

7th Grade English

English Language Arts

Grade(s) 7th, Duration 1 Year
Required Course

Course Overview

The seventh grade English Language Arts curriculum is designed to meet the needs of students by providing students strong reading, writing, and organizational skills. Students will use reading strategies to comprehend increasingly more complex material. Students will use the writing process in order to create effective paragraphs and multi-paragraph essays. They will participate in writing activities to ensure that they continue to use a variety of pre-writing strategies, editing, grammar skills, and multi-draft approaches to produce a final draft. They will produce several different types of writing including personal narrative, argumentative, and informational. Vocabulary instruction and word awareness will be embedded in the reading and writing processes. Formal and informal speaking and discussion opportunities will be further promoted, as will listening for information. Students will be expected to apply these skills in preparation for future years of study.

Timeframe	Unit	Scope And Sequence
		Instructional Topics
5 Week(s)	Back to the Basics	1. Parts of Speech 2. Subject and Predicate 3. Types of Sentences 4. Run-On Sentences 5. Summary
13 Week(s)	Novel Unit	1. Holes Ch 1-5 2. Holes Ch 6-10 3. Holes Ch. 11 - 15 4. Holes Ch 16-20 5. Holes Ch 21 - 25 6. Holes Ch 26-30 7. Holes Ch 31-35 8. Holes Ch 36-40 9. Holes Ch 41-45 10. Holes Ch 46-50 11. Holes Test 12. Holes Project
8 Week(s)	Creative Writing	1. Intro to Poetry - Figurative Language 2. Comparing a Musician to a Poet 3. Color & Five Senses Poem 4. Imagery 5. Structure 6. Rhythm & Types of Poems 7. Research a Poet 8. Short Stories 9. Grimm Brothers 10. Narrative Story
6 Week(s)	Research	1. Determine Topic & Initial Research 2. Introduction Paragraph 3. Body Paragraph 4. Conclusion 5. Visual Representation

Course Details

Unit: Back to the Basics

Duration: 5 Week(s)

Unit Description

Students will refocus back on things taught in previous years. We will start with parts of speech and build upwards. We will cover parts of speech, sentence structure, sentence type/purpose, run-on sentences, verb tense, and writing a summary.

Academic Vocabulary

Parts of Speech - Noun, Verb, Adverb, Adjective, Conjunction aka FANBOY, Pronoun, Preposition, and Interjection.

Sentence Structure - Subject, Predicate, Direct Object, Indirect Object, and Subject Complement.

Types of Sentences - Simple, Compound, Complex, Compound/Complex, Independent Clause, and Dependent Clause.

Sentence Purpose - Declarative, Interrogative, Imperative, and Exclamatory.

Summary

Summative Assessment

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There will be an end of semester test where all the information will be quizzed on.

Materials and Resources (optional)

Worksheets
Slides
Class Discussions
Partner Work
Quizzes

Topic: Parts of Speech

Duration: 4 Day(s)

Topic Description (short)

We will be going over the 8 parts of speech. We will do 4 a day then two days of review.

Learning Targets

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.7.Adjective.1-Students will clearly indicate what items are being compared when using adjectives.

L.7.Adverb.1-Students will clearly indicate what items are being compared when using adverbs.

L.7.Conjunction.1-Students will use the following three types of conjunctions correctly in speaking and writing: coordinating, subordinating, correlative.

L.7.Language. Pronoun.4 - Students will identify and use personal pronouns in the nominative, objective, and possessive cases.

L.7.Preposition.1-Students will identify and use prepositional phrases as adjective phrases or adverb phrases.

L.7.Preposition.2-Students will recognize the difference between a preposition and an adverb.

L.7.Pronoun.1-Students will use pronouns in agreement with their antecedents.

L.7.Pronoun.2-Students will use indefinite pronouns in agreement with their antecedents.

L.7.Pronoun.4-Students will identify and use personal pronouns in the nominative, objective, and possessive cases.

L.7.Pronoun.5-Students will use relative pronouns *who*, *whom*, and *whose* correctly in writing and speaking.

L.7.Pronoun.3-Students will avoid pronoun reference problems in writing and speaking.

L.7.Sentences.1-Students will identify and use object complements of a sentence.

L.7.Sentences.2-Students will identify and use subject complements of a sentence.

L.7.Sentences.3-Students will differentiate between adjective and adverb subordinate clauses in complex sentences.

L.7.Sentences.4-Students will differentiate among and produce simple, compound, complex, and compound-complex sentences.

L.7.Sentences.5-Students will identify and use the following three verbal phrases in sentences: participial, gerund, and infinitive.

L.7.Sentences.6-Students will identify and correct dangling modifiers.

L.7.Spelling.1-Students will spell correctly, consulting references as needed.

L.7.Verb.1-Students will identify and use the following three moods of verbs in speaking and writing: indicative, imperative, and subjunctive.

L.7.Verb.2-Students will identify and differentiate between active and passive voice in verbs.

L.7.Vocabulary.1-Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.

Learning Targets linked to Priority Standard = +

Topic: Subject and Predicate

Duration: 4 Day(s)

Topic Description (short)

We will be working on identifying the subject and predicate of sentences.

Learning Targets

L.7.Sentences.1-Students will identify and use object complements of a sentence.

L.7.Sentences.2-Students will identify and use subject complements of a sentence.

L.7.Spelling.1-Students will spell correctly, consulting references as needed.

Learning Targets linked to Priority Standard = +

Topic: Types of Sentences

Duration: 4 Day(s)

Topic Description (short)

We will work on identifying different types of sentences for two days and review for two days.

Learning Targets

L.7.Sentences.4-Students will differentiate among and produce simple, compound, complex, and compound-complex sentences.

L.7.Sentences.5-Students will identify and use the following three verbal phrases in sentences: participial, gerund, and infinitive.

L.7.Sentences.7-Students will revise sentences for variety to create clear and effective sentences.

Learning Targets linked to Priority Standard = +

Topic: Run-On Sentences

Duration: 4 Day(s)

Topic Description (short)

We will work on identifying run-on sentences and how to fix them. Then we will have two days of review.

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Learning Targets

- L.7.Language. Punctuation.2 - Students will use quotation marks with other marks of punctuation.
- L.7.Punctuation.3-Students will use semi-colons and commas in independent clauses joined by conjunctive adverbs or transitional expressions.
- L.7.Punctuation.4-Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.7.Sentences.1-Students will identify and use object complements of a sentence.
- L.7.Sentences.2-Students will identify and use subject complements of a sentence.

Learning Targets linked to Priority Standard = +

Topic: Summary

Duration: 4 Day(s)

Topic Description (short)

We will work on making an accurate summary and knowing what a summary is. We will read stories and then make summaries based on the material read. We will then have two days of review.

Learning Targets

- L.7.Spelling.1-Students will spell correctly, consulting references as needed.
- L.7.Vocabulary.1-Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.Vocabulary.2-Students will determine or clarify the meaning of words and phrases (in grade-level text) using a variety of strategies.
- LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- Students will continue to develop narrative, argumentative, and informational/explanatory writing skills.
- Students will continue to develop personal narrative writing skills.
- Students will determine themes of text and analyze its development.
- Students will read and comprehend grade level fiction and nonfiction.
- Students will recognize and interpret text features in selected non-fiction writings i.e. headings, sub-headings, graphics, captions, and sidebars.
- Students will expand expository writing skills.
- Students will identify literary elements and techniques within reading selections.
- Students will read and comprehend grade level fiction and nonfiction.

Learning Targets linked to Priority Standard = +

Unit: Novel Unit

Duration: 13 Week(s)

Unit Description

We will be focusing on literary elements, context, setting, character, plot, literary devices, conflicts and themes. The whole class will read a novel and break them apart based on the literary elements. There will be corresponding vocabulary work for them to complete as well.

