Subject: Language Arts **Grade: 7** **Unit/Topic: Nonfiction** **9 Weeks: 1**

Learning Targets:

Text Features

Organizational patterns

Summarizing

Critiquing

Practical Texts

Active Reading TechSteps

CSO's/ Depth of Knowledge:

7.1.07 Can I summarize information and recognize relationships among its contents? DOK 2

7.1.10 Can I use examples and details in practical texts to make inferences and predictions? DOK 3

7.1.11 Can I critique the usefulness of the form of

Enduring Understanding/ Essential Questions:

Effective readers use a variety of strategies to understand the meaning of text.

Why is it important to understand the author's intended meaning in a text?

What strategies can I use to gain understanding from a text?

How do I know I understand what I have read?

Key Vocabulary:

Explicit, Implied, Organizational Patterns, Sidebars, Inferences, Logical Predictions, Outcomes, Form, Content, Nonfiction, Biographies, Autobiographies, Prereading strategies, Previewing, Prior Knowledge, Scanning, Skimming, Predictions

Subject: Language Arts **Grade: 7** **Unit/Topic: Nonfiction** **9 Weeks: 1**

Technology:

TechSteps Active Reading

Acuity

Strategies:

Rule Based Summarizing

QAR

Text Structure

Question Answering

Resources:

The Master Teacher by John Schacter

Step Up to Writing

Supplementary Texts

Formative/Classroom Assessments:

Selection Tests, Anticipation Guides, Summaries, Projects with Rubrics, Graphic Organizers, Classroom Discussion, Computer Graphics and Rubrics, Peer Evaluation, Acuity

Subject: Language Arts **Grade: 7** **Unit/Topic: Fiction/Drama** **9 Weeks: 2**

Learning Targets:

Literary Genres

Greek and Latin Roots

Elements of Literature

Pre-reading strategies

Connections and Themes

Global Awareness

Graphic Organizers

CSO's/ Depth of Knowledge:

7.1.02 Can I use Greek and Latin word parts to understand new words? DOK 2

7.1.03 Can I apply reading skills to understand what I read? DOK 2

7.1.04 Can I use prereading and comprehension strategies to understand what I read, find a purpose for why I read, and make predictions using text and graphics? DOK 2

7.1.05 Can I determine and interpret elements of literature to understand what I read and find the author's purpose? DOK 2

Enduring Understanding/ Essential Questions:

Authors use literary elements and techniques to construct meaning in their writing.

How do various genres differ?

How do literary elements and techniques shape meaning in a text?

What kind of literature do I like to read?

Key Vocabulary:

Roots, Prefixes, Suffixes, Word Origins, Genre, Fiction, Science Fiction, Elements of Literature, Plot, Characters, Setting, Conflict, Rising Action, Falling Action, Climax, Resolution, Point of View, Antagonist, Protagonist, Hero, Connections, Themes, Global Awareness, Graphic Organizers, Diagrams, Flow Charts, Story Maps, Outlines, Tables, Concept Maps, Reading Guides, Scripts, Dramatizations

Subject: Language Arts **Grade: 7** **Unit/Topic: Fiction** **9 Weeks: 2**

Technology:

TechSteps Fact or Fiction

Acuity

Strategies:

QAR

Comprehension Questions

Comprehension Monitoring

Resources:

The Master Teacher by John Schacter

Step Up to Writing

Supplementary Texts

Formative/Classroom Assessments:

Selection Tests, Anticipation Guides, Summaries, Projects with Rubrics, Graphic Organizers, Classroom Discussion, Computer Graphics and Rubrics, Peer Evaluation, Acuity

Subject: Language Arts **Grade: 7** **Unit/Topic: Poetry/Folklore** **9 Weeks: 3**

Learning Targets:

Connotation/Denotation

Figurative Language

Literary Techniques

Types of Poetry

Poetic Elements

CSO's/ Depth of Knowledge:

7.1.01 Can I define connotation and denotation? Can I explain examples of connotation and denotation? DOK 3

7.1.08 Can I examine and interpret figurative language and literary techniques? DOK 2

Enduring Understanding/ Essential Questions:

Recognize the elements to derive meaning from poetry.

Understand common connections and themes in folklore.

How do I understand and classify the characteristics and elements of various types of poetry?

How does folklore express a common heritage?

How do I understand the elements of folklore?

