**Literature & Language Arts Curriculum**

**Grade 7:**

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| **Trimester 1** | | | | | | |
| **Unit** | **Focus Standards\*** | | | **Enduring Understandings** | | **Assessment(s) / Product(s)** |
| **Launch & Assessment**  (15 instructional days) | R 10 | | Read and comprehend complex literary and informational texts independently and proficiently | Readers:   * set realistic goals in order to develop strong reading habits. * follow norms in order to contribute to an environment where all readers can learn. * understand all components of reading workshop & expectations. * think and talk about their reading with others. * think, grow ideas and react to text they have read. * understand that clues in a text help a reader understand the meaning of words and phrases. | |  |
| SL 1 | | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively |
| W 10 | | Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences |
| L 4 | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate |
| **Argument with Research**  (30 instructional days) | RI 7.1 | | Cite several pieces of textual evidence to support analysis | Readers understand that:   * + an analysis of a text includes explicit understanding of and inferences about a text supported by textual evidence.   + analyzing the central ideas of a text leads to a better understanding of other perspectives and cultures.   + a text’s presentation of an individual, event or idea also shapes a reader’s understanding of other perspectives and cultures.   + clues in a text help a reader understand the meaning of words and phrases. * an author deliberately selects and shapes a point of view to engage the reader.   + the validity of an argument and its claims depend on the relevancy and sufficiency of supporting evidence.   + the evidence and interpretations of facts in a text are deliberately selected by an author to influence the reader.   Writers understand that:   * well-developed arguments express a point-of-view and are supported by relevant evidence. * research is a process that involves answering a focused question by investigating several sources. | | Reading: Literary Analysis (Oral Debate)  Writing: Argument  On Demand: Argument (at end of trimester) |
| RI 7.2 | | Determine central ideas and analyze their development; provide an objective summary |
| RI 7.3 | | Analyze interactions between individuals, events and ideas in a text |
| RI 7.4 | | Determine the meaning of words and phrases as they are used in a text |
| RI 7.6 | | Determine author’s point of view and analyze how author distinguishes his/her position from others |
| RI 7.8 | | Trace and evaluate argument and claims |
| RI 7.9 | | Compare/contrast 2 authors’ presentations of events |
| W 7.1 | | Write arguments to support claims with reasons and evidence. |
| W. 7.7 | | Conduct short research projects to answer a question |
| **Trimester 2** | | | | | | |
| **Topic / Unit** | **Focus Standards** | | | **Enduring Understanding** | | **Assessment(s) / Product(s)** |
| **Fiction with Narrative**  (30 instructional days) | RL 7.1 | Cite several pieces of textual evidence to support analysis | | Readers understand that:   * an analysis of a text includes explicit understanding of and inferences about a text supported by textual evidence. * analyzing the development of a theme of a text leads to a better understanding of other perspectives and cultures. * plot and character development are dynamic and lead to a better understanding of other perspectives and cultures. * an author deliberately selects and shapes a point of view to engage the reader. * the impact of a story or drama is influenced by the mode in which it is presented.   Writers understand that:   * narratives convey real or imagined experiences or events through deliberate use of sequencing and narrative technique to develop a unique voice. * informational/explanatory writing conveys ideas, concepts, and information through well-developed ideas and clear organization. * research involves gathering information from multiple credible print and digital sources, avoiding plagiarism, and creating a basic bibliography. * analysis, reflection, and research are strengthened by citing relevant evidence. | | Reading: Literary Analysis  Writing: Narrative |
| RL 7.2 | Analyze the development of a theme over the course of a text; provide an objective summary | |
| RL 7.3 | Analyze how particular elements of a story interact | |
| RL 7.6 | Analyze how an author develops and contrasts the points of view of different characters/narrators | |
| RL 7.7 | Compare/contrast written to audio, film, multimedia version | |
| W 7.3 | Write narratives to develop real or imagined experiences | |
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| **Fiction with Non-fiction Research**  (30 instructional days) | RL 7.6 | Analyze how an author develops and contrasts the points of view of different characters/narrators | | Readers understand that:   * an analysis of a text includes explicit understanding of and inferences about a text supported by textual evidence. * analyzing the development of a theme of a text leads to a better understanding of other perspectives and cultures. * plot and character development are dynamic and may lead to a better understanding of other perspectives and cultures.   + each element of a text’s structure works together to create a cohesive whole and develop ideas. * an author deliberately selects and shapes a point of view to engage the reader.   Writers understand that:   * informational/explanatory writing conveys ideas, concepts, and information through well-developed ideas and clear organization. * research involves gathering information from multiple credible print and digital sources, avoiding plagiarism, and creating a basic bibliography. * analysis, reflection, and research are strengthened by citing relevant evidence. | | Reading: Literary Analysis  Writing: Informational/Explanatory |
| RI 7.5 | Analyze the structure an author uses to organize a text | |
| W 7.2 | Write informational/explanatory texts | |
| W 7.8 | Gather relevant information from print and digital sources | |
| W 7.9 | Draw evidence from texts to support analysis, reflection, and research | |
|  | Reinforce – RL & RI 7.1-7.4; W 7.7 | |
| **Trimester 3** | | | | | | |
| **Topic / Unit** | **Focus Standards** | | | **Enduring Understanding** | **Assessment(s) / Product(s)** | |
| **Poetry**  (30 days) | RL 7.4 | Figurative and connotative meaning of words; impact of word choice on meaning and tone | | Readers/writers understand that:   * an author’s word choice shapes the meaning and tone of a text. * each element of a text’s structure works together to create a cohesive whole and contribute to the overall meaning. | Reading: Literary Analysis  Writing: Poetry | |
| RL 7.5 | Analyze how poem’s form or structure contributes to its meaning | |
|  | Reinforce RL 7.1 – 7.3 | |
| **Differentiated Novel Unit with Cultural Focus**  (30 days) | RL 7.9 | Compare/contrast a fictional portrayal and a historical account to understand how authors of fiction use or alter history | | Readers understand that:   * a reader gains understanding of other perspectives and cultures by reading a fictional portrayal of a historical account. * the particular details that develop the theme or central idea of a text lead to a better understanding of other perspectives and cultures. * plot and character development are dynamic and may lead to a better understanding of other perspectives and cultures. * an author deliberately selects and shapes a point of view to engage the reader.   Writers understand that:   * informational/explanatory writing conveys ideas, concepts, and information through well-developed ideas and clear organization. * research involves gathering information from multiple credible print and digital sources, avoiding plagiarism, and creating a basic bibliography. * analysis, reflection, and research are strengthened by citing relevant evidence. | Reading: Literary Analysis  Writing: Informational/ Explanatory | |
|  | Reinforce RL and RI 7.1-7.4 & 7.6; W 7.2, 7.7, 7.8 | |

\*The Focus Content Standards are based on the Common Core State Standards for English Language Arts (CCSS-ELA). They are not intended to be a comprehensive listing of standards; rather, they indicate the major emphasis for student learning in each unit. The full listing of ELA standards can be found by accessing this URL: <http://www.corestandards.org/ELA-Literacy/>

\*Some standards, such as W 7.4 (clarity), 7.5 (process) and 7.6 (technology) as well as the Speaking & Listening and Language Standards are continually addressed throughout the year. The full listing of these standards can be found by accessing this URL: <http://www.corestandards.org/ELA-Literacy/>