Additional assignments will vary and we will alternate and focus on different literary elements in each story.

Academic Vocabulary

Literary Elements - Tone, Style, Point of View, Mood, Conflict, Character, Setting, Theme, and Plot.

Parts of Plot - Exposition, Conflict, Rising Action, Climax, Falling Action, and Resolution.

There will also be vocabulary from the story being read for the kids to define.

Summative Assessment

There will be an end of semester test where all the information will be quizzed on.

Materials and Resources (optional)

Worksheets
Class Book Set
Slides
Class Discussions
Partner Work
Quizzes
Projects

Topic: Holes Ch 1-5

Duration: 2 Day(s)

Topic Description (short)

We will read the chapters and do corresponding worksheets over the chapters. There will be comprehension and vocabulary questions.

Learning Targets

- 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.
- L.7.Vocabulary.1-Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.Vocabulary.2-Students will determine or clarify the meaning of words and phrases (in grade-level text) using a variety of strategies.
- L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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LA.6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will continue to develop narrative, argumentative, and informational/explanatory writing skills.

Students will continue to develop narrative, expository, and persuasive writing skills.

Students will continue to develop personal narrative writing skills.

Students will determine themes of text and analyze its development.

Students will determine themes of text and analyze its development.


Students will read and comprehend grade level fiction and nonfiction.

Students will recognize and interpret text features in selected non-fiction writings i.e. headings, sub-headings, graphics, captions, and sidebars.

Students will identify literary elements and techniques within reading selections.

Students will read and comprehend grade level fiction and nonfiction.

Students will trace and evaluate arguments and claims in a text, and assess the reasoning.

Learning Targets linked to Priority Standard = 

Topic: Holes Ch 6-10

Duration: 2 Day(s)

Topic Description (short)

We will read the chapters and do corresponding worksheets over the chapters. There will be comprehension and vocabulary questions.

Learning Targets

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.

L.7.Vocabulary.1-Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.Vocabulary.2-Students will determine or clarify the meaning of words and phrases (in grade-level text) using a variety of strategies.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will continue to develop narrative, argumentative, and informational/explanatory writing skills.


Students will continue to develop narrative, expository, and persuasive writing skills.

Students will continue to develop personal narrative writing skills.

Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will trace and evaluate arguments and claims in a text, and assess the reasoning.

Learning Targets linked to Priority Standard = 

Topic: Holes Ch. 11 - 15

Duration: 2 Day(s)

Topic Description (short)

We will read the chapters and do corresponding worksheets over the chapters. There will be comprehension and vocabulary questions.

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Required Course

Learning Targets

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.

L.7.Vocabulary.1-Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.Vocabulary.2-Students will determine or clarify the meaning of words and phrases (in grade-level text) using a variety of strategies.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will continue to develop narrative, argumentative, and informational/explanatory writing skills.


Students will continue to develop narrative, expository, and persuasive writing skills.

Students will continue to develop personal narrative writing skills.

Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will trace and evaluate arguments and claims in a text, and assess the reasoning.

Learning Targets linked to Priority Standard = 

Topic: Holes Ch 16-20

Duration: 2 Day(s)

Topic Description (short)

We will read the chapters and do corresponding worksheets over the chapters. There will be comprehension and vocabulary questions.

Learning Targets

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.

L.7.Vocabulary.1-Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.Vocabulary.2-Students will determine or clarify the meaning of words and phrases (in grade-level text) using a variety of strategies.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will continue to develop narrative, argumentative, and informational/explanatory writing skills.


Students will continue to develop narrative, expository, and persuasive writing skills.

Students will continue to develop personal narrative writing skills.

Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will trace and evaluate arguments and claims in a text, and assess the reasoning.

