

Curriculum at a Glance

English - Grade 7

The Seventh Grade English Curriculum builds on content and strategies developed in grade 6 and elementary school. This year, the reading and writing courses merge into one academic class, demanding a cohesion and balance between reading and writing units. Our reading units emphasize analysis of character and theme, authorial craft and style, and the beginning of students' critical thought. Discussion and activities surrounding student reading focus on reading deeply and thinking independently. In writing, students create in three modes - narrative, argument, and informative - with a special emphasis on argumentative writing and instruction surrounding it. In all writing units, students 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. Students receive guidance and support from peers and adults to develop and strengthen their writing as needed throughout the writing process, focusing on how well purpose and audience have been addressed.

Reading Units & Content	Writing Units & Content
<p><u>Unit 1:</u> Creating a Culture of Reading: Launch Readers' Notebooks</p> <p><i>Readers will:</i></p> <ul style="list-style-type: none">● Be introduced to the routines of the reading workshop● Develop personal goals for their independent reading● Build stamina and volume of independent reading● Share summer reading in order to cultivate a culture of reading● Begin to explore ways to show their thinking about reading on the page	<p><u>Unit 1:</u> Creating a Culture of Writing: Launch of Writers' Notebooks</p> <p><i>Writers will:</i></p> <ul style="list-style-type: none">● Be introduced to the routines of the writing workshop● Write short pieces that guide them through all steps of the writing process● Launch the writer's notebook and become comfortable using this tool for freewrites, brainstorming, drafts, responses
<p><u>Unit 2:</u> Reading with a Writer's Lens: Analyzing Author's Craft in Narrative (Standards: RL 7.1, RL 7.5)</p> <p><i>Readers will:</i></p> <ul style="list-style-type: none">● Analyze how particular elements of the story	<p><u>Unit 2:</u> "Realistic Fiction - Symbolism, Syntax, and Truth" (Standards: W 7.3A-E 7.4, 7.5)</p> <p><i>Writers will:</i></p> <ul style="list-style-type: none">● Write narratives to develop real or imagined

<p>interact</p> <ul style="list-style-type: none"> ● Identify narrative author’s craft techniques and goals 	<p>experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> ● 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. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<p><u>Unit 3: Reading Below the Surface: <i>The Outsiders</i></u> (Standards: RL 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, SL 7.1A) <i>Readers will:</i></p> <ul style="list-style-type: none"> ● Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● 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. ● Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). ● Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. ● 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). 	<p><u>Unit 3: Writing about Reading (Standards: W 7.1, 7.2, 7.3, 7.4, 7.9)</u> <i>Writers will:</i></p> <ul style="list-style-type: none"> ● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Write arguments to support claims with clear reasons and relevant evidence. ● Draw evidence from literary or informational texts to support analysis, reflection, and research.
<p><u>Unit 4: How to Eat a Poem: Analysis and Close Reading</u> (Standards: RL 7.1, 7.2, 7.4, 7.5) <i>Readers will:</i></p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, including figurative and 	<p><u>Unit 4: Composing Poetry: Demonstrating Structure, Style, Word Choice, and Imagery (Standards: W 7.4, 7.5)</u> <i>Writers will:</i></p> <ul style="list-style-type: none"> ● Apply knowledge of the poetic form and structure to compose original poems

connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem

- Analyze how a poem's form or structure contributes to its meaning
- Cite word choice and imagery to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a poem and analyze its development over the course of the poem.

- Develop a central idea in an original poem through the use of imagery and figurative language
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Unit 5: Non-Fiction Reading: Evaluating Evidence
(Standards: RI 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, SL 7.2, 7.3)

Readers will:

- Cite several pieces of informational textual evidence to support analysis of position and claim.
- 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.
- 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.
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- Analyze how two or more authors differ when writing about the same topic.
- 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.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Unit 5: The Art of Argument Writing: Research-Based Essays
(Standards: W 7.2A-F, 7.4, 7.5, 7.6)

Writers will:

- Write arguments to support claims with clear reasons and relevant evidence (introduce claim and opposing view(s); organize logically; support claims with accurate, credible sources; demonstrate understanding of issue; create cohesion; maintain formal style; and conclude effectively)
- Distinguishes his or her position from that of others.
- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 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.
- 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.

	<ul style="list-style-type: none"> ● Draw evidence from informational texts to support analysis, reflection, and research.
<p><u>Unit 6: Teacher Choice - Core Text or Book Club</u> (Standards:RL 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, SL 7.1A, 7.1B, 7.1C, 7.1D)</p> <p><i>Readers will:</i></p> <ul style="list-style-type: none"> ● Build off of the skills that they have practiced and developed from units 2, 3, and 4. ● Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. ● 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. ● Acknowledge new information expressed by others and, when warranted, modify their own views. 	<p><u>Unit 6: Response to Literature/Companion Book/Fan Fiction</u> (Standards: W 7.1, 7.2, 7.3, 7.4, 7.9)</p> <p><i>Writers will:</i></p> <ul style="list-style-type: none"> ● Build off of the skills that they have practiced and developed from units 2, 3, and 4. ● Practice skills within multiple genres of writing in order to create cohesive literary responses. ● Write literary arguments to support claims with clear reasons and relevant evidence. ● Draw evidence from literary or informational texts to support analysis, reflection, and research.
<p><u>Unit 7: Myths, Legends, Tales</u> (Standards: RI 7.2, 7.3; RL 7.3)</p> <p><i>Readers will:</i></p> <ul style="list-style-type: none"> ● 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. ● 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) ● Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 	<p><u>Unit 7: Mythology End of Unit Assessment</u> (Standards: SL.7.4, 7.5)</p> <p><i>Writers will:</i></p> <ul style="list-style-type: none"> ● Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. ● Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.