### Common Core State Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>L.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening</td>
</tr>
<tr>
<td>L.4</td>
<td>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.</td>
</tr>
<tr>
<td>L.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>RI.4</td>
<td>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.</td>
</tr>
<tr>
<td>W2.</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
</tr>
</tbody>
</table>

### Time Frame:

#### Literary Elements review unit:

- Review of Literary Elements and Sentence Structures through the use of various poems and/or short stories
- Sample resources may include:
  - “The Cremation of Sam McGee”
  - “Lochinvar”
  - “I’m Nobody/Song of Myself/Me”
  - LTF: “Sound Devices and Figurative Language”
  - LTF: “Identifying and Writing Prepositions”
  - LTF: “Sentence Strategies”
  - LTF: “Sestina”

### Assessment Practices

- Teacher created unit tests, quizzes, essays, story maps, MCAS practice tests – open response and multiple choice, journal checks, collaborative discussions, mini-research projects, personal reflections

### Writing

- Summer reading reflection

### Common Core Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.1</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>RL.2</td>
<td>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.</td>
</tr>
<tr>
<td>RL.3</td>
<td>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</td>
</tr>
<tr>
<td>RL.4</td>
<td>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.</td>
</tr>
<tr>
<td>RL.5</td>
<td>Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</td>
</tr>
<tr>
<td>RL.6</td>
<td>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</td>
</tr>
<tr>
<td>RL.7</td>
<td>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of...</td>
</tr>
</tbody>
</table>
**English Language Arts: Grade 7 (2014-2015)**

| Conflict Unit: | Text: *Elements of Literature*  
| Choose at least two selections from the Conflict Unit:  
| LTF: “Characterization”  
| LTF: “Style Analysis of Mood and Tone”  
| LTF: “Annotation”  
| Or:  
| *The Graveyard Book*  
| Vocabulary (literature based) |

- Includes additional informational texts as appropriate.

| Other resources | *Sadlier-Oxford Vocabulary Workshop, Level C Unit 1*  
| *Write Source*  
| *Elements of Writing* |

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Concepts, Content</th>
</tr>
</thead>
</table>

| Targeted Skill(s) | **Identify and explain:**  
| Language skills are introduced and reinforced throughout the trimester.  
| Plot, conflict, protagonist, antagonist, setting, theme, suspense, foreshadowing, mood, jargon, point of view, personification, onomatopoeia, vivid description, dialogue, character traits, genres, author’s background, plot pyramid (Exposition, Rising Action, Climax, Falling Action, Resolution) |

<p>| Identify/explain an <strong>properly use/incorporate:</strong> | Pronunciation, Syllabication, Parts of Speech, Denotation and Connotation, Multiple Meanings, Shades of Meaning, Context Clues, Synonyms and Antonyms, Dictionary Skills |</p>
<table>
<thead>
<tr>
<th>Assessment Practices</th>
<th>Spelling rules: Prefix, Suffix, Denotation, Connotation, Root Words, Etymology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher created unit tests, quizzes, essays, story maps, MCAS practice tests – open response and multiple choice, journal checks, collaborative discussions, mini-research projects, personal reflections, short research projects on nonfiction topics mentioned in <em>The Graveyard Book</em></strong></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>(Journal writing, factual paragraphs, character mapping, reflections)</td>
</tr>
<tr>
<td>Writing Process: brainstorming, prewriting, drafting, editing and revision</td>
<td></td>
</tr>
<tr>
<td>Multi-Paragraph Expository Character Trait Essay on <em>The Graveyard Book</em> Chapter One or “Rikki-Tikki-Tavi”</td>
<td></td>
</tr>
<tr>
<td><strong>Common Open Response:</strong> Excerpt from <em>The Graveyard Book</em></td>
<td></td>
</tr>
<tr>
<td><strong>Time Frame:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Common Core:</strong></td>
<td>W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</td>
</tr>
<tr>
<td></td>
<td>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td></td>
<td>W.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.</td>
</tr>
<tr>
<td><strong>Personal Narrative:</strong></td>
<td><strong>Common Personal Narrative:</strong> Imagine that for one day you could trade places with anyone you choose. The person could be real or imaginary, from the past or from the present. In a well-developed composition, identify the person you would want to trade places with, explain why you would like to trade places with this person, and describe how your day would be different as this person.</td>
</tr>
<tr>
<td><strong>Essential Questions:</strong></td>
<td>How should one properly respond to a writing prompt?</td>
</tr>
<tr>
<td></td>
<td>Why is it important to “show” rather than “tell” in a story?</td>
</tr>
<tr>
<td></td>
<td>How should one generate ideas from personal interests to convey the purpose?</td>
</tr>
<tr>
<td><strong>Target Skills:</strong></td>
<td><strong>Practice</strong> giving voice to an imagined experience</td>
</tr>
<tr>
<td></td>
<td><strong>Explore</strong> the experience and give it meaning</td>
</tr>
<tr>
<td></td>
<td><strong>Use</strong> a graphic organizer or brainstorming techniques to organize thoughts</td>
</tr>
<tr>
<td></td>
<td><strong>Compose</strong> a multi-paragraph essay</td>
</tr>
<tr>
<td></td>
<td><strong>Incorporate</strong> specific details and strong images</td>
</tr>
</tbody>
</table>
## Final draft scored on the Middle School Literacy rubric

