

Pine Hill Public Schools Curriculum

Content Area:		English Language Arts	
Course Title/ Grade Level:		Grade Seven	
Unit 1:	Elements of Fiction/Non Fiction Conventions of Writing	Month:	September – October 6 weeks
Unit 2:	Comparing Literature and Informational Text	Month:	November – December 6 weeks
Unit 3:	Analyzing and Responding to Literature and Informational Text	Month:	January 4 weeks
Unit 4:	History through Literature and Informational Text	Month:	February – March 4 weeks
Unit 5:	Responding to Informational Text	Month:	April 3 weeks
Unit 6:	Utilizing a Range of Disciplines	Month:	May –June 6 weeks
BOE Approval Date:		July 17, 2012	

Unit Title: Elements of Fiction/Nonfiction Conventions of Writing		Unit #: 1
Course or Grade Level: Seven		Length of Time: 6 weeks
Pacing	September - October	
Essential Questions	<p>Reading</p> <ul style="list-style-type: none"> • What do we know about various genres of literature? • How do elements of literature interact and affect comprehension? • How does one develop strategies for reading comprehension? • What is the relationship between fiction and “truth”? <p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important in helping the audience understand the purpose and meaning of text? • How do conventions of writing affect the clarity and organization of written communication? 	
Content	<p>Reading</p> <ul style="list-style-type: none"> • Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text • Elements of Fiction, Non Fiction, and Informational Text • Reading for a variety of purposes • Reading Strategies • Structural Analysis of Literature <p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Vocabulary 	
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Distinguish and compare elements of different genres: fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text • Identify and Analyze Elements of Literature: setting, plot, theme, characters, conflict, point-of-view, exposition, rising action, climax, falling action) • Research and summarize author background • Organize internal and external elements of text to build comprehension (i.e. author background, genre, elements of literature,) <p>Writing</p> <ul style="list-style-type: none"> • Define and apply parts of speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Gerunds, Participles) • Demonstrate understanding of and apply a variety of sentence structures to writing: simple, compound, complex, and compound-complex. • Demonstrate understanding of and apply punctuation when writing: use commas to separate ideas in a series. • Exchange information, understand feedback from others (both verbal and non-verbal), respond to questions, use feedback to evaluate contributions, and explain the main idea in a group discussion by relating and retelling information. 	
Assessments	<ul style="list-style-type: none"> • Reading • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections to literature) • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing) • Summative Writing Assessments (Expository, Persuasive, Narrative) 	

Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Small Group Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
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Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
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Lesson resources / Activities	<ul style="list-style-type: none"> • Novels <i>The Giver by Lois Lowry</i> <i>The Breadwinner by Deborah Ellis</i> <i>The Acorn People by Ron Jones</i> <i>Among the Hidden by Margaret Peterson Haddix</i> <i>A Wrinkle in Time by Madeleine L'Engle</i> • Various nonfiction informational text (<i>newseum.org</i>, <i>Scholastic SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Red, Grade 7) • <i>Language of Literature</i> – McDougal Littell (Red, Grade 7) Unit One – <i>Learning from Experience</i> • <i>Vocabulary for Achievement</i> – Great Source • SmartBoard Activities– Smart Exchange • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Collaborative Learning Activities</i>
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ELA Common Core Standards

Grade: Seven

Strand: Reading Standards for Literature 6-12 (RL)
Reading Standards for Informational Text 6-12 (RI)
Writing Standards 6-12 (W)
Speaking and Listening Standards 6-12 (SL)
Language Standards 6-12 (L)

Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of 	<p>RL7:2,3,4,10</p> <p>RI7: 2,4,5,10</p> <p>W7:4,5,9.b,10</p> <p>SL7: 1.a.b.c.d,2,3,6</p> <p>L7:1.a.b.d.e,2.b, 3.a, 4.a.b.c.d,5.a.b,6</p>

Knowledge and Ideas <ul style="list-style-type: none"> • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 							
Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools English Language Arts Curriculum	
Unit Title: Responding to Literature and Informational Text	Unit #: 2
Course or Grade Level: Seven	Length of Time: 6 weeks