Learning Targets linked to Priority Standard = 

Topic: Holes Ch 21 - 25

Duration: 2 Day(s)

Topic Description (short)

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We will read the chapters and do corresponding worksheets over the chapters. There will be comprehension and vocabulary questions.

Learning Targets

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.

L.7.Vocabulary.1-Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.Vocabulary.2-Students will determine or clarify the meaning of words and phrases (in grade-level text) using a variety of strategies.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will continue to develop narrative, argumentative, and informational/explanatory writing skills.


Students will continue to develop narrative, expository, and persuasive writing skills.

Students will continue to develop personal narrative writing skills.

Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will trace and evaluate arguments and claims in a text, and assess the reasoning.

Learning Targets linked to Priority Standard = 

Topic: Holes Ch 26-30

Duration: 2 Day(s)

Topic Description (short)

We will read the chapters and do corresponding worksheets over the chapters. There will be comprehension and vocabulary questions.

Learning Targets

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.

L.7.Vocabulary.1-Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.Vocabulary.2-Students will determine or clarify the meaning of words and phrases (in grade-level text) using a variety of strategies.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will continue to develop narrative, argumentative, and informational/explanatory writing skills.


Students will continue to develop narrative, expository, and persuasive writing skills.

Students will continue to develop personal narrative writing skills.

Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will trace and evaluate arguments and claims in a text, and assess the reasoning.

Learning Targets linked to Priority Standard = 

Topic: Holes Ch 31-35

Duration: 2 Day(s)

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Topic Description (short)

We will read the chapters and do corresponding worksheets over the chapters. There will be comprehension and vocabulary questions.

Learning Targets

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.

L.7.Vocabulary.1-Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.Vocabulary.2-Students will determine or clarify the meaning of words and phrases (in grade-level text) using a variety of strategies.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will continue to develop narrative, argumentative, and informational/explanatory writing skills.


Students will continue to develop narrative, expository, and persuasive writing skills.

Students will continue to develop personal narrative writing skills.

Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will trace and evaluate arguments and claims in a text, and assess the reasoning.

Learning Targets linked to Priority Standard = 

Topic: Holes Ch 36-40

Duration: 2 Day(s)

Topic Description (short)

We will read the chapters and do corresponding worksheets over the chapters. There will be comprehension and vocabulary questions.

Learning Targets

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.

L.7.Vocabulary.1-Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.Vocabulary.2-Students will determine or clarify the meaning of words and phrases (in grade-level text) using a variety of strategies.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will continue to develop narrative, argumentative, and informational/explanatory writing skills.


Students will continue to develop narrative, expository, and persuasive writing skills.

Students will continue to develop personal narrative writing skills.

Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will trace and evaluate arguments and claims in a text, and assess the reasoning.

Learning Targets linked to Priority Standard = 

Topic: Holes Ch 41-45

Duration: 2 Day(s)

Topic Description (short)

We will read the chapters and do corresponding worksheets over the chapters. There will be comprehension and vocabulary questions.

Learning Targets

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.

L.7.Vocabulary.1-Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.Vocabulary.2-Students will determine or clarify the meaning of words and phrases (in grade-level text) using a variety of strategies.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will continue to develop narrative, argumentative, and informational/explanatory writing skills.


Students will continue to develop narrative, expository, and persuasive writing skills.

Students will continue to develop personal narrative writing skills.

Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will trace and evaluate arguments and claims in a text, and assess the reasoning.

Learning Targets linked to Priority Standard = 

Topic: Holes Ch 46-50

Duration: 2 Day(s)

Topic Description (short)

We will read the chapters and do corresponding worksheets over the chapters. There will be comprehension and vocabulary questions.

Learning Targets

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.

L.7.Vocabulary.1-Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.Vocabulary.2-Students will determine or clarify the meaning of words and phrases (in grade-level text) using a variety of strategies.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will continue to develop narrative, argumentative, and informational/explanatory writing skills.


Students will continue to develop narrative, expository, and persuasive writing skills.

