

# Unified School District of De Pere Course Overview

**Course Name:** Grade 7 English Language Arts

**Link to Standards Booklet:** [WI Standards for English Language Arts](#)

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## Unit 1: Reading & Writing Launch

| <b>Important Concepts/Skills</b>                                                                                                                                                                                             | <b>Standards Addressed</b>        | <b>Page Number</b><br>(in Standards booklet) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------|
| Using the novel <i>A Long Walk to Water</i> , students will support their thinking with text evidence. They will listen to others' ideas and contribute appropriately to build a conversation around key topics.             | <b>R.7.1 (RL)</b><br><b>SL7.1</b> | 25<br>51                                     |
| Students will cite several pieces of evidence from the text to support analysis of both implicit and explicit information. They will be able to clearly state their ideas by using specific evidence to support my thinking. | <b>R.7.1 (RL)</b>                 | 25                                           |
| Given paired fiction and nonfiction text, students will make connections between the texts in terms of terms of ideas, cultural perspectives, identities, eras, and personal experiences.                                    | R.7.9<br>(RI and RL)              | 27                                           |

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| Students will examine literary elements within a novel. They will determine the theme of the text and analyze its development throughout the novel. They will analyze characters, including traits, thoughts, words, and actions, as well as how the characters develop over the course of the novel.                                                                                                                                                                | <b>R.7.2<br/>(RL)</b> | 25 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | R.7.6                 | 26 |
| Students will analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators.                                                                                                                                                                                                                                                                                                            | R.7.6                 | 26 |
| Students will effectively engage in a range of collaborative discussions building on others' ideas and expressing their own clearly.                                                                                                                                                                                                                                                                                                                                 | <b>SL.7.1</b>         | 51 |
| Students will use text evidence from <i>A Long Walk to Water</i> (or other complex realistic fiction text) in quick writes and revise ideas when needed.                                                                                                                                                                                                                                                                                                             | W.7.1                 | 39 |
| Students will be introduced to the vocabulary and word study routines that will be practiced and applied throughout 7th grade. Students will strive to not only expand their academic vocabulary but also to increase their skills and strategies for figuring out unfamiliar words they encounter in complex text. The dimensions of vocabulary/word study include contextual analysis, structural analysis (word parts), word associations and word relationships. | L.7.4                 | 63 |
| Students learn and apply grade 7 grammar skills as outlined on the Patterns of Power (PoP) Scope and Sequence.                                                                                                                                                                                                                                                                                                                                                       | L7.5                  | 64 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | L7.6                  | 64 |
| <b>Mentor Texts</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |    |
| <i>A Long Walk to Water</i> by Linda Sue Park                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |    |

## Unit 2: Writing Short Fiction

| Important Concepts/Skills                                                                                                                                                                                                                                                                                                | Standards Addressed | Page Number<br>(in Standards booklet) |
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| Students will write a short narrative that engages and orients the reader by establishing a first point of view to introduce a character's motive. Techniques used include dialogue or inner thinking, description, and reflection.                                                                                      | W.7.2               | 46                                    |
| <p>Students will create a writing piece that is organized with an introduction that creates suspense or anticipation and a conclusion that gives closure to the story.</p> <p>Transitions will be varied to connect and develop ideas.<br/>Word choice will use sensory language to describe experiences and events.</p> | W.7.3               | 47                                    |
| Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing from a range of strategies to figure out unfamiliar words (e.g., context clues, word parts, prefixes, suffixes, root words).                                             | L.7.2               | 70                                    |
| Students learn and apply grade 7 grammar skills as outlined on the Patterns of Power (PoP) Scope and Sequence.                                                                                                                                                                                                           | L7.5<br>L7.6        | 64<br>64                              |

