

Grade 7

Unit 1 (September 6- October 28)

Reading- In this unit, students develop themes and interpret central ideas within various fictional mediums as they read a common book with their book club members. Readers use multiple lenses while reading in order to analyze structure, craft, literary devices, etc. within the literary pieces. Readers also interpret the author’s purpose in incorporating specific elements in relation to revealing themes. Students strategically collaborate in order to compare and contrast interpretations and uncover deeper meaning across the different texts. Ultimately, readers analyze multiple mediums in order to uncover and interpret the author’s main message and theme.

English Language Arts Unit Performance Expectations

Reading Literature	<ul style="list-style-type: none">• Cite 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 how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments• Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.• Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.• Explain how an author develops the point of view of the narrator or speaker in a text.• Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.• Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.• By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
Reading Informational Text	Taught in Units
Writing	<ul style="list-style-type: none">• Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting• Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Speaking and Listening	<ul style="list-style-type: none">● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly● Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Language	<ul style="list-style-type: none">● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking● Use knowledge of language and its conventions when writing, speaking, reading, or listening.● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies● Spell correctly.● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).● Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.● Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).● 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.

Unit 2 (October 31-December 22)

Writing- In conjunction with reading lessons on fictional and nonfictional narratives, students compose their own narratives as they have done in previous grades. Based on individual students' readiness, students move beyond basic personal and fictional narratives into the realm of fantasy. All of the essential techniques, conventions, and strategies apply to students' stories: character development, dialogue, setting, conflict, and resolution, to name a few. Additionally, students draw inspiration from exemplars that use advanced, abstract literary devices such as irony, foreshadowing, foils, symbolism, allusion, and metaphor. Students draft both handwritten pieces as well as pieces using appropriate technology.

English Language Arts Unit Performance Expectations

Willington Public Schools

Grade 7: Curriculum Overview

Fall, 2022

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<p>Reading Literature</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. • 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.
<p>Reading Informational Text</p>	<p>Taught in Units 3 and 4</p>
<p>Writing</p>	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context 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. • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • Provide a conclusion that follows from the narrated experiences or events • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 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. W7.6 • Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others • Draw evidence from literary or informational texts to support analysis, reflection, and research. • 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.
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8

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	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none">• Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.• Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Language	<ul style="list-style-type: none">• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).• Use knowledge of language and its conventions when writing, speaking, reading, or listening.• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).• 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.

Unit 3 (January 3- February 16)

Reading- This unit is all about learning in today's digital world and then sharing that knowledge with others—the most fundamental and joyous of intellectual experiences. Students form study groups to research topics of contemporary, scientific, or historical significance. The first bend immerses readers into essential study habits that serve them well throughout their research across the unit. Bend II focuses on developing ethical research practices and internet literacy skills as readers tackle the challenges of Internet research. Students learn to check sources, discern “fake news,” and compensate for connotations and confirmation bias. As students gain expertise in their research topics, the third bend calls readers to study the disputes and arguments inside their topics, eventually coming to informed positions that they present in a final project. The skills and study habits instilled in this unit help aim to

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increase equity in academic capital, giving more students access to even the most challenging academic classes, and setting the stage for students to be successful in high school and college.

English Language Arts Unit Performance Expectations

Reading Literature	Taught in Units
<p>Reading Informational Text</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. ● 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). ● 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. ● Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. ● 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). ● 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 writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. ● 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.
<p>Writing</p>	<ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

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	<ul style="list-style-type: none"> ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from and supports the argument presented. ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ● 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. ● Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others ● Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● 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. ● Draw evidence from literary or informational texts to support analysis, reflection, and research.
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. ● Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<p>Language</p>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing Spell Correctly ● Use knowledge of language and its conventions

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	<p>when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). • 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.
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Unit 4 (February 22- April 21)

Writing- Similarly to the research-based projects students completed for informative writing, in this unit students choose pro or con topics for which they formulate a thesis supported by factual argument. Students once again come up with a research question. From there, they conduct research in support of their positions and integrate their findings into an essay. A critical component of this process involves addressing an opposing argument for any given topic. Students draft both handwritten pieces as well as pieces using appropriate technology. As students use evidence to support their points, attribution becomes critical--in this unit not so much to avoid plagiarism as to add credibility to assertions. Grade 7 students have to provide substantiation from at least three sources for this essay. This places added importance of not only reliable but authoritative sources. And, as in the informative writing unit, students will understand that sources merely provide fragmentary facts; it is up to a writer to add his or her own synthesis in order to give body and continuity to the written piece. In this unit, students understand that by engaging in oral debates they can learn to think more logically, to call upon evidence to support their ideas, to respond to counterarguments, and to write more effective arguments.

English Language Arts Unit Performance Expectations

Reading Literature	Taught in Units 1,2 and 5
Reading Informational Text	<ul style="list-style-type: none"> • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a central idea of a text and analyze

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	<p>its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <ul style="list-style-type: none">• Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.• Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.• Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.• Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.• Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.• Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.• By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
Writing	<ul style="list-style-type: none">• Write arguments to support claims with clear reasons and relevant evidence<ul style="list-style-type: none">• Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

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	<ul style="list-style-type: none"> ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from and supports the argument presented. ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ● 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. ● Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others ● Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● 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. ● Draw evidence from literary or informational texts to support analysis, reflection, and research
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. ● Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<p>Language</p>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ● Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● Determine or clarify the meaning of unknown

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	<p>and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Spell correctly. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). • 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.
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Unit 5 (April 25- June 14)

Writing- In this unit, students improve their ability to write about reading. analyze a work of fiction in order to determine and prove a cohesive theme throughout. Students generate a claim that identifies that theme and then best supports that claim using direct, specific, and relevant evidence from their selected text, song, or poem. Students also provide appropriate context to address and anticipate the audience’s knowledge level and needs and will utilize self and peer editing techniques in order to produce appropriate writing. Ultimately, students effectively conclude the analysis by reiterating the lesson to be learned from their literary work in a larger context.

English Language Arts Unit Performance Expectations

<p>Reading Literature</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 central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; 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). • 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.,
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	<p>alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> • Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning • 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). • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • 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.
Reading Informational Text	Taught in Units 3 and 4
Writing	<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. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) • 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. • Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others • 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. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • 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.

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Speaking and Listening	<ul style="list-style-type: none">• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.• Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.• Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Language	<ul style="list-style-type: none">• Spell correctly.• Use knowledge of language and its conventions when writing, speaking, reading, or listening.• Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).• 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.