### Trimester Two

<table>
<thead>
<tr>
<th>Common Core State Standards</th>
<th>Time Frame</th>
<th>Text Chapter(s)/pages</th>
<th>Other resources</th>
</tr>
</thead>
</table>
|                             | November -December  | Hanson Text: *Elements of Literature*  
Choose at least two selections from the Characterization and Discoveries unit:  
“Charles”  
“The Adventures of Tom Sawyer”  
“The Dog That Bit People”  
“Song of the Trees”  
“Miss Awful”  
Whitman From *Elements of Literature*:  
*The Adventures of Tom Sawyer* (excerpts)  
*Tom Sawyer* DVD (1973)  
*Tom Sawyer* play (excerpt)  
“After Twenty Years”  
“After Twenty Years” Jeopardy Review:  
[http://www.jeopardylabs.com/play/after-twenty-years3](http://www.jeopardylabs.com/play/after-twenty-years3)  
“O. Henry Reading Skillmaster”  
“Mark Twain: Introducing the Novel”  
Sadlier-Oxford Vocabulary Workshop  
Write Source  
Commases, sentence fragments, run-on sentences, verbs  
LTF: “Sentence Composing”  
LTF: “Sentence Variations”  
MCAS Skills Review  
Capitalization, Spelling, Punctuation in *Elements of Writing*:  
Pronunciation, Syllabication, Parts of Speech, Definitions, Denotation and Connotation, Multiple Meanings, Shades of Meaning, Context Clues, Synonymy and Antonymy, Dictionary Skills, Thesaurus  
Spelling rules: Prefix, Suffix, Denotation, Connotation, Root Words, Etymology  
Grammar/Mechanics in *Elements of Writing*:  
Standard English grammar usage when writing and speaking  
The Sentence: Simple, Compound, Complex, Compound-Complex Pronoun-Antecedent Agreement Independent and Subordinate Clauses
<table>
<thead>
<tr>
<th>Essential Questions/Concepts/Content</th>
<th>Identify new vocabulary using context, affixes, roots, reference materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targeted Skill(s)</strong></td>
<td>Cite evidence from text to support analysis of what the text explicitly says as well as what can be inferred; determine and analyze theme; summarize text; analyze different characters’ points of view; compare and contrast story to its filmed and staged versions</td>
</tr>
<tr>
<td>Identify and explain: Character analysis, plot, surprise ending, interpretation of dialogue, setting, protagonist, antagonist, conflicts, points of view, irony, satire, setting, suspense, sensory details, personification, theme, anecdotes, exaggeration, genre, figurative language, tone and mood</td>
<td>Identify and analyze: Setting, Mood, Tone, 3rd person limited and 3rd person omniscient point of view, Exaggeration, Dialect, Plot Elements, Foreshadowing, Surprise Ending</td>
</tr>
<tr>
<td>Identify new vocabulary words in context of story</td>
<td>Analyze interaction between individual, events, and ideas</td>
</tr>
<tr>
<td>Use graphic organizer to compose a well-developed essays (includes topic sentence, evidence, transitional words and phrases, conclusion)</td>
<td></td>
</tr>
<tr>
<td>Use of proper and varied sentence structure, editing skills, sequencing, and following</td>
<td></td>
</tr>
<tr>
<td><strong>Available Assessment(s)</strong></td>
<td>literature discussions, teacher generated tests, publisher generated tests, classroom discussions, LTF assessments</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Open-response</td>
</tr>
<tr>
<td></td>
<td>• Keys to Literacy – “ANSWER” Routine</td>
</tr>
<tr>
<td></td>
<td>• DESE Practice OR</td>
</tr>
<tr>
<td>Composition</td>
<td>Ironic-ending story</td>
</tr>
<tr>
<td><strong>Common Core State Standards</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Time Frame</strong></td>
<td>January</td>
</tr>
<tr>
<td><strong>Text Chapter(s)/pages</strong></td>
<td>Hanson</td>
</tr>
<tr>
<td></td>
<td>Text: Elements of Literature</td>
</tr>
<tr>
<td></td>
<td>Whitman</td>
</tr>
<tr>
<td></td>
<td>A Long Walk to Water Novel</td>
</tr>
</tbody>
</table>
### Poetry Unit
- Choose poems that illustrate the different types of poetry and their respective elements