## Unit 3: Argumentative Reading and Writing

| <b>Important Concepts/Skills</b>                                                                                                                                                                                                                                                                      | <b>Standards Addressed</b>  | <b>Page Number</b><br>(in Standards booklet) |
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| Students will cite several pieces of textual evidence to support their analysis and draw inferences when reading nonfiction text.                                                                                                                                                                     | <b>R.7.1</b><br><b>(RI)</b> | 25                                           |
|                                                                                                                                                                                                                                                                                                       | R.7.5                       | 26                                           |
| Students will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | W.7.7                       | 42                                           |
|                                                                                                                                                                                                                                                                                                       | <b>W.7.8</b>                | 42                                           |
|                                                                                                                                                                                                                                                                                                       | W7.9                        | 42                                           |
| Students will trace and evaluate the development of a claim as well the evidence used to support a claim. Students will consider bias and source credibility.                                                                                                                                         | R.7.6                       | 26                                           |
|                                                                                                                                                                                                                                                                                                       | R.7.8                       | 27                                           |
| Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing from a range of strategies to figure out unfamiliar words (e.g., context clues, word parts, prefixes, suffixes, root words).                          | L.7.2                       | 63                                           |
|                                                                                                                                                                                                                                                                                                       | L.7.3                       | 63                                           |
|                                                                                                                                                                                                                                                                                                       | <b>L.7.4</b>                | 63                                           |
| Students will learn, practice, and apply standard conventions with a focus on the use of phrases and clauses to vary sentence types and structures.                                                                                                                                                   | L.7.5                       | 64                                           |
|                                                                                                                                                                                                                                                                                                       | L.7.6                       | 64                                           |
| Students will write arguments to support claims with clear reasons and relevant evidence.                                                                                                                                                                                                             | <b>W.7.2.a</b>              | 39                                           |
|                                                                                                                                                                                                                                                                                                       | <b>W.7.3</b>                | 40                                           |
| Students will orally present claims with clear points and researched examples.                                                                                                                                                                                                                        | <b>SL.7.1</b>               | 51                                           |

|                                                                                                                |              |          |
|----------------------------------------------------------------------------------------------------------------|--------------|----------|
| Students learn and apply grade 7 grammar skills as outlined on the Patterns of Power (PoP) Scope and Sequence. | L7.5<br>L7.6 | 64<br>64 |
| <b>Mentor Texts</b>                                                                                            |              |          |
| Phineas Gage: A Gruesome but True Story About Brain Science by John Fleischman                                 |              |          |

## Unit 4: Narrative Reading and Writing - Mythology

| <b>Important Concepts/Skills</b>                                                                                                                                                | <b>Standards Addressed</b> | <b>Page Number</b><br>(in Standards booklet) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------|
| Using Greek mythology and other unique narrative genres, students will support their thinking with text evidence and make inferences based on the characteristics of the texts. | <b>R.7.1</b>               | 25                                           |
| Students will read a variety of myths in various formats and learn about the various types and structures of each: origin; quest; moral.                                        | R.7.5<br>R.7.7             | 26<br>27                                     |
| Students will determine the theme of the text and analyze its development through several model texts.                                                                          | <b>R.7.2</b>               | 25                                           |
| Students will make connections to other texts, ideas, and cultural perspectives.                                                                                                | R.7.9                      | 37                                           |
| Students will use text evidence in a variety of other written responses to support their thinking about mythology they read, listen to, or view via multimedia.                 | W.7.1<br>W.7.3.c           | 39<br>40                                     |
| Students will write a myth to develop events using effective techniques, relevant descriptive details, and well-structured event sequences.                                     | <b>W.7.3</b><br>W.7.3.c    | 40                                           |
|                                                                                                                                                                                 |                            |                                              |
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| Students learn and apply grade 7 grammar skills as outlined on the Patterns of Power (PoP) Scope and Sequence. <ul style="list-style-type: none"> <li>Students will strategically place phrases and clauses within sentences to create craft, structure, and flow throughout their myth.</li> </ul> | <b>L.7.5</b> | 64 |
| <b>Mentor Texts</b>                                                                                                                                                                                                                                                                                 |              |    |
| <i>The Greek Gods</i> by Evslin, Evslin, & Hoopes                                                                                                                                                                                                                                                   |              |    |

## Unit 5: Poetry

| <b>Important Concepts/Skills</b>                                                                                                                                                                                                                                                                         | <b>Standards Addressed</b> | <b>Page Number</b><br>(in Standards booklet) |
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| Students will cite several pieces of explicit and implied evidence from poetry to support an analysis of the text.                                                                                                                                                                                       | <b>R.7.1 (RL)</b>          | 25                                           |
| Students will be able to notice the author's intentional use of poetic elements, devices, specific words, and craft to deepen my understanding of poetry. Students will interpret and make connections when encountering figurative language including allusions used by the writer throughout the text. | R.7.4<br>L.7.3             | 26<br>63                                     |
| Students learn and apply grade 7 grammar skills as outlined on the Patterns of Power (PoP) Scope and Sequence.                                                                                                                                                                                           | L7.5<br>L.7.6              | 64<br>64                                     |
| <b>Mentor Texts</b>                                                                                                                                                                                                                                                                                      |                            |                                              |
|                                                                                                                                                                                                                                                                                                          |                            |                                              |