Pacing	October - November
Essential Questions	<p>Reading</p> <ul style="list-style-type: none"> • How does one develop strategies for reading comprehension? • How do we build understanding of informational text? <p>Writing</p> <ul style="list-style-type: none"> • How does an author’s background influence his/her writing? • What are the components of narrative, expository, and persuasive writing? • How do conventions of writing affect the writing process? • How is text information analyzed and used to support research, reflection, and analysis?
Content	<p>Reading</p> <ul style="list-style-type: none"> • Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text • Elements of Fiction, Non Fiction, and Informational Text • Reading for a variety of purposes • Reading Strategies • Structural Analysis of Literature <p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, <i>Prepositions, Conjunctions, Interjections</i>) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Vocabulary • Narrative, Expository, and Persuasive Writing
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight • Read and demonstrate comprehension of a variety of informational text. • Use non linguistic representations to demonstrate comprehension. • Explain prior knowledge before reading. • Infer ideas and draw conclusions based on textual evidence • Make predictions regarding movement of plot. • Identify the author(s) stated or implied purpose(s) for writing a specified text. • Describe/understand setting, character development, plot, theme and conflict. • Analyze elements of author’s style including word choice, sentence structure, imagery, language patterns, and literary devices including foreshadowing and irony, • Make inferences and draw conclusions based on information given by author, as well as prior knowledge. • Use strategies and graphic organizers to summarize and analyze text. <p>Writing</p> <ul style="list-style-type: none"> • Build vocabulary through use of context clues. • Determine and support connotative and denotative meanings with textual evidence. • Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses) • Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing • Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives.
Assessments	<ul style="list-style-type: none"> • Reading • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections to literature) • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative)

	<ul style="list-style-type: none"> • Summative Writing Assessments (Expository, Persuasive, Narrative)
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Project Shadowing • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
Lesson resources / Activities	<ul style="list-style-type: none"> • Novels <i>The Giver</i> by Lois Lowry <i>The Breadwinner</i> by Deborah Ellis <i>The Acorn People</i> by Ron Jones <i>Among the Hidden</i> by Margaret Peterson Haddix <i>A Wrinkle in Time</i> by Madeleine L'Engle • Various nonfiction informational text (sources: <i>newseum.org</i>, <i>Scholastic SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Red, Grade 7) • <i>Language of Literature</i> – McDougal Littell (Red, Grade 7) Unit Two - <i>Relationships</i> Unit Four, Part Two – <i>Nothing Stays the Same – Changes of Heart</i> • <i>Vocabulary for Achievement</i> – Great Source • SmartBoard Activities– Smart Exchange • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Collaborative Learning Activities</i> • <i>Empowering Writers</i> – Empowering Writers
ELA Common Core Standards	
Grade: Seven	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing • Research to Build and 	<ul style="list-style-type: none"> RL7:1,2,3,6,10 RI7: 1,2,3,4,5,6,8,9,10 W7:4,5,6,9.a.b,10 SL7: 1.a.b.c.d,2,3,6 L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b,c,6

<p>Present Knowledge</p> <ul style="list-style-type: none"> • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

[21st Century Themes](#)

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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[21st Century Skills](#)