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### Essential Questions

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### Targeted Skill(s)
- Identify and explain the following: figures of speech, rhythm, rhyme, end and internal rhymes, tone and theme
- Written analysis of poems
- Writing and presenting original poetry

---

### Essential Questions

- Identify and explain the following: figures of speech, rhythm, rhyme, end and internal rhymes, tone and theme
- Written analysis of poems
- Writing and presenting original poetry

---

### Targeted Skill(s)
- Cite text to support analysis of what text says, as well as what can be inferred; provide an objective summary of text; analyze how elements of a story interact (e.g., how setting shapes characters and plot)
- Analyze Literary Elements:
  - Plot, Conflicts, Protagonist, Antagonist, Setting, Theme, Suspense, Foreshadowing, Mood, Point of View, Vivid Description, Dialogue, Character Traits, Genres, Author’s Background, Character Map Terms
- Compare and Contrast a Fictional Portrayal and a Historical Account as a Means of Understanding How Authors of Fiction

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### Resources
- **God Grew Tired of Us Documentary**
- Martin Luther King, Jr.’s “I Have a Dream” Speech
  - [http://www.youtube.com/watch?v=L_YBplucfuk](http://www.youtube.com/watch?v=L_YBplucfuk)
- Civil Rights Movement Video Clips
  - [http://www.history.com/topics/civil-rights-movement/videos#brown-vs-board-of-education-separate-is-not-equal](http://www.history.com/topics/civil-rights-movement/videos#brown-vs-board-of-education-separate-is-not-equal)
- “Roads to Memphis” PBS Documentary
- From *Elements of Literature: Dinosaurs Walked Here*
  - Discovery Channel Online:
## Use or Alter History (A Long Walk to Water v. God Grew Tired of Us documentary)

Read and Comprehend Literature of 7th grade text complexity proficiently

### Other Resources

- **Available Assessment(s)**
  - Teacher generated worksheets, Venn diagrams, standardized tests, presentations
  - Pre-reading questions, story vocabulary, comprehension questions

### Writing

### Common Core State Standards

- **Time Frame**
  - February-March

- **Text Chapter(s)/pages**
  - *The Breadwinner* Novel
  - *The Breadwinner* Packet
  - *The Breadwinner* Vocabulary
  - [www.quizlet.com](http://www.quizlet.com)

  *The Breadwinner* Prezi
  - [http://prezi.com/kny8kajyi9cr/copy-of-background-for-breadwinner/](http://prezi.com/kny8kajyi9cr/copy-of-background-for-breadwinner/)

  YouTube Video: “The Street Children on Kabul”
  - [http://www.youtube.com/watch?v=VPAFSvgH_Xw](http://www.youtube.com/watch?v=VPAFSvgH_Xw)

  Junior Scholastic Article: “Kids of Kabul”
  - People Magazine Article: “Girl Courage”

  Maps of Afghanistan:
  - [www.mapsofworld.com](http://www.mapsofworld.com)
  - [www.world.atlas.com](http://www.world.atlas.com)

  Facts and photos of Afghanistan:
### Essential Questions

- Cite text to support analysis of what the text says, as well as what can be inferred.
- Provide an objective summary of text.
- Analyze how elements of a story interact (e.g., how setting shapes characters and plot).

### Targeted Skill(s)

- Analyze Literary Elements:
  - Plot, Conflicts, Protagonist, Antagonist, Setting, Theme, Suspense, Foreshadowing, Mood, Point of View, Vivid Description, Dialogue, Character Traits, Genres, Author’s Background, Character Map Terms

- Compare and Contrast a Fictional Portrayal and a Historical Account as a Means of Understanding How Authors of Fiction Use or Alter History (*The Breadwinner* v. Magazine Accounts of Lives of Young Girls in Afghanistan/Pakistan under Taliban rule)

- Read and Comprehend Literature of 7th grade text complexity proficiently

### Other Resources

- **Available Assessment(s)**: Teacher-generated tests and quizzes

- **Writing**: Common Open Response: “Summer, Winter…” before MCAS

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YouTube Video: Interview with Deborah Ellis
[http://www.youtube.com/watch?v=U2AThCracxE&feature=related](http://www.youtube.com/watch?v=U2AThCracxE&feature=related)