Students will continue to develop personal narrative writing skills.

Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will trace and evaluate arguments and claims in a text, and assess the reasoning.

Learning Targets linked to Priority Standard = 

Topic: Holes Test

Duration: 1 Day(s)

Topic Description (short)

Students will take a test over the whole book. The questions will come from the chapter work. There will be comprehension and vocabulary questions.

Learning Targets

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.

L.7.Vocabulary.1-Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.Vocabulary.2-Students will determine or clarify the meaning of words and phrases (in grade-level text) using a variety of strategies.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will analyze a drama or poem's structure and how it contributes to the meaning.

Students will analyze authors point of view and differences between characters and narrators.

Students will continue to develop personal narrative writing skills.


Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will recognize and interpret text features in selected non-fiction writings i.e. headings, sub-headings, graphics, captions, and sidebars.

Students will make appropriate connections from: text-to-text, text-to-self, and text-to-world in fictional and non-fiction works.

Students will read and comprehend grade level fiction and nonfiction.

Learning Targets linked to Priority Standard = 

Topic: Holes Project

Duration: 5 Day(s)

Topic Description (short)

The students will pick a project related to holes from the project page in the packet. They will have a school week to work on the project.

Learning Targets

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.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will expand expository writing skills.

Students will make appropriate connections from: text-to-text, text-to-self, and text-to-world in fictional and non-fiction works.

Students will read and comprehend grade level fiction and nonfiction.

7th Grade English

English Language Arts

Grade(s) 7th, Duration 1 Year

Required Course

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.


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.

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 capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Learning Targets linked to Priority Standard = 

Unit: Creative Writing

Duration: 8 Week(s)

Unit Description

Students will work on learning forms of figurative language and the correct way to use them. There will be a poetry section within the unit as well as a short story section where they will compose their own stories. They will use what they learned from the Back to the Basics unit and the Novel unit to progress through this unit.

Academic Vocabulary

Poetry - Epic Poem, Ballad, Haiku, Sonnet, Lyrics, Odes, Free Verse, Rhythm, Figurative Language, Metaphors, Similes, Personification, Onomatopoeia, Imagery, Structure, Stanza, Volta, Rhyme Scheme, Alternate Rhyme, Mono-rhyme, Couples Rhyme, Limerick, Pace, Stress, Flow, and Narrative.

Short Stories - Genre, Setting, Character, Plot, Theme, Moral Lesson, Literary Devices, Point of View, Imagery, Foreshadowing, Diction, Tone, First Person, Second Person, Third Person Limited, Third Person Omniscient, Syntax, Formal, Informal, Colloquial, Slang, fable, Mini Saga, Vignette, Magical Realism, Minimalism, Sketch Story, Narrative, Nonfiction, Fiction,

Summative Assessment

There will be an end of semester assessment where all the information will be quizzed on.

Materials and Resources (optional)

Worksheets
Slides
Class Discussions
Partner Work
Quizzes
Projects

Topic: Intro to Poetry - Figurative Language

Duration: 4 Day(s)

Topic Description (short)

We will discuss what is poetry and cover the first aspect which is Figurative Language.

Learning Targets

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will analyze a drama or poem's structure and how it contributes to the meaning.

7th Grade English

English Language Arts

Grade(s) 7th, Duration 1 Year
Required Course

Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will recognize and interpret text features in selected non-fiction writings i.e. headings, sub-headings, graphics, captions, and sidebars.

Learning Targets linked to Priority Standard = +

Topic: Comparing a Musician to a Poet

Duration: 4 Day(s)

Topic Description (short)

We will discuss as a group the similarities and different of a poet and a musician. Then we will analyze different poems and songs from poets/musicians. Then the students will pick a musician and poet to compare on their own.

Learning Targets

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.

L.7.Spelling.1-Students will spell correctly, consulting references as needed.

L.7.Vocabulary.1-Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.Vocabulary.2-Students will determine or clarify the meaning of words and phrases (in grade-level text) using a variety of strategies.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

Students will analyze a drama or poem's structure and how it contributes to the meaning.

Students will compare written pieces to multimedia versions.

Students will continue to develop informational/explanatory writing skills.

Students will continue to develop narrative, argumentative, and informational/explanatory writing skills.

Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will recognize and interpret text features in selected non-fiction writings i.e. headings, sub-headings, graphics, captions, and sidebars.

Students will identify literary elements and techniques within reading selections.

Students will make appropriate connections from: text-to-text, text-to-self, and text-to-world in fictional and non-fiction works.

Students will read and comprehend grade level fiction and nonfiction.

Learning Targets linked to Priority Standard = +

Topic: Color & Five Senses Poem

Duration: 2 Day(s)

Topic Description (short)

The student will learn how to write a color poem as well as a five senses poem. They will then make their own of each and illustrate their poem.

Learning Targets

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.

L.7.Sentences.7-Students will revise sentences for variety to create clear and effective sentences.

L.7.Spelling.1-Students will spell correctly, consulting references as needed.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Students will analyze a drama or poem's structure and how it contributes to the meaning.

Students will continue to develop narrative, expository, and persuasive writing skills.

Students will continue to develop personal narrative writing skills.

Students will determine themes of text and analyze its development.

Students will identify literary elements and techniques within reading selections.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.

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 capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Learning Targets linked to Priority Standard = +

Topic: Imagery

Duration: 2 Day(s)

Topic Description (short)

We will discuss what is imagery? How to identify imagery? Then the student will have to comprehend what the author is talking about in their imagery. By the end of this the students will be writing their own poems using imagery.

Learning Targets

7th Grade English

English Language Arts

Grade(s) 7th, Duration 1 Year

Required Course

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.

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.

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.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim(s), acknowledge 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), reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

L.7.Sentences.7-Students will revise sentences for variety to create clear and effective sentences.

L.7.Spelling.1-Students will spell correctly, consulting references as needed.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Learning Targets linked to Priority Standard = ➕

Topic: Structure

Duration: 2 Day(s)

Topic Description (short)

We will learn about the structure of poems and the different formats of poems. They will then have to write examples of the poems we discussed.

Learning Targets

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.

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.

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.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim(s), acknowledge 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), reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

L.7.Punctuation.2-Students will use quotation marks with other marks of punctuation.

L.7.Punctuation.7-Students will use a colon between independent clauses when the second clause explains or restates the idea of the first.

L.7.Sentences.1-Students will identify and use object complements of a sentence.

L.7.Sentences.7-Students will revise sentences for variety to create clear and effective sentences.

L.7.Spelling.1-Students will spell correctly, consulting references as needed.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

7th Grade English

English Language Arts

Grade(s) 7th, Duration 1 Year

Required Course

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Learning Targets linked to Priority Standard = +

Topic: Rhythm & Types of Poems

Duration: 4 Day(s)

Topic Description (short)

We will discuss the purpose of rhythm and how it is used in poems. Then we will look at the different types of poems and their importance. After that they will illustrate two different types of poems to help break down the poems meaning. The last thing they will do is to write two different style poems based on two different pictures.

Learning Targets

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LA.6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

Students will analyze a drama or poem's structure and how it contributes to the meaning.

Students will identify literary elements and techniques within reading selections.

Students will read and comprehend grade level fiction and nonfiction.

Learning Targets linked to Priority Standard = +

Topic: Research a Poet

Duration: 6 Day(s)

Topic Description (short)

The kids will work on researching a poet and finding certain information about them to build their poster board of them. There will be a packet that helps them go step by step in this research project.

Learning Targets

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.

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.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim(s), acknowledge 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), reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.7.Punctuation.4-Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.7.Spelling.1-Students will spell correctly, consulting references as needed.

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Students will cite text evidence to support analysis of what the text says and also make inferences.

