



Leonia School District

English Language Arts (ELA) - Grade 7

Course Description

This course is designed to provide students with continuing opportunities to develop and hone in on their reading, writing, and test preparation skills. This section will devote a great deal of engaging in close readings of a range of increasingly complex literary (short stories, poems, and novels) and informational text. In the process, students will master the art of annotation and determining central ideas or themes. Equally, students will fortify your skills of analyzing and citing evidence to explain, not only what the text says, but what it infers. Beyond the reading asset, this section will expose elements of effective writing across a broad range of writing mediums. Students will write a variety of pieces including narrative, informational, and argumentative writing tasks. This task will be mastered as a result of analyzing models of what good writers do. Throughout the course, students will also be provided ample opportunities to develop and practice your speaking and listening skills in a variety of classroom arrangements.

Pacing Guide

Time Frame	Unit Title
5 Weeks	Unit 1: Investigating Characterization Unit 2: Personal Narrative: Memoir Unit 1&2 taught in tandem
7 Weeks	Unit 3: Companion Books
7 Weeks	Unit 4: Historical Fiction Book Clubs
5 Weeks	Unit 5: Essential Research Skills/Art of Argument
5 Weeks	Unit 6: Literary Essay
5 Weeks	Unit 7: NJSLA Test Prep
5 Weeks	Unit 8: Elements of Language: Poetry Unit 9: Dystopian Book Clubs/Fantasy Narratives

- Unit 8&9 taught in tandem

Unit 1 - Investigating Characterization

Goals/Objectives of Unit:

- Read with independence, engaged in their leveled texts.
- Talk with partners about their reading to support and extend their reading work.
- Use a reading notebook to help in their understanding of a novel.
- Use a reading log to account for their reading.

Core Instructional Resources/Materials:

- *Investigating Characterization* by Lucy Calkins & Mary Ehrenworth
- *Reader's Notebook Mentor*
- *Teacher notebook as exemplar*
- *Anchor Text*
 - *The Stolen Party* by Liliana Heker

NJ-Student Learning Standards:

RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.10. **By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit 2 - Personal Narrative: Memoir

Goals/Objectives of Unit:

- Structure
 - Treatment of Subject/Focus
 - Sense/Cohesiveness of Story
- Elaboration/ Show Don't Tell
 - Written in scenes produced through envisionment
 - Characters' traits/words/thoughts/feelings/Show don't tell
- Craft
 - Texts at this level contain the same sense of craft as previous levels, only these texts are apt to involve a more complex treatment of time. Although time will mostly move forward evenly, in a step-by-step fashion, here will probably be some gaps in time ("a little later." or "Not long after that...") and there will be more use of anticipation and memory.
- Meaning/ Significance
 - The writer seems to have made a conscious decision to forward a particular response to the events in the story. The

Core Instructional Resources/Materials:

- *Writing Texts Used(fiction, non-fiction, on-line, media, etc...)*
- *Eleven by Sandra Cisneros*
- *A Pet by Cynthia Rylant*
- *Zoom by Istvan Banyai*
- *Excerpts from The Misfits by James Howe*
- *Professional texts*
 - *Writing a Life (Bomer)*
 - *Memoir: The Art of Writing Well (Calkins, Chiarella) from Units of Study for Teaching Writing*
 - *Resources for Teaching Writing CD-ROM (Calkins)*

beginning and the end of the story are apt to relate to the heart of the story, and all three bring forth the writer's point	
NJ-Student Learning Standards: NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Production and Distribution of Writing NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Language NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.7.6. 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 - Companion Books

Goals/Objectives of Unit: ● create powerful writing pages about their reading ● analyze their reading to write information about the book ● explore author's craft in depth ● write-like an author as they create a companion book to a novel of their choice ● Writing about reading in different styles and formats (graphics, charts, visuals...) ● Students try formats that may not be in their comfort zone.	Core Instructional Resources/Materials: ● <i>The Stolen Party</i> by Lilitana Heker ● <i>Popularity</i> by Adam Bagdasarian ● <i>The Fight</i> by Adam Bagdasarian ● <i>Companion Books Unit</i> by Lucy Calkins, Stacey Fell, and Alexandra Marron
NJ-Student Learning Standards: RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4. 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., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.7. 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).	

RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. 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.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.9a. Apply grade 7 Reading standards to literature (e.g., “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”).

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audience

Unit 4 - Historical Fiction Book Clubs

Goals/Objectives of Unit:

- the structures, craft, and archetypes of historical fiction
- when we read historical fiction, we are constantly balancing our thinking between those two levels—the personal, and the historical, whether we are focusing on characters or themes.
- There is a tension between the needs of the characters and the great and powerful forces of the time and society.
- Participate in book club discussions about their historical fiction book, including analyzing the characters, setting, theme, and conflicts
- Create reading notes that demonstrate their thinking about what they have read, including text evidence and explanation
- Analyze the different layers of conflict within a text
- Analyze how the setting and real historical events affect the characters
- Analyze author's craft and evaluate why the author chose to use those techniques

Core Instructional Resources/Materials:

- *Selections from The Glory Field* by Walter Dean Myers
- *Patrol* by Walter Dean Myers
- *Things They Carried* by Tim O'Brien
- *Chains* by Laurie Halse Anderson
- *Historical Fiction Book Clubs* by Lucy Calkins, Stacey Fell, and Alexandra Marron

NJ-Student Learning Standards:

RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

W.7.2a. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9a. Apply grade 7 Reading standards to literature (e.g., “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”).

Unit 5 - Essential Research Skills/Art of Argument

Goals/Objectives of Unit:

- The different components needed to write an argumentative essay: opening, body paragraphs, point/counterpoint, closing.
- How to write a thesis statement and use information to support that statement.
- How to use transitions and different sentences to enhance their writing.
- How to gather information for a research argument essay.
- How to develop a thesis statement using their topic and their research collected.
- How to identify and categorize their information to support their argument.
- How to write a six paragraph essay using the following format: opening, 3 body paragraphs, point/counterpoint paragraph, and closing.
- How to write a paragraph that uses information and commentary sentences to argue a point.
- How to use transitions in their writing so that the ideas and sentences smoothly move throughout the essay.

Core Instructional Resources/Materials:

- *Digital Texts sets accessed [here](#):*
- Examples:
 - “With Pious Regret”
 - “How the Food System Threatens the Environment”
 - “The Global Malnutrition Crisis”

NJ-Student Learning Standards:

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1d. Establish and maintain a formal style/academic style, approach, and form.

Unit 6 - Literary Essay

Goals/Objectives of Unit:

- How to Write a Theme-Based Literary Essay
- Think about the character's motivations, problems, and lessons learned and look for patterns.
- How does the character try to resolve his problems?
- What lessons does the character learn from trying to resolve his problems?
- Now what patterns can you see?
- Think about the patterns you see in universal terms. Ask yourself, "What big life lessons - what themes - can readers draw from the patterns in the story?"
- Then craft a claim based on one of the themes.
- Search for the most compelling evidence that can support the claim, then adding to the essay by quoting some parts, story-telling other parts, and summarizing yet other parts.
- Students will express their thoughts while reading - to name their ideas and to back up those ideas and observations with strong evidence.
- Evaluate the strength of the evidence they choose.
- Write with voice and clarity.
- Incorporate quotes with context and precision.
- Annotate an anchor/mentor text
- Write a literary essay on character and on theme.

Core Instructional Resources/Materials:

- *"Rags: Hero Dog of WWI"* and *"Stubby the Dog: Unexpected Canine Hero"*
- A Mini-Unit on Writing Compare and Contrast Essays by Lucy Calkins, Stacey Fell, and Alexandra Marron

NJ-Student Learning Standards:

RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4. 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., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.7. 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).

RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

RL.7.10. **By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1d. Establish and maintain a formal style/academic style, approach, and form.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2a. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2e. Establish and maintain a formal style/academic style, approach, and form.

W.7.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9a. Apply grade 7 Reading standards to literature (e.g., “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”).

W.7.9b. Apply grade 7 Reading standards to literary nonfiction (e.g. “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”).

