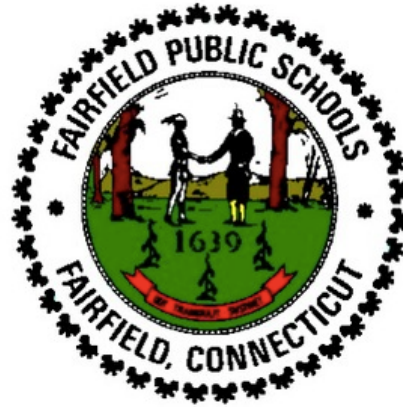


# Fairfield Public Schools Language Arts Curriculum

Reading, Writing, Speaking and Listening, Language  
Grade 7



## Grade 7 English Language Arts Overview

### Description

This course is developmentally appropriate for 7th Graders because it is designed to introduce them to higher order thinking in order to grow as readers and writers. The students will concentrate on three main endeavors: analyzing character development, asking thoughtful questions, and writing in the persuasive mode. Each of these will require students to evaluate information, create meaning, and express their thinking with organization and elaboration. Through these endeavors, students will take an important step in moving from concrete thinkers to more abstract, critical thinkers.

## Grade 7 Language Arts Year-at-a-Glance

### Pacing Guide

	Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
<b>Semester 1</b>	1. Launch	Habits and dispositions: Establishing the Readers Notebook	Habits and dispositions: Establishing the Writers Notebook	Review and Diagnostics	Journal or Reader's/Writer's Notebook Entries
	2. Close Reading of Short Texts Across Media	Focus on annotating multi-modal texts for close reading. Analysis of author craft in short texts	Formalizing written response to Close Readings	Commas with an opening element Interrupters Singular subject-verb agreement	Informational Writing: Annotated Text with written response/literary essay
	3. Argument Study	Reading Arguments: focus on craft and structure	Developing, Supporting, Testing and Revising an Argument	Capitalization rules Pronouns Antecedents Gerunds	Argumentative writing;
	4. Analyzing the Interplay between Character and	Character Study (Emphasis on setting	Developing a Character - narrative	Apostrophe Singular possessive	Narrative Writing (with emphasis on

	Setting Across Media	and events impacting character development)  Flashbacks and flash-forwards		nouns Comma in a series Auxiliary verbs	setting and events impacting character)
<b>Semester 2</b>	5. Review Reading Comprehension Test Taking Strategies	Responding to reading comprehension questions	Writing in a timed situation	Review of CMT grammar, usage, and mechanics	
	6. Text Based Discourse: Deepening Comprehension in Across Genres	Analyzing thematic patterns	Developing, Supporting, Testing and Revising A Controlling Idea (“theme”)	Captions Sentence Fluency and Variety Colons and Semicolons	Informational Writing -response to reading (Explanatory / Theme essay)
	7. Clarifying the Blurred Lines Between History and Fiction: Historical Fiction	Reading multi-modal texts	Blurring History into Fictional Writing	Sentence fragments Plural subject-verb agreement Plural Possessives Indefinite pronouns	Historical Fiction Writing Piece
	7. Reflection	Evaluate contents of literacy folder to determine portfolio entries.	Written self-reflective	Review and self-assessment	Final Portfolio

<p><b>Reading Resources</b>  <i>FPS Units of Study for Reading Workshop</i>  <i>Mentor Texts</i> (common texts used for modeling)  Book Club Texts by level</p>	<p><b>Writing Resources</b>  <i>FPS Units of Study for Writing Workshop</i>  <i>Mastering the Mechanics Grades 6-7</i> by L. Hoyt and T. Therriault  <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen</p>
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**Grade 7 Overview: Reading and Writing**