PBS Frontline Video: Current Events in Afghanistan

Drag and drop countries of the Middle East:
## Trimester Three

<table>
<thead>
<tr>
<th>Common Core State Standards</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>April - May</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text Chapter(s)/pages</th>
<th><strong>Hanson</strong></th>
<th><strong>Whitman</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text:</strong> Elements of Literature</td>
<td>Mythology, Dramatic Literature and Folk Tales Units: Choose at least two of each of the following:</td>
<td><em>When You Reach Me</em> Novel</td>
</tr>
<tr>
<td></td>
<td>Myth, plays, folk tales</td>
<td>“Rebecca Stead Interview”</td>
</tr>
</tbody>
</table>

### Essential Questions

### Targeted Skill(s)

**Literary Elements – continued.**

- Focus on elements unique to myths, plays, folk tales and fairy tales

**Cite text to support analysis of what text says, as well as what can be inferred. Provide an objective summary of text. Analyze how elements of a story interact (e.g., how setting shapes characters and plot)**

**Analyze Literary Elements:**
- Plot, Conflicts, Protagonist, Antagonist, Setting, Theme, Suspense, Foreshadowing, Mood, Point of View, Vivid Description, Dialogue, Character Traits, Genres, Author’s Background, Character Map

### Other Resources

Updated December 2013
| Available Assessment(s) | Teacher-generated tests and quizzes  
| Class Magazine - Persuasive Project | Pre-reading questions, story vocabulary, comprehension questions, literary devices  
| Teacher generated tests, quizzes and writing assignments | End of novel projects |

| Writing | Choose one of the following:  
| - Original folk tale, myth or fairy tale  
| - Comparison/contrast on points of view essay |

<table>
<thead>
<tr>
<th>Common Core State Standards</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Time Frame</td>
<td>May- June</td>
</tr>
</tbody>
</table>

| Text Chapter(s)/pages | **Hanson**  
| Historical Novel:  
| Options:  
| - *Carry On, Mr. Bowditch*  
| - *Streams to the River, River to the Sea*  
| - *By the Great Horn Spoon*  
| - *The House of Dies Drear*  
| - *Habibi* | **Whitman**  
| “Miranda v. Arizona” | http://www.youtube.com/watch?v=Kf6Uw_qxRhg  
| “Understanding Epilepsy” | http://www.youtube.com/watch?v=MNQlq004FkE  
| “What Causes Epilepsy” | http://www.youtube.com/watch?v=6NcqQkKjqTI  
| Jeopardy! Review Games:  
| https://jeopardylabs.com/play/when-you-reach-me-sections-1-4 |  
| https://jeopardylabs.com/play/when-you-reach-me-sections-5-8 |  
| NOVA Online: Think Like Einstein | http://www.pbs.org/wgbh/nova/time/think.html |
### Targeted Skill(s)
- Analysis of historical period
- Comprehension and critical thinking skills
- C/C with historical period

Trace and evaluate argument and claims, assess whether the reasoning is sound, evidence is relevant, and sufficient to support the claim.

### Other Resources
- Available Assessment(s): Teacher-generated tests and quizzes, Teacher generated study guide, Power Point Presentation
- Teacher-generated tests and quizzes

### Writing
- Persuasive writing prompt

### Common Core State Standards

### Time Frame
- May - June

### Text Chapter(s)/pages
- Hanson
- Interdisciplinary Unit with Science:
  - Newton Scooter Design Log
  - Biography of Sir Isaac Newton

- Whitman
  - “Sorry, Wrong Number” Radio play
  - “Sorry, Wrong Number” Audio from August 21, 1943
  - *Sorry, Wrong Number* film
  - “Radio Days” Webquest
  - Script Writing

### Essential Questions

### Targeted Skill(s)
- Analyze how elements of a drama interact, determine meaning of words and phrases as they are used in a text, analyze how a drama’s form contributed to its meaning
- Compare and contrast drama to its filmed version
- Interpret a work by analyzing how an author uses literary
| Other Resources | Troublesome words: homophones and homonyms | Commas in *Elements of Writing*  
Comma usage PowerPoint  
Use Commas Correctly, Use commas to separate coordinate adjectives |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Available Assessment(s)</td>
<td>Teacher-generated tests and quizzes, Teacher generated study guide, Power Point Presentation, Design Log</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td><strong>Design Log project</strong></td>
<td><strong>Student created radio scripts</strong></td>
</tr>
</tbody>
</table>