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Unit 7 - NJSLA Test Prep

Goals/Objectives of Unit:

- Students will work to read for more extended periods of time, building stamina, reading rate, and fluency.
- Students will learn strategies specific to test taking and the answering of multiple choice questions.
- Students will learn to harness all they know about reading a variety of genres, and to use this knowledge to read test passages with strong comprehension.

Core Instructional Resources/Materials:

- PARCC practice test and sample scored student writing
- *Test Prep Materials* by Lucy Calkins, Stacey Fell, and Alexandra Marron

- Students will closely read with the intent to look for craft, key ideas and details, and knowledge and integration.

NJ-Student Learning Standards:

- RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. 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.
- RI.7.3. 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).
- RI.7.4. 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.
- RI.7.5. 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.
- RI.7.6. 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.
- RI.7.7. 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).
- RI.7.8. 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.
- RI.7.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

Unit 8 - Elements of Language: Poetry

Goals/Objectives of Unit:

- Sound of Poetry:
 - choose a poem from those discussed in class and share with someone at home
 - Repeating text out loud in different speeds, with hand gestures, through sketches
 - sing the poem, vary your tone
- Mentor Texts:
 - students practice different structuring techniques found within the mentor texts
- Vocabulary:
 - pre-teaching content vocabulary
 - creation of note cards for poetic vocabulary using pictures and examples
- Drafting:
 - bring a copy of the mentor text with you as you write
 - take the first line from a poem and create a form of "fan poetry"

Core Instructional Resources/Materials:

- *Texts Used (fiction, non-fiction, on-line, media, etc...)*
- *Teacher compiled Google Slides Collection (20)*
- *Paint Me like I am*
- *Tupac*
- *Teenage Girls & Boys*
- *Teacher Mentor Website*
- *Birches by Robert Frost*
- *The Road Not Taken by Robert Frost*
- *Nothing Gold Can Stay by Robert Frost*
- *We Real Cool by Gwendolyn Brooks*
- *Annabel Lee by Edgar Allan Poe*
- *Telling by Andrea K. Wilson*
- *A Word by Emily Dickinson*
- *Hope is a Thing with Feathers by Emily Dickinson*
- *A Rose that Grew from Concrete by Tupac*
- *A Rose that Grew from Concrete by Nikki Giovanni*
- *When You are Old by William Butler Yeats*

● Revising: ○ have students play with clay and think about how moveable it is and compare it to revising poetry	● <i>Sonnet 130 by William Shakespeare</i>
NJ-Student Learning Standards: RL.7.4. 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., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.10. **By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. L.6.3b. Maintain consistency in style and tone.	

Unit 9 - Dystopian Book Clubs/Fantasy Narratives

Goals/Objectives of Unit: ● Write a short fantasy story with a small group. ● Find symbols within the novels they are reading and explain the deeper meaning. ● Explain how the novel portrays the theme of good vs. evil, bettering the human condition, or power struggles, etc. ● Explain how the setting of the story influences the plot.	Core Instructional Resources/Materials: ● <i>The Paper Bag Princess by Robert Munsch</i> ● <i>Excerpts from The Lightning Thief, by Rick Riordan</i> ● Alternates: ○ "The Third Wish," by Joan Aiken http://www.btboces.org/Downloads/4_The%20Third%20Wish%20by%20Joan%20Aiken.pdf ○ "The Giant's Tooth," by Bruce Colville (Kindle ebook \$.99) or http://www.smashwords.com/books/view/102155 ● <i>Fantasy Narrative</i> by Lucy Calkins, Stacey Fell, and Alexandra Marron
NJ-Student Learning Standards: RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4. 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 RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.7. 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). RL.7.8. (Not applicable to literature)	

RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

Range of Reading and Level of Text Complexity

RL.7.10. **By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

General Assessments (may include but not limited to):

Possible Summative Assessment:

- Pre/Post Assessments
- Individual conferences,
- On demand assignment (SGO)
- Long Write (mini-essay)
- Collection of reading notebooks and logs.

Optional Daily Assessment:

- Exit ticket/survey (game/web-based: [Kahoot!](#), [Pear Deck](#), [EdPuzzle](#), [Plickers](#), [Quizizz](#), [FlipGrid](#), Google Suite)
- Reflection/self-assessment tool
- Graphic organizers
- Anecdotal notes/teacher observations