<p><b>Central Understandings</b> Students will learn to:</p> <ul style="list-style-type: none"> <li>• read more deeply and thoughtfully by analyzing character development.</li> <li>• present evidence for their thinking as they read and write.</li> <li>• be active learners by asking plot and interpretive questions as they read.</li> <li>• use strategies for persuasive writing.</li> <li>• make meaningful connections with literary texts.</li> <li>• use writing as a way to learn about literature, as a way to become stronger readers.</li> <li>• find or further their enjoyment in independent reading.</li> <li>• begin to generate their ideas and deepen their thinking by sharing with others in small and large group discussions.</li> <li>• find or further their enjoyment in writing</li> </ul>	<p><b>Course Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do we understand what we read?</li> <li>• How does literature enrich our lives?</li> <li>• How do we write, speak, and present effectively?</li> <li>• How do we use the English language appropriately to speak and write?</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Fairfield Public Schools benchmark Reading Assessments</li> <li>• District-wide Writing prompts</li> <li>• Fountas and Pinnell Benchmark Reading Assessment (when appropriate)</li> </ul>
<p><b>Standards</b> Common Core State Standards</p>		<p><b>National Assessments:</b> SBAC</p>



## Grade 7 Workshop Unit 1: Launch

### Unit Overview

Students are learning to extend their own reading and writing lives with agency. They are purposefully reviewing and setting goals for their reading and writing lives.

#### Reading Focus

- Taking charge of reading by using tracking systems
- Stressing the importance of stamina in reading
- Making appropriate book choices
- Social Structure: Readers rely on partnerships to discuss their reading
- Evidence of thinking while reading
- Evidence justifies findings
- Review author's purpose: point of view and what the author wants the reader to think about

#### Writing Focus

- Writers review their past writing (portfolios) to reflect on where they are going next in their writing lives.
- Establish routines for use of Writing Notebook
  - Gatherings ideas for writing
  - Where and when we write
  - Variety of entries for different purposes
  - Establish routines for writing about reading:
  - Annotating text
  - Journal/reader's response entries

#### Grammar, Usage, and Mechanics Focus

##### Review / Reteach

- End punctuation

##### New Teaching:

- Shared text-specific vocab
- Vocabulary word attack skills (roots, reminds me of, prefixes, etc.)

#### Assessments

- FPS Benchmark Reading Assessment
- FPS Writing Prompt
- Revised Close Reading Response

### Common Core Standards Emphasized in the Unit

**RL.7.1.** Cite the textual evidence that most strongly supports an 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, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.7.3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**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 specific word choices on meaning and tone, including analogies or allusions to other texts.

**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 clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories;

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

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

**SL.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SL.7.1.a.** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

**SL.7.1c.** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

## Grade 7 Workshop Unit 2: Close Reading of Short Texts Across Media

### Unit Overview

Close reading means reading to uncover layers of meaning that lead to deep comprehension. Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details.

In this unit of study, students' will develop their analytical skills as they notice more in the texts they read—and become more nuanced in their language, sharpening their minds for analytical thinking, across any text. They will read closely, analyzing how texts develop similar themes and attention to issues. The Common Core State Standards emphasize students' ability to hold one argument up for evaluation while also being able to articulate the counterargument. Students will also practice evidence-based argument – drawn from their reading – debating their interpretations, weighing the best evidence to support their claims, comparing and contrasting texts.

Reading Focus	Writing Focus	Grammar, Usage, and Mechanics Focus
<ul style="list-style-type: none"><li>• Consider the various perspectives of characters and readers and the points of view they may bring to what an event means.</li><li>• Support ideas with evidence from the text - mark, collect, and ponder moments in the text that support ideas.</li><li>• Compare texts that share similar themes</li><li>• Identify new texts, both literary and nonfiction that deal with similar ideas or themes.</li><li>• Analyze the differences in setting—in</li></ul>	<ul style="list-style-type: none"><li>• Using summaries to introduce controlling idea and provide background information on character and conflict.</li><li>• Providing text evidence in the form of direct quotes and paraphrasing to support controlling idea.</li><li>• Organizing text evidence logically within and between paragraphs.</li><li>• Including a counter-argument, such as 'others might think . . . but . .' or 'before reading these stories, one might think . . . but afterwards, a conclusion we may draw is . .</li></ul>	<ul style="list-style-type: none"><li>• Commas with an opening element</li><li>• Interrupters</li><li>• Singular subject-verb agreement</li></ul>



