

# Third Trimester

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

## Unit Overview

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## Essential Questions

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- How can reading on a regular basis help you?
- How can you develop voice in writing?
- How does an author develop theme?
- How does figurative language enhance narrative writing?
- How does tone contribute to theme?
- What are the elements of narrative writing?
- What elements make writing interesting?
- What is the importance of vocabulary in writing and reading?

## Content

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### Reading

SW recognize, analyze, and understand the following terms:

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

“Heart and Hands” by O. Henry

“The Highwayman” by A. Noyes

“Gentlemen of the Road” by M. Rockliff

“Annabel Lee” by E. Poe

Various novel (Student choice for Independent Reading)

Journal topics

## **Writing**

Student selected topics from a bank of brainstormed topics

Graphic organizers used for prewriting (model various organizers)

Hooks including:

- Question
- Word
- Onomatopoeia
- Dialogue

Revision and editing skills including:

- Punctuation
- Capitalization
- Elaboration
- Agreement
- Dialogue

Transitions

Voice

Figurative language to include:

- Simile
- Metaphor
- Hyperbole
- Magic 3

6+1 Traits

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

Conclusions

Paragraphing

## **Vocabulary**

Sadlier Vocabulary for Success (Level B)

21 lessons consisting of 10 words used in context

## **Skills**

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- Advance story through dialogue
- Analyze text for cause and effect relationships
- Clarify pronunciations
- Determine word meanings
- Develop personal writing style
- Draft, revise, edit, and publish a narrative essay
- Establish the content and structure of a narrative essay
- Explain how an author creates tone
- Generate, plan, and organize ideas by prewriting
- Identify and analyze recurring themes
- Identify and analyze story elements (ie. characters, setting)
- Identify and analyze text structure
- Identify and explain the author's use of figurative language
- Incorporate support and elaboration of details
- Incorporate transitions
- Infuse voice into writing
- Interpret words and phrases as they are used in text
- Open with a hook, close with a punch
- Reflect on writing identifying strengths and areas needing improvement
- Take compositional risks
- Understand word relationships
- Use dialogue
- Use figurative language (simile, metaphor, magic 3, hyperbole)
- Use proper punctuation, capitalization, and subject verb agreement
- Use roots to determine the meaning of unfamiliar words
- Use specific, vivid vocabulary
- Use word-solving strategies
- Vary sentence structure

## **Assessments**

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Guided class discussions

Comprehension questions and Cornell notes

Observation of group work

Written responses to reading including open-ended response

Quizzes

Oral and silent reading fluency

Writing a narrative poem

Reading log

Journal responses

Small group participation

Individual work habits

Graphic organizer

Rough draft

Work habits while using the computer (word processing)

Use of hook and poignant closing

Use of transitions

Final draft scoring using the NJ Holistic Writing Rubric

Oral sharing of essay

Observation of time spent on task

Open-ended response

Dialogue cartoon

Quick writes

Completion of lesson and unit exercises

Lesson/Unit quizzes and tests

Use of words in writing

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### **Lessons/Learning Scenarios**

Discuss the difference between plot and theme

Compare and contrast various forms of literature

Examine tone

Discuss text structure focusing on the following:

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

Work with the structure of a narrative poem

Review writing process

Review and model prewriting strategies and graphic organizers

Demonstrate and practice support and elaboration of details

Work on use of correct punctuation, capitalization, and agreement

Model and craft hooks including:

- Question
- Dialogue
- Onomatopoeia
- Word

Discuss revision and editing

Focus on sentence fluency and variation

Emphasize the importance of incorporating figurative language to ‘show’ the narrative (simile, metaphor, hyperbole, etc.)

Review the content and structure of narrative writing

Examples of voice in writing

Full-circle ending

Instruct on writing a closing that sums up the main points

Review writing that uses strong voice

Review NJ Holistic Scoring Rubric

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 words and meanings

Pronounce words together

Practice using the words in original sentences

Discuss etymology of words

Work with root words

## Standards

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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.7.10	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.7.10	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

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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