Students will cite text evidence to support analysis of what the text says and also make inferences.

Students will trace and evaluate arguments and claims in a text, and assess the reasoning.

Students will continue to develop informational/explanatory writing skills.

Students will expand expository writing skills.

Students will make appropriate connections from: text-to-text, text-to-self, and text-to-world in fictional and non-fiction works.

Students will recognize and interpret text features in selected non-fiction writings i.e. headings, sub-headings, graphics, captions, and sidebars.

7th Grade English

English Language Arts

Grade(s) 7th, Duration 1 Year

Required Course

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.


Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Learning Targets linked to Priority Standard = 

Topic: Short Stories

Duration: 2 Day(s)

Topic Description (short)

We will discuss the different genres of short stories as well as all the different type of short stories.

Learning Targets

L.7.Vocabulary.3-Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will analyze a drama or poem's structure and how it contributes to the meaning.

Students will analyze authors point of view and differences between characters and narrators.

Students will continue to develop narrative, expository, and persuasive writing skills.

Students will identify literary elements and techniques within reading selections.

Students will make appropriate connections from: text-to-text, text-to-self, and text-to-world in fictional and non-fiction works.

Students will read and comprehend grade level fiction and nonfiction.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.


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.

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 capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Learning Targets linked to Priority Standard = 

Topic: Grimm Brothers

Duration: 4 Day(s)

Topic Description (short)

Students will read a Grimm Brothers story and then watch the Disney counter part to compare the two.

Learning Targets

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

7th Grade English

English Language Arts

Grade(s) 7th, Duration 1 Year

Required Course

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will analyze authors point of view and differences between characters and narrators.

Students will continue to develop narrative, argumentative, and informational/explanatory writing skills.


Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will recognize and interpret text features in selected non-fiction writings i.e. headings, sub-headings, graphics, captions, and sidebars.

Students will identify literary elements and techniques within reading selections.

Students will read and comprehend grade level fiction and nonfiction.

Learning Targets linked to Priority Standard = 

Topic: Narrative Story

Duration: 6 Day(s)

Topic Description (short)

We will read a narrative story and complete comprehension activities based on the story.

Learning Targets

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.

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will analyze a drama or poem's structure and how it contributes to the meaning.

Students will analyze authors point of view and differences between characters and narrators.


Students will continue to develop narrative, expository, and persuasive writing skills.

Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will recognize and interpret text features in selected non-fiction writings i.e. headings, sub-headings, graphics, captions, and sidebars.

Students will identify literary elements and techniques within reading selections.

Learning Targets linked to Priority Standard = 

Unit: Research

Duration: 6 Week(s)

Unit Description

In this unit the students will learn and work on finding information about a certain topic. Then they will correctly relay that information in their own words or quote the source in the correct format. The work that will be done will be project and paper based.

Academic Vocabulary

Topic, Pre-Search, Materials, Credibility, and Sources.

Summative Assessment

There will be an end of semester assessment where all the information will be quizzed on.

Materials and Resources (optional)

Worksheets

Slides

7th Grade English

English Language Arts

Grade(s) 7th, Duration 1 Year
Required Course

Class Discussions
Partner Work
Quizzes
Projects

Topic: Determine Topic & Initial Research

Duration: 2 Day(s)

Topic Description (short)

Students will pick their topic within the broad category based on the project. They will then need to start researching sources for their topic. They will need to find at least 3 sources and cite them.

Learning Targets

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.

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.

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.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim(s), acknowledge 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), reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Students will cite text evidence to support analysis of what the text says and also make inferences.

Students will cite text evidence to support analysis of what the text says and also make inferences.

Students will recognize author bias and determine reliability of sources in non-fiction selections.

Students will continue to develop informational/explanatory writing skills.

Students will continue to develop narrative, argumentative, and informational/explanatory writing skills.

Students will determine themes of text and analyze its development.

Students will determine themes of text and analyze its development.