<p>the time and place where stories occur—and how those affect the way a theme or idea develops.</p> <ul style="list-style-type: none"> <li>Consider the ways that authors craft stories to create meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Editing work carefully to eliminate errors and communicate ideas clearly and concisely</li> </ul>	
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<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Annotated Text with written response/literary essay</li> </ul>
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Common Core Standards Emphasized in the Unit
<p><b>RL.7.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>RL.7.2.</b> 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.</p> <p><b>RL.7.3.</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.4</b> 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.</p> <p><b>RL.7.5</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p><b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>
<p><b>SL.7.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p><b>SL 7.1.a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion..</p> <p><b>SL.7.1b.</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.7.1c.</b> Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>

**SL.7.1d** Acknowledge new information expressed by others and, when warranted, modify their own views.

## Grade 7 Workshop Unit 3: Argument Study

### Unit Overview

In this unit of study, students will write essays in which they stake a claim, support that claim with research, and evaluate and cite the research they use. This is an ambitious kind of writing that is closely matched to the Common Core State Standards

#### Reading Focus

- 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.
- 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.
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence sufficient.
- Analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.
- Use student questions to guide whole-class discussion and annotation of shared narrative text.

#### Writing Focus

- Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and the evidence logically.
- Writers consider controversial issues and questions about which they are most passionate about in order to select an editorial topic.
- Writers use their own experience, those of acquaintances, and text and Web sites to gather information related to their editorial topic.
- Writers organize their information and ideas in a manner appropriate to their topic and audience.
- Writers outline their arguments and then draft them in a manner that incorporates appropriate argumentative text elements.
- Writers learn to put themselves in the position of their audience in

#### Grammar, Usage, and Mechanics Focus

- Capitalization rules
- Pronouns
- Antecedents
- Gerunds

	<p>order to reread and revise their argument.</p> <ul style="list-style-type: none"> <li>• Writers recognize the importance of leads and conclusions in arguments. Possible leads: quotation, statistics, descriptive, anecdote, imaginative and direct. Possible conclusions: look to the future, end with a summary, quote, call to action.</li> </ul>	
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<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Argumentative Essay</li> </ul>
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Common Core Standards Emphasized in the Unit
<p><b>RL.7.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.2.</b> 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.</p> <p><b>RL.7.3</b> 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).</p> <p><b>RL.7.4</b> 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.</p> <p><b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.7.1a</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>W.7.1b</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>W.7.1c</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p><b>W.7.1d</b> Establish and maintain a formal style.</p> <p><b>W.7.1e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>

**SL.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SL 7.1.a.** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

**SL.7.1c.** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

## Grade 7 Workshop Unit 4: Analyzing the Interplay between Character and Setting

### Unit Overview

Understanding character is the very heart of what readers must do when they read fiction. In fact, “characterization” is often cited as one of the most powerful literary elements. A character’s beliefs, feelings and thoughts are the glue that holds the story together. In this unit of study, students will analyze how authors create characters and develop settings that combine to develop multi-layered themes. Students will then create a fictional narrative where they apply their understanding of these techniques.

Reading Focus	Writing Focus	Grammar, Usage, and Mechanics Focus
<ul style="list-style-type: none"><li>• Identify what the author says directly about characters</li><li>• Make inferences about characters, based on dialogue, description, and actions. Teacher models this with shared text.</li><li>• Define the issues faced by the character and his/her response to the issue in their independent reading texts.</li><li>• Share their analysis of their character’s issues with the class in order to see similarities/differences.</li><li>• Explore the process of building a character, based on their independent reading</li><li>• Analyzing moments when characters act “out of the ordinary”</li><li>• Examine the motivation of the character’s actions.</li></ul>	<ul style="list-style-type: none"><li>• Use strategies to generate ideas about a character (lists, free writes, sketches, character maps, t-charts).</li><li>• Develop character by considering the qualities of their character.</li><li>• Consider the specific audience for their writing</li><li>• Combine ideas in meaningful ways (may address variety of sentences)</li><li>• Draw upon or reading and personal experiences to develop characters</li><li>• Reflect on their strengths and weaknesses as readers and writers.</li><li>• Create and develop realistic narrative moments for our characters</li><li>• Consider and implement the most effective point of view for our writing</li><li>• Write provocative leads which acknowledge the situation which</li></ul>	<ul style="list-style-type: none"><li>• Apostrophe</li><li>• Singular possessive nouns</li><li>• Comma in a series</li><li>• Auxiliary verbs</li></ul>