Key Vocabulary:

Connotation, Denotation, Myths, Poems, Fantasies, Supernatural Tales, Tall Tales, Figurative Language, Hyperbole, Simile, Metaphor, Literary Techniques, Flashback, Stereotype, Foreshadowing, Types of Poetry, Narrative Poems, Ballads, Lyric Poetry, Epic Poetry

Subject: Language Arts **Grade: 7** **Unit/Topic: Poetry/Folklore** **9 Weeks: 3**

Technology:

Acuity

Strategies:

Poetry Booklets

Modeling

Resources:

The Master Teacher by John Schacter

Step Up to Writing

Shel Silverstein books

Song Lyrics

Supplementary Texts

Formative/Classroom Assessments:

Selection Tests, Anticipation Guides, Summaries, Projects with Rubrics, Graphic Organizers, Classroom Discussion, Computer Graphics and Rubrics, Peer Evaluation, Poetry Booklets, Acuity

Subject: Language Arts **Grade: 7** **Unit/Topic: Research** **9 Weeks: 4**

Learning Targets:

- Summarizing and Paraphrasing
- Outlining
- Analogies, Illustrations, Examples, and Anecdotes
- Variety of Sources; Evaluating and Documenting Sources
- Presenting
- Researching
- Reaching Consensus
- Creating a Media Product

CSO's/ Depth of Knowledge:

7.2.01 Can I use note-taking strategies like summarizing and paraphrasing to write my own composition? DOK 2

7.2.02 Can I use my own notes to create an outline? Can I use an outline to develop a presentation with computer graphics? DOK 3

7.2.03 Can I use analogies, illustrations, examples, or anecdotes to add to spoken and written communication? DOK 3

7.2.07 Can I use a variety of sources for different types of information? DOK 2

7.2.08 Can I understand how to use paraphrasing and quoting legally and ethically in a research report? DOK 3

Enduring Understanding/ Essential Questions:

Effective researchers must select and use a variety of resource materials to plan, develop, and deliver a research project.

What research information is valid and relevant?

What constitutes a resource and how should it be documented?

How can the use of technology enhance the research and presentation of a project?

Key Vocabulary:

Note taking, Paraphrasing, Summarizing, Composition, Outline, Computer Generated Graphics, Analogies, Illustrations, Anecdotes, Sources, Databases, Periodicals, Schedules, Direct Quotations, Copyright Laws, Issues, Ethical Acquisition and Use of Digital Information, Sources, Bibliographic Format, Resource Materials, Documented Sources, Tone, Volume, Rate, Audience, Etiquette, Reports, Topic, Private Information, Public Information, Point-of-view, Topic, Purpose, Medium, Consensus, Format, Audience

Subject: Language Arts **Grade: 7** **Unit/Topic: Research** **9 Weeks: 4**

Technology:

PowerPoint

Acuity

Strategies:

Accordion Paragraphs

Outlining

"Hey, Write a Paper"

Resources:

Step Up to Writing

Formative/Classroom Assessments:

Media Product, All Research Materials (Note cards, Source Cards, Bibliography), Rubric, Graphic Organizers, Classroom Discussion, Computer Graphics and Rubrics, Outlines, Peer Evaluation, Acuity

Subject: Language Arts **Grade: 7** **Unit/Topic: Writing** **9 Weeks: All**

Learning Targets:

Five-step Writing Process

Paragraph Structure

Transitions

Variety of Compositions

CSO's/ Depth of Knowledge:

7.2.04 Can I use the five-step writing process to develop writing projects? DOK 3

7.2.05 Can I use a prompt and the five-step writing process to develop a composition with specific, relevant details and vivid and precise words? DOK 3

Key Vocabulary:

Writing process, Prewriting, Drafting, Revising, Editing, Publishing, Expository Writing, Persuasive Writing, Compositions, Brochures, Display Ads, Commercials, Speeches, Poetry, Details, Transitional Words, Prompt

Enduring Understanding/ Essential Questions:

Effective writers must organize, write, revise, edit, and publish compositions that include details, precise words, and transitions.

How are different types of writing organized and developed?

How can using the five-step process help make my writing more effective?

How can knowledge of sentence structure, sentence variety, and mechanics make my writing more clear?

How can word choice make my writing more vivid?

Subject: Language Arts **Grade: 7** **Unit/Topic: Writing** **9 Weeks: All**

Technology:

Microsoft Word

Writing Roadmap

Acuity

Strategies:

"Hey, Write a Paper"

FATPIG

Accordion Paragraphs

Resources:

Step Up to Writing

Writing Roadmap

Formative/Classroom Assessments:

Writing Roadmap, Summaries, Projects with Rubrics, Graphic Organizers, Classroom Discussion, Computer Graphics and Rubrics, Peer Evaluation, Book Reports and Presentations, Acuity