions and Notes

Quizzes and Tests

Open Ended Response

Quick writes

Dialogue cartoon

Individual Work Habits

Small Group Participation

Rough Draft

Work Habits while using computers

Final Draft/Scoring/Using NJASK holistic scoring rubric

Oral sharing of writing

Graphic organizers

Use of hook and poignant closing

Use of transition words

Use of vocabulary in writing

Completion of lesson and unit exercises

Lesson/Unit quizzes & tests

Picture cards to illustrate words

Beginning and end of the year review

Reading logs

Journal responses

Lessons/Learning Scenarios

Reading

Introduce plot

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

Discuss suspense

Practice making predictions and inferences

Make connections between story and other text, self, and world

Distribute list of journal prompts and review areas to be covered:

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

Review scoring rubric for journal prompts

Writing

Model use of 5 graph for analyzing prompt

Review writing process

Review the content and structure of a speculative essay

Review prewriting strategies of use of graphic organizers

Discuss parts of an opening and closing paragraph

Work on the use of hooks

- Single word

- Question
- Definition

Practice adding support and elaborating details (teacher provided models, peer and own writing)

Focus on structure of writing

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

Practice correct punctuation, capitalization, and agreement

Writing dialogue

Discuss and model revision and editing

Focus on sentence fluency and variation

Emphasis on the importance of using figurative language (simile, metaphor, etc.)

Review scoring rubric

Examples of voice in writing

Journal entries

Full-circle ending

Vocabulary

Review words and meanings

Pronounce words together

Practice using the words in original sentences

Discuss the etymology of words

Work with root words

Read and discuss passages which utilize the words in context

View videos demonstrating definitions

Standards

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.

Resources

Student-selected novels (Independent Reading)

Journal prompts

Catching Fire

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

Sadlier Vocabulary for Success

Teacher Created Resources