<ul style="list-style-type: none"> <li>• Analyze objects that reveal character</li> <li>• Analyze character development by identifying how others respond to and interact with the character.</li> <li>• Identify character traits of characters and give specific examples of how characters grow and develop.</li> <li>• Determine how the setting affects the characters' thoughts, feelings and actions.</li> <li>• Independently practice active reading strategies with independent reading on a daily basis. (summarizing, predicting, visualizing, and note-taking)</li> <li>• Recognize that characters can have different perspectives of the same situation.</li> <li>• Formulate their own interpretive questions as they read.</li> <li>• Share evidence and the truth about text they have chosen with peers in order to evaluate the relevance of their interpretation of the author's message.</li> <li>• Read with stamina in independent narrative text in order to notice perspective, feelings, and to make connections.</li> <li>• Use student questions to guide whole-</li> </ul>	<p>necessitates action and</p> <ul style="list-style-type: none"> <li>• Use a consistent, personal voice in their writing.</li> <li>• Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely</li> <li>• Rely on partners to help us edit and revise our work</li> </ul>	
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class discussion and annotation of shared text.		
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<b>Assessments</b> <ul style="list-style-type: none"> <li>Narrative Writing (with emphasis on setting and events impacting character) Short-story, vignette, or character sketch</li> </ul>
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Common Core Standards Emphasized in the Unit
<p><b>RL.7.1.</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.2.</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>RL.7.3.</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>RL.7.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>W.7.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>W.7.3a</b> 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.</p> <p><b>W.7.3b</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><b>W.7.3c</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>W.7.3d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>W.7.3e</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>SL.7.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>



**SL 7.1.a.** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

**SL.7.1c.** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

## Grade 7 Workshop Unit 5: Reading and Writing for a Test

### Unit Overview

This micro-unit is to prepare students for the upcoming SBAC assessments for reading and writing. A major aim of this unit is to support students in bringing forward strategies for each genre that they have been taught throughout the year.

#### Reading Focus

Review of test taking Reading Strategies

#### Writing Focus

- Review of timed writing strategies

#### Grammar, Usage, and Mechanics Focus

- Review CMT Grammar and usage

#### Assessments

- Sample test questions

### Common Core Standards Emphasized in the Unit

## Grade 7 Workshop Unit 6: Text Based Discourse: Deepening Comprehension in Across Genres

### Unit Overview

This reading unit focuses on children's ability to think and talk well about the books they read. Students move from talking in partnerships to talking in clubs. Students have input into the books they read and the students they read with. Students are involved in planning their reading across chapters and making decisions with their clubs about pacing and topics of discussion. Students learn to select and present meaningful topics for discussion and to stay on topic for long periods of time in order to deepen their understanding of common texts. Students add on to each other's thinking and consider revising their own ideas in light of the conversation. Students then write a literary essay based on an idea of their choosing from their discussions.

Reading Focus	Writing Focus	Grammar, Usage, and Mechanics Focus
<ul style="list-style-type: none"><li>• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue</li><li>• Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li><li>• Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li><li>• Review the key ideas expressed, and demonstrate understanding of multiple perspectives</li><li>• Discuss using evidence from the text</li></ul>	<ul style="list-style-type: none"><li>• Develop a controlling idea for our writing by reviewing our reading notes and noticing patterns in our thinking and those times when our ideas become most visible</li><li>• Sharpen our controlling idea by making claims about a text.</li><li>• Using formal MLA style, writers create arguments to support claims with clear reasons and relevant evidence.</li><li>• With some guidance and support from peers and adults, writers develop and strengthen writing as needed by revising and editing, focusing on how well purpose and formal audience have been addressed.</li></ul>	<ul style="list-style-type: none"><li>• Captions</li><li>• Sentence Fluency and Variety</li><li>• Colons and Semicolons</li></ul>