Students will read and comprehend grade level fiction and nonfiction.

Students will recognize and interpret text features in selected non-fiction writings i.e. headings, sub-headings, graphics, captions, and sidebars.

Students will make appropriate connections from: text-to-text, text-to-self, and text-to-world in fictional and non-fiction works.

Students will recognize author bias and determine reliability of sources in non-fiction selections.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.


Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Learning Targets linked to Priority Standard = 

Topic: Introduction Paragraph

Duration: 2 Day(s)

Topic Description (short)

Once the topic has been picked and the beginning stages of research have taken place the students will begin writing the introduction paragraph for their presentation.

Learning Targets

7th Grade English

English Language Arts

Grade(s) 7th, Duration 1 Year

Required Course

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.

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.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim(s), acknowledge 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), reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Students will cite text evidence to support analysis of what the text says and also make inferences.

Students will cite text evidence to support analysis of what the text says and also make inferences.

Students will trace and evaluate arguments and claims in a text, and assess the reasoning.

Students will compare written pieces to multimedia versions.

Students will continue to develop informational/explanatory writing skills.

Students will make appropriate connections from: text-to-text, text-to-self, and text-to-world in fictional and non-fiction works.

Students will read and comprehend grade level fiction and nonfiction.

Students will trace and evaluate arguments and claims in a text, and assess the reasoning.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.


Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Learning Targets linked to Priority Standard = 

Topic: Body Paragraph

Duration: 4 Day(s)

Topic Description (short)

using the sources they found they will choose three important things that coincide with their topic to explain more on. They will use their previous sources to make three paragraphs, one for each point.

Learning Targets

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.

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.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim(s), acknowledge 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), reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Students will analyze how multiple authors can write about the same topic and shape their presentations by emphasizing different evidence.

Students will cite text evidence to support analysis of what the text says and also make inferences.

7th Grade English

English Language Arts

Grade(s) 7th, Duration 1 Year
Required Course

Students will compare written pieces to multimedia versions.

Students will continue to develop informational/explanatory writing skills.

Students will expand expository writing skills.

Students will make appropriate connections from: text-to-text, text-to-self, and text-to-world in fictional and non-fiction works.

Students will read and comprehend grade level fiction and nonfiction.

Students will recognize and interpret text features in selected non-fiction writings i.e. headings, sub-headings, graphics, captions, and sidebars.

Students will recognize author bias and determine reliability of sources in non-fiction selections.

Students will trace and evaluate arguments and claims in a text, and assess the reasoning.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.


Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Learning Targets linked to Priority Standard = 

Topic: Conclusion

Duration: 2 Day(s)

Topic Description (short)

Students will then wrap up their whole research in a paragraph re explaining their topic.

Learning Targets

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.

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.

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.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim(s), acknowledge 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), reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LA.6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

LA.6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LA.7.RI.10 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.

LA.7.RI.2 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.

LA.7.RI.3 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).

LA.7.RI.4 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.

LA.7.RI.5 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.

LA.7.RI.6 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.

Students will cite text evidence to support analysis of what the text says and also make inferences.

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Students will recognize author bias and determine reliability of sources in non-fiction selections.

Students will continue to develop informational/explanatory writing skills.

Students will identify literary elements and techniques within reading selections.

Students will make appropriate connections from: text-to-text, text-to-self, and text-to-world in fictional and non-fiction works.

7th Grade English

English Language Arts

Grade(s) 7th, Duration 1 Year

Required Course

Students will recognize and interpret text features in selected non-fiction writings i.e. headings, sub-headings, graphics, captions, and sidebars.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.


Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Learning Targets linked to Priority Standard = 

Topic: Visual Representation

Duration: 2 Day(s)

Topic Description (short)

Students will have to have a visual representation for their research. It can be a power point or a poster board that displayed their research along with images/charts/graph/ect.

Learning Targets

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Learning Targets linked to Priority Standard = 