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Unit Title: Analyzing and Responding to Literature and Informational Text		Unit #: 3
Course or Grade Level: Seven		Length of Time: 4 weeks
Pacing	January	
Essential Questions	<p>Reading</p> <ul style="list-style-type: none"> • How does one develop strategies for reading comprehension? • Which connections help most to increase understanding and analysis of text in order to compare and contrast ideas? <p>Writing</p> <ul style="list-style-type: none"> • How does an author’s background influence his/her writing? • What are the components of narrative, expository, and persuasive writing? • How do conventions of writing affect the writing process? • How is text information analyzed and used to support research, reflection, and analysis? 	
Content	<p>Reading</p> <ul style="list-style-type: none"> • Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text • Elements of Fiction, Non Fiction, and Informational Text • Reading for a variety of purposes • Reading Strategies • Structural Analysis of Literature: Imagery and Conflict <p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, <i>Gerunds, Participles</i>) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Vocabulary • Narrative, Expository, and Persuasive Writing 	
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Compare and contrast different genres of literature that address the same theme. • Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight • Read and demonstrate comprehension of a variety of literature. • Use non linguistic representations to demonstrate comprehension. • Explain prior knowledge before reading. • Infer ideas and draw conclusions based on textual evidence • Make predictions regarding movement of plot. • Identify the author(s) stated or implied purpose(s) for writing a specified text. • Describe/understand setting, character development, plot, theme and conflict. • Analyze elements of author’s style including word choice, sentence structure, imagery, language patterns, and literary devices including foreshadowing and irony, • Make inferences and draw conclusions based on information given by author, as well as prior knowledge. • Use strategies and graphic organizers to summarize and analyze text. <p>Writing</p> <ul style="list-style-type: none"> • Build vocabulary through use of context clues. • Determine and support connotative and denotative meanings with textual evidence. • Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses) • Identify, compare/contrast, and apply elements of Narrative, Expository, and Persuasive Writing • Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives. • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line. 	
Assessments	<ul style="list-style-type: none"> • Reading • STAR Reading Assessment • Formative assessments • AR Tests 	

	<p>Comprehension Tests Vocabulary tests Illustrating text ideas Graphic Organizers</p> <ul style="list-style-type: none"> • Response Journal (real life connections to literature) • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative) • Summative Writing Assessments (Expository, Persuasive, Narrative)
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Project Shadowing • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
Lesson resources / Activities	<ul style="list-style-type: none"> • Novels <i>The Giver by Lois Lowry</i> <i>The Breadwinner by Deborah Ellis</i> <i>The Acorn People by Ron Jones</i> <i>Among the Hidden by Margaret Peterson Haddix</i> <i>A Wrinkle in Time by Madeleine L'Engle</i> • Various nonfiction informational text (sources: <i>newseum.org</i>, <i>Scholastic SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Red Grade 7) • <i>Language of Literature</i> – McDougal Littell (Red Grade 7) Unit Three – <i>Flights of Imagination</i> Unit Four, Part One – <i>Nothing Stays the Same, Learning the Hard Way</i> • <i>Vocabulary for Achievement</i> – Great Source • SmartBoard Activities – Smart Exchange • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Collaborative Learning Activities</i>
ELA Common Core Standards	
Grade: Seven	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes 	<p>RL7:1,2,3,4,5,6,7,9,10</p> <p>RI7: 1,2,3,4,5,6,8,9,10</p> <p>W7:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10</p> <p>SL7: 1.a.b.c.d,2,3,4,5,6</p>

<ul style="list-style-type: none"> • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: History through Literature		Unit #: 4
Course or Grade Level: Seven		Length of Time: 4 weeks
Pacing	February-March	
Essential Questions	<ul style="list-style-type: none"> • How does literature reflect the time period in which it was written? • How does comparing and contrasting themes from various pieces of literature increase understanding? • How does the selection of genre shape the author’s message? • How does an author’s background influence his or her writing? 	
Content	<p>Reading</p> <ul style="list-style-type: none"> • Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text • Elements of Fiction, Non Fiction, and Informational Text • Reading for a variety of purposes • Reading Strategies • Structural Analysis of Literature <p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Gerunds, Participles) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Vocabulary • Narrative, Expository, and Persuasive Writing 	
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Compare and contrast historical fiction to information text on same time period. • Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight • Read and demonstrate comprehension of a variety of informational text. • Use non linguistic representations to demonstrate comprehension. • Explain prior knowledge before reading. • Infer ideas and draw conclusions based on textual evidence • Make predictions regarding movement of plot. • Identify the author(s) stated or implied purpose(s) for writing a specified text. • Describe/understand setting, character development, plot, theme and conflict. • Analyze elements of author’s style including word choice, sentence structure, imagery, language patterns, and literary devices including foreshadowing and irony, • Make inferences and draw conclusions based on information given by author, as well as prior knowledge. • Use strategies and graphic organizers to summarize and analyze text. <p>Writing</p> <ul style="list-style-type: none"> • Build vocabulary through use of context clues. • Determine and support connotative and denotative meanings with textual evidence. • Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses) • Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing • Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives. 	
Assessments	<ul style="list-style-type: none"> • Reading • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests Vocabulary tests Illustrating text ideas 	

