# Grade 7 Language Arts Curriculum (Unit Map)

_Last Updated March 2017 by Tim Haas_

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<th># of Weeks</th>
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<td>1</td>
<td>Memoir: Expository</td>
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<td>Summer Reading: Persuasive/Argument</td>
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<td>3</td>
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<td>4</td>
<td>Response to Literature</td>
<td>ongoing</td>
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<td>5</td>
<td>Short Story</td>
<td>6-8</td>
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</table>
## Stage 1 - Identify Desired Results

### Standards

<table>
<thead>
<tr>
<th>CC.1.4.7.A</th>
<th>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.1.4.7.B</td>
<td>Identify and introduce the topic clearly, including a preview of what is to follow.</td>
</tr>
<tr>
<td>CC.1.4.7.C</td>
<td>Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>CC.1.4.7.D</td>
<td>Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</td>
</tr>
<tr>
<td>CC.1.4.7.E</td>
<td>Write with an awareness of the stylistic aspects of composition.</td>
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<tr>
<td></td>
<td>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<tr>
<td></td>
<td>• Use sentences of varying lengths and complexities.</td>
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<tr>
<td></td>
<td>• Develop and maintain a consistent voice.</td>
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<tr>
<td></td>
<td>• Establish and maintain a formal style.</td>
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<tr>
<td>CC.1.4.7.F</td>
<td>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</td>
</tr>
</tbody>
</table>

### Big Ideas
- Writers bring stories to life by including many specific, vivid details
- Writers tell powerful stories by clearly describing memories or thoughts in their minds

### Essential Questions
- How do I transfer my thoughts into writing?
- How do I help my readers see the same images in their head that I see in mine?

### Content
- Narrative structure
- Use of writing process
- Value of revision and editing

### Skills
- Communicate an experience using thoughtshots, snapshots, and dialogue
- Use sensory details to develop content in a memoir
- Use transitional words and phrases to organize
- Write a lead that draws in a reader
- Vary sentence length to improve style in writing
- Write a conclusion that communicates the significance of an event to the reader
<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>Summative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Self and peer assessments</td>
<td>● Memoir (graded with District Domain Scoring Guide)</td>
</tr>
<tr>
<td>● Teacher feedback on drafts</td>
<td>● Memoir Compare/Contrast TDA</td>
</tr>
<tr>
<td>● Check on use of writing process (example: graphic organizer for prewriting)</td>
<td></td>
</tr>
</tbody>
</table>
### Stage 1 - Identify Desired Results

#### Standards
- CC.1.3.7.A,B,F,K
- CC.1.4.7.G,H,I,J,L,T

#### Big Ideas | Essential Questions
---|---
- Writers choose language, organization, and format of their writing based upon their topic, audience, and purpose  
- Clear, detailed, and documented information support purpose based on clear understanding of text  
- Evidence is supplied by the source (Summer Reading Book)  
- How does a writer create a piece that supports an argument?  
- What is clear, effective, and informative writing?

#### Content | Skills
---|---
- Thorough analysis of text  
- Identification and relating or relevant support of view to be argued  
- Importance of strong organizational structure  
- Clearly state thesis (POV) as a lead  
- Address opposing viewpoint(s)  
- Use evidence to support ideas in writing  
- Logically organize arguments using transitional words and phrases  
- State, prove, then restate POV

### Stage 2 – Assessment Evidence

#### Formative Assessment | Summative Assessments
---|---
- Understanding and use of appropriate paragraph structure  
- Check on use of prewriting activity  
- Self and peer assessments  
- Argumentative (Persuasive) Piece (graded with District Domain Scoring Guide)
### Stage 1 - Identify Desired Results

**Standards**

CC.1.4.7.L,R,T.

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners</td>
<td>• How do grammar and conventions of language influence spoken and written communication?</td>
</tr>
<tr>
<td>• Control of grammar and conventions enhances one’s ability to express ideas and information clearly</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identification and control of grammar, mechanics, spelling, usage, and sentence formation</td>
<td>• Communicate more effectively and clearly</td>
</tr>
<tr>
<td>• Value of editing</td>
<td>• Increasingly apply knowledge of conventions to writing and speaking</td>
</tr>
</tbody>
</table>

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>Summative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Class work</td>
<td>• Scored and corrected worksