

## English Language Arts 2014 ©

Seventh Grade				
Unit / Core Text	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
<b>Unit 1</b> <b>The Choices We Make</b>	<p>How do authors use narrative elements to create a story?</p> <p>What are the elements of effective revision?</p>	<p>effect</p> <p>effective</p> <p>consequences</p> <p>coherence</p> <p>internal coherence</p> <p>external coherence</p> <p>theme</p> <p>metaphor</p> <p>objective</p> <p>subjective</p>	<p>EA 1: Revising a Personal Narrative about Choice</p> <p>EA 2: Creating an Illustrated Myth</p>	<ul style="list-style-type: none"> <li>To analyze genres and their organizational structures</li> <li>To examine the function of narrative elements</li> <li>To apply revision techniques in preparing drafts for publication</li> <li>To apply techniques to create coherence and sentence variety in writing</li> </ul>
<b>Unit 2</b> <b>What Influences My Choices?</b>	<p>What role does advertising play in the lives of youth?</p> <p>What makes an effective argument?</p>	<p>claim</p> <p>consensus</p> <p>counterclaim</p> <p>credibility</p> <p>hypothesize</p> <p>inference</p> <p>primary source</p> <p>secondary source</p> <p>search term</p> <p>text features</p> <p>valid</p> <p>norm</p>	<p>EA 1: Writing an Expository Essay and Participating in a Collaborative Discussion</p> <p>EA 2: Writing an Argumentative Essay</p>	<ul style="list-style-type: none"> <li>To understand how our lives are affected by media and advertising</li> <li>To engage in collaborative discussions</li> <li>To write an expository essay</li> <li>To identify and analyze the use of appeals, language, and rhetorical devices in informational and argumentative texts</li> <li>To write an argumentative essay</li> </ul>
<b>Unit 3</b> <b>Choices and Consequences</b> <i>Tangerine (Novel)</i>	<p>What is the relationship between choices and consequences?</p> <p>What makes a great leader?</p>	<p>annotated bibliography</p> <p>interpret</p> <p>perspective</p> <p>subordinate</p>	<p>EA 1: Writing an Literary Analysis Essay</p> <p>EA 2: Creating a Biographical Presentation</p>	<ul style="list-style-type: none"> <li>To use textual evidence to support analysis and inferences</li> <li>To write a literary analysis essay</li> <li>To evaluate, analyze, and synthesize a variety of informational texts</li> <li>To create and present a biographical research project</li> </ul>
<b>Unit 4</b> <b>How We Choose to Act</b> <i>Twelfth Night (Drama)</i>	<p>How do writers and speakers use language for effect?</p> <p>How do performers communicate meaning to an audience?</p>	<p>precise</p> <p>structure</p> <p>modify</p> <p>romantic</p> <p>realistic</p> <p>improvise</p> <p>represent</p> <p>diagram</p>	<p>EA 1: Creating and Presenting a Monologue</p> <p>EA 2: Performing a Shakespearean Dialogue</p>	<ul style="list-style-type: none"> <li>To increase textual analysis skills across genres</li> <li>To strengthen verbal and nonverbal communication skills</li> <li>To improve oral fluency and presentation skills</li> <li>To collaborate on a Shakespearean performance</li> </ul>

KEY TEXTS Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)		STRATEGIES FOCUS Explicit teaching of effective strategies that provide scaffolding for all students while moving toward independent learning	
<b>Poetry:</b> "The Road Not Taken," by Robert Frost <b>Poem:</b> "Choices," by Nikki Giovanni <b>Autobiography:</b> Excerpt from <i>Dust Tracks on a Road</i> , by Zora Neale Hurston <b>Personal Narrative:</b> "Why Couldn't I Have Been Named Ashley?" By Imma Achilike <b>Myth:</b> "Daedalus and Icarus," from <i>Greek Myths</i> by Geraldine McCaughrean <b>Informational Text :</b> "A Note from the Author," by Virginia Hamilton <b>Myth:</b> "Huveane and Clay People," from <i>Voices of the Ancestors: African Myth</i> , by Tony Allan, Fergus Fleming, and Charles Phillips <b>Informational Text:</b> "Facts About Marketing to Children," The Center for a New American Dream <b>Article:</b> "Marketing to kids gets more savvy with new technologies" <b>Essay:</b> "America the Not-So-Beautiful," by Andrew A. Rooney <b>Informational Text:</b> "Another study highlights the insanity of selling junk food in school vending machines," by Karen Kaplan <b>Speech:</b> "Ain't I a Woman?" by Sojourner Truth <b>Speech:</b> "Remarks to the U.N. 4 <sup>th</sup> World Conference on Women Plenary Session" (excerpt), by Hillary Rodham Clinton <b>Novel:</b> <i>Tangerine</i> , by Edward Bloor <b>Biography:</b> Nobel Peace Prize Biography of Nelson Mandela <b>Autobiography:</b> Excerpt from <i>Long Walk to Freedom</i> by Nelson Mandela <b>Poetry:</b> "Invictus" by William Ernest Henley <b>Speech:</b> Nelson Mandela's Nobel Peace Prize Acceptance Speech <b>Poetry:</b> "Stopping by Woods on a Snowy Evening," by Robert Frost <b>Poetry:</b> "maggie and milly and molly and may," by E.E. Cummings <b>Monologue:</b> "Eye Contact," by Deborah Karczewski <b>Drama:</b> <i>Twelfth Night</i> , by William Shakespeare <b>Film:</b> <i>Twelfth Night</i> , directed by Trevor Nunn, 1996		<ul style="list-style-type: none"> <li>• Metacognitive Markers</li> <li>• Looping</li> <li>• Diffusing</li> <li>• SOAPSTone</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning the Text</li> <li>• SIFT</li> <li>• Choral Reading</li> <li>• RAFT</li> </ul>
		<b>LANGUAGE AND WRITER'S CRAFT</b> Instruction that provides grammar support and instruction in the context of actual reading and writing	
		<ul style="list-style-type: none"> <li>• Verb Tenses</li> <li>• Creating Coherence and Sentence Variety</li> <li>• Analogies</li> <li>• Coherence</li> <li>• Punctuating Coordinate Adjectives</li> <li>• Pronouns and Antecedents</li> <li>• Revising for Cohesion and Clarity</li> <li>• Revising for Precise Language and Formal Style</li> <li>• Sentence Variety</li> <li>• Sentence Structure and Transitions</li> <li>• Using Rhetorical Devices</li> <li>• Phrases and Clauses</li> <li>• Revising with Subordinate Clauses</li> <li>• Revising with Coordinating Conjunctions</li> <li>• Understanding Phrases</li> <li>• Active versus Passive Voice</li> <li>• Analogies</li> <li>• Adjectival and Prepositional Phrases</li> <li>• Dangling and Misplaced Modifiers</li> <li>• Varying Syntax for Effect</li> </ul>	