	<p>Graphic Organizers</p> <ul style="list-style-type: none"> • Response Journal (real life connections to literature) • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative) • Summative Writing Assessments (Expository, Persuasive, Narrative)
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Project Shadowing • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
Lesson resources / Activities	<ul style="list-style-type: none"> • Novels <i>The Giver</i> by Lois Lowry <i>The Breadwinner</i> by Deborah Ellis <i>The Acorn People</i> by Ron Jones <i>Among the Hidden</i> by Margaret Peterson Haddix <i>A Wrinkle in Time</i> by Madeleine L'Engle • Various nonfiction informational text (sources: <i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell • <i>Language of Literature</i> – McDougal Littell Unit Five – <i>Personal Challenges</i> • <i>Vocabulary for Achievement</i> – Great Source • SmartBoard Activities – Smart Exchange • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Collaborative Learning Activities</i>
ELA Common Core Standards	
Grade: Seven	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing • Research to Build and 	<p>RL7:1,2,3,4,5,6,7,9,10</p> <p>RI7: 1,2,3,4,5,6,7,8,9,10</p> <p>W7:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10</p> <p>SL7: 1.a.b.c.d,2,3,4,5,6</p> <p>L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6</p>

<p>Present Knowledge</p> <ul style="list-style-type: none"> • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

[21st Century Themes](#)

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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[21st Century Skills](#)

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Responding to Informational Text		Unit #: 5
Course or Grade Level: Seven		Length of Time: 3 weeks
Pacing	April	
Essential Questions	<ul style="list-style-type: none"> • How do readers approach different types of texts? • How does the form of writing chosen by the author accomplish his or her purpose? • How does knowing your audience and purpose contribute to effective writing? • How can organization influence meaning and clarity in a piece of writing? 	
Content	<p>Reading</p> <ul style="list-style-type: none"> • Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text • Elements of Fiction, Non Fiction, and Informational Text • Reading for a variety of purposes • Reading Strategies • Structural Analysis of Literature <p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Gerunds, Participles) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Vocabulary • Expository and Persuasive Writing 	
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight • Read and demonstrate comprehension of a variety of informational text. • Research, collect, and organize information from informational text in order to form an argument for or against an issue. • Write an essay based on research that poses an argument for or against an issue. • Use non linguistic representations to demonstrate comprehension. • Explain prior knowledge before reading. • Infer ideas and draw conclusions based on textual evidence • Identify the author(s) stated or implied purpose(s) for writing a specified text. • Analyze elements of author’s style including word choice, sentence structure, imagery, language patterns, and literary devices. • Make inferences and draw conclusions based on information given by author, as well as prior knowledge. • Use strategies and graphic organizers to summarize and analyze text. <p>Writing</p> <ul style="list-style-type: none"> • Build vocabulary through use of context clues. • Determine and support connotative and denotative meanings with textual evidence. • Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses) • Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing • Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives. 	
Assessments	<ul style="list-style-type: none"> • Reading • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests Vocabulary tests Illustrating text ideas Graphic Organizers 	