to back up ideas.	<ul style="list-style-type: none"> <li>• Writers use technology to produce and publish writing and present the relationships between information and ideas efficiently.</li> <li>• Maintain focus in their writing.</li> <li>• Use a consistent, personal voice in their writing.</li> <li>• Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely</li> <li>• Rely on partners to help us edit and revise our work</li> </ul>	
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<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Theme Essay</li> </ul>
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<b>Common Core Standards Emphasized in the Unit</b>
<p><b>RL.7.1</b> - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><b>RL.7.2</b> - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>
<p><b>RL.7.3</b> - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
<p><b>RL.7.9</b> - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>
<p><b>W.7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
<p><b>W.7.2a</b> 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),</p>

and multimedia when useful to aiding comprehension.

**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.

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

**SL.7.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SL.7.2** - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**SL.7.4** - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.7.5** - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Grade 7 Workshop Unit 7: Clarifying the Blurred Lines Between History and Fiction in Historical Fiction**

**Unit Overview**

- Readers will read and compare historical fiction to historical accounts of the same time period to discover why an author chose that time period to tell that particular story.
- Writers will look closely at a time period from their book club to authentically incorporate that time period in developing a story.
- Readers will consider how social/political setting affects character and character choice.
- Readers will compare two pieces of literature (picture book, short story, etc. and a book club book) and how authors use this time period to illustrate a period theme or knowledge in order to build knowledge or compare the approaches the author takes.

**Reading Focus**

- Comparing historical fiction to historical accounts of the same period.
- Close reading of text – noticing small details to help determine theme and big ideas in text.
- Looking closely at text for points of view, revision of ideas, who has the power.
- Comparing ideas across texts.

**Writing Focus**

- Developing a historically accurate and compelling historical narrative using mentor texts from clubs.
- Maintain focus in their writing.
- Use a consistent, personal voice in their writing.
- Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely
- Rely on partners to help us edit and revise our work

**Grammar, Usage, and Mechanics Focus**

- Sentence fragments
- Plural subject-verb agreement
- Plural Possessives
- Indefinite pronouns

**Assessments**

- Historical Fiction Narrative/story

### Common Core Standards Emphasized in the Unit

**RL.7.1** - Cite the textual evidence that most strongly supports an 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, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.7.3** - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**RL.7.9** - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**RI.7.3** - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**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 specific word choices on meaning and tone, including analogies or allusions to other texts.

**RI.7.5** - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**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.7.3a** 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.

**W.7.3b** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**W.7.3c** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

**W.7.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**W.7.3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

**SL.7.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on

grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SL.7.2** - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**SL.7.4** - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.7.5** - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.



## Grade 7 Workshop Unit 7: Reflecting on our Growth as Readers and Writers

### Unit Overview

At the end of the year, student will formally reflect on their progress as readers, writers, and thinkers by asking two important questions:

1. Who am I now, at the end of the school year, as a reader and a writer?
2. How can I tell the story of my growth as a reader and a writer?

#### Reading Focus

- Evaluate contents of literacy folder to determine portfolio entries.
- Create a portfolio that demonstrates progress towards literacy goals and evidence of growth.
- Articulate their evolution as writers and readers by sharing their portfolio with parent/guardian.
- Analyze independently a theme common to more than one text.
- Provide textual evidence to support interpretations of themes in their independent reading.
- Choose personally challenging independent reading selections and reflect upon these choices.
- Create personal meaning from

#### Writing Focus

- Write a self-reflective piece in which they analyze the ways in which they use language effectively, appropriately, and conventionally and the ways in which they have to grow in their effective, appropriate, and conventional use of language.

#### Grammar, Usage, and Mechanics Focus

- Review of major concepts

their independent reading.		
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<b>Assessments</b>
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- |   |
|---|
| <ul style="list-style-type: none"><li>• Portfolio</li></ul> |
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<b>Common Core Standards Emphasized in the Unit</b>
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**R.L.7.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**R.L.7.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**R.L.7.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**R.L.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.

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

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

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

**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.