

TPSM English Language Arts Grade 7 Overview

Narrative:

Grade 7 students will further develop close reading skills to support their ability to explain, analyze, and interpret a text through clear and coherent writing. Students will examine short stories, plays, poems, novels, and informational materials to expand their understanding of each genre and employ a variety of reading strategies. Students will use their knowledge of a given text to inform their writing. They will write arguments to support a claim, narratives to demonstrate voice, and poetry to model structure. Students will study sentence structure and correct pronoun usage to enhance their analytical and creative writing. Students will participate in class discussions to support their analysis and interpretation of texts. Through their writing and discussions, students will demonstrate effective use of textual evidence to support their claims.

We recommend beginning with students writing a five paragraph essay that utilizes sentence variety as well as character analysis. Through short story study, students analyze how foreshadowing is used to build tension. Through novel study, students analyze the role setting plays in the development of plot. Students will identify and discuss voice and make connections between historical events and historical fiction, and they will evaluate the authenticity of historical fiction. Through poetry study, students read and interpret poetry, demonstrate their understanding of figurative language through analysis and personal writing, orally present a poem to an audience with inflection and intonation, and write a narrative that demonstrates understanding of literary concepts. Through the study of dystopian texts, students will understand the concepts of conformity and social control, and demonstrate this understanding. They will identify the terms utopia and dystopia and the key concepts associated with each.

Due to resource sharing, units may be taught in any order with the exception of the Fundamentals which is implemented at the start of the year.

Unit name	Pacing <i>Number of weeks proposed</i>	Instructional Block <i>Number of lessons</i>	Standards and Key Skills/Topics
1. Fundamentals	9 weeks (skills developed throughout the course of the year)	Fundamental lessons are interspersed among other units and lessons and are dependent upon resource availability.	Post (Power) Standards: RL7.1-4, SL7.1-2 L7.1-3 W7.1, W7.5, W7.6, L7.1, L7.6, W7.9 Rail (Focus) Standards: RL7.10, RI.7.10, W7.10, SL7.1, SL7.2, L7.2-4,6 <u>SEL Competencies</u> Self-Management Self-Awareness
2. Social Injustice	9 weeks	Lessons are interspersed among other units and lessons and are dependent upon resource availability.	Post (Power) Standards: RL7.7, RI7.1-7, 8, 9, RL7.9, W7.7, RL7.6, W7.2, W7.4, W7.8, SL7.3(Lemlich and Gompers'speeches) Rail (Focus) Standards: RL7.1 -3, SL7.1-2, RL7.9, W7.1, RL7.10, RI.7.10, W7.3, W7.10, W7.9, SL7.1, SL7.2, L7.1, L7.2-4,6
3. Meeting Challenges (Poetry, Drama, Traditional Stories)	9 weeks	Lessons are interspersed among other units and lessons and are dependent upon resource availability.	Power Standards:, L7.5, SL 7.6 , RL7.5, W7.3 Rail (Focus) Standards:RL7.1-4, SL7.1-2, W7.3, RL7.10, RI.7.10, W7.9, W7.10, SL7.1, SL7.2, L7.1, L7.2-4,6 <u>SEL Competencies</u> Self-management: Self-awareness:

4. Individualism vs. Utilitarianism	9 weeks	Lessons are interspersed among other units and lessons and are dependent upon resource availability.	Power Standards: SL7.4-6, Focus Standards: RL7.1-4, SL7.1-2RL 7.1 -3, RL7.6, W7.1, W7.4., RL7.10, RI.7.10, W7.9, W7.10, SL7.1, SL7.2, L7.1, L7.2-4, 6 <u>SEL Competencies</u> Social-awareness: Relationship Skills: Responsible Decision Making:
	Total: 36 weeks		