	<ul style="list-style-type: none"> • Response Journal (real life connections and projects) • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive) • Summative Writing Assessments (Expository, Persuasive)
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and wellness issues • Math: Consumer math
Lesson resources / Activities	<ul style="list-style-type: none"> • Novels <i>The Giver by Lois Lowry</i> <i>The Breadwinner by Deborah Ellis</i> <i>The Acorn People by Ron Jones</i> <i>Among the Hidden by Margaret Peterson Haddix</i> <i>A Wrinkle in Time by Madeleine L'Engle</i> • Various nonfiction informational text (sources: <i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell • <i>Language of Literature</i> – McDougal Littell • <i>Vocabulary for Achievement</i> – Great Source • SmartBoard Activities– Smart Exchange • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Collaborative Learning Activities</i>
ELA Common Core Standards	
Grade: Seven	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and 	<ul style="list-style-type: none"> RI7: 1,2,3,4,5,6,7,8,9,10 W7:1.a.b.c.d.e,2.a.b.c.d.e.f.,4,5,6,7,8,9.a.b,10 SL7: 1.a.b.c.d,2,3,4,5,6 L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6

<p>Collaboration</p> <ul style="list-style-type: none"> • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Utilizing a Range of Disciplines		Unit #: 6
Course or Grade Level: Seven		Length of Time: 6 weeks
Pacing	May - June	
Essential Questions	<ul style="list-style-type: none"> • Reading • How is reading a speech, poem, or a script for a play different from performing it? • How do particular lines of dialogue propel the action, reveal the aspect of a character, or provoke a decision? • How would you rate the effectiveness of the interpretation of a film or live production's adaptation of a story or drama? • What are the elements and structure of poetry that deepen the understanding of poetry? • Writing • Why is it important to gather, select, and organize information from a variety of print and technical sources to conduct research projects? • How do you use technology to produce and publish a writing piece? • Why is it important to integrate and evaluate content presented in diverse formats and media? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose in a presentation? 	
Content	<p>Reading</p> <ul style="list-style-type: none"> • Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text • Elements of Fiction, Non Fiction, and Informational Text • Reading for a variety of purposes • Reading Strategies • Structural Analysis of Literature <p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Gerunds, Participles) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Vocabulary • Narrative, Expository, and Persuasive Writing • Presentation Rubrics 	
Skills	<ul style="list-style-type: none"> • Reading • Analyze various genres and subgenres of fiction and nonfiction (including poetry and drama). • Analyze how particular lines of dialogue propel the action, reveal the aspect of a character, or provoke a decision. • Understand and analyze plot development. • Analyze the interpretation of a film or live production's adaptation of a story or drama. • Writing • Use technology to produce and publish a writing piece. • Integrate and evaluate content presented in diverse formats and media. • Gather, select, and organize information from a variety of print and technical sources to conduct research projects. • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Orally present claims and findings clearly and concisely. • Integrate multimedia and visual displays into presentations. 	
Assessments	<ul style="list-style-type: none"> • Reading • STAR Reading Assessment • Formative assessments <li style="text-align: center;">AR Tests 	

	<p>Comprehension Tests Vocabulary tests Illustrating text ideas Graphic Organizers</p> <ul style="list-style-type: none"> • Response Journal (real life connections and projects) • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative) • Summative Writing Assessments (Expository, Persuasive, Narrative) • Presentation Rubrics • 4pt Reading Response Rubric • 6pt Writing Rubric
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Project Shadowing • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
Lesson resources / Activities	<ul style="list-style-type: none"> • Various nonfiction informational text (sources: <i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Red, Grade 7) • <i>Language of Literature</i> – McDougal Littell (Red, Grade 7) Unit Two, Part One – <i>Relationships, Reaching Out</i> Unit Six – <i>Tales from Around the World</i> • <i>Vocabulary for Achievement</i> – Great Source • SmartBoard Activities– Smart Exchange • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Collaborative Learning Activities</i>
ELA Common Core Standards	
Grade: Seven	
<p>Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)</p>	
Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing 	<p>RL7:1,2,3,4,5,6,7,9,10</p> <p>RI7: 1,2,3,4,5,6,7,8,9,10</p> <p>W7:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10</p> <p>SL7: 1.a.b.c.d,2,3,4,5,6</p> <p>L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6</p>

<ul style="list-style-type: none"> • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

[21st Century Themes](#)

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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[21st Century Skills](#)

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		