## Unit 6: Novel Book Clubs

| <b>Important Concepts/Skills</b> | <b>Standards Addressed</b> | <b>Page Number</b><br>(in Standards |
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|                                                                                                                                                                                                                                                         |                      | booklet) |
| Students will independently read and demonstrate deep comprehension of choice novels. With increasing independence, they will make logical and meaningful inferences and support their thinking with evidence.                                          | <b>R.7.1</b><br>(RL) | 25       |
| Students will determine the theme of the text and analyze its development throughout the text.                                                                                                                                                          | <b>R.7.2</b><br>(RL) | 25       |
| Students will analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators.                                                                                               | R.7.6                | 26       |
| Through the use of multiple formats, students will effectively engage in a range of collaborative discussions building on others' ideas and expressing their own clearly.                                                                               | <b>SL.7.1</b>        | 51       |
| Students will use a variety of written and multimedia to respond to their reading, demonstrating an increasing ability to think critically about complex text.                                                                                          | W.7.1                | 39       |
| Through the use of Socratic Circles and small group discussions, students will analyze the elements of the novel (theme, character, setting, plot, etc.) and provide evidence to support their thinking.                                                | <b>SL.7.1</b>        | 51       |
| Students learn and apply grade 7 grammar skills as outlined on the Patterns of Power (PoP) Scope and Sequence.                                                                                                                                          |                      |          |
| <b>Mentor Texts</b>                                                                                                                                                                                                                                     |                      |          |
| <i>NOTE: Students choose from a bank of novels for which HyperDocs have been created by teachers within the District. A letter is sent home two weeks prior to the beginning of the book clubs/literature circles that take place during this unit.</i> |                      |          |

## Unit 7: Informational Reading and Writing Research

| <b>Important Concepts/Skills</b>                                                                                                                                       | <b>Standards Addressed</b> | <b>Page Number</b><br>(in Standards booklet) |
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| Students will effectively use nonfiction text structures (Signposts) and informational text structures to increase their comprehension of complex informational texts. | <b>R.7.1</b>               | 25                                           |

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| Students will determine central ideas of complex informational texts, and trace the development of those ideas within and between texts.                                                                                                                                                                                                                    | <b>R.7.2</b><br><b>R7.5</b> | 25<br>26 |
| Using multiple nonfiction texts, students will identify key ideas and details, both implicit and explicit, and support their thinking with text evidence.                                                                                                                                                                                                   | <b>R.7.1</b><br>(RI)        | 25       |
| Students will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; They will quote or paraphrase the text and conclusions of others, following a standard format for citation.                                                                          | <b>W.7.8</b><br>W.7.9       | 42<br>42 |
| Students will produce an informational feature article on a topic of choice that includes a variety of text features and organizational structures. Students will apply strategies learned as they read informational text, such as using expert language, a voice of authority, and craft moves (e.g., the Signposts) that effectively convey their ideas. | <b>W.7.2.b</b><br>W7.3      | 39<br>40 |
| Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing from a range of strategies to figure out unfamiliar words (e.g., context clues, word parts, prefixes, suffixes, root words).                                                                                | <b>L.7.2</b>                | 63       |
| Students will strategically place phrases and clauses within sentences to create craft, structure, and fluency.                                                                                                                                                                                                                                             | <b>L.7.5.a</b>              | 64       |
| Students learn and apply grade 7 grammar skills as outlined on the Patterns of Power (PoP) Scope and Sequence.                                                                                                                                                                                                                                              |                             |          |
| <b>Mentor Texts</b>                                                                                                                                                                                                                                                                                                                                         |                             |          |
|                                                                                                                                                                                                                                                                                                                                                             |                             |          |



## Unit 8: Demonstration Speech

| Important Concepts/Skills                                                                                                                                                                                                                                               | Standards Addressed            | Page Number<br>(in Standards booklet) |
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| Students will complete a demonstration speech based on a topic they know well. They will communicate to an audience by using descriptions, facts, details, and examples and deliver the speech using appropriate eye contact, adequate volume, and clear pronunciation. | <b>SL.7.4</b><br><b>SL.7.5</b> | 52<br>52                              |
| Mentor Texts                                                                                                                                                                                                                                                            |                                |                                       |
|                                                                                                                                                                                                                                                                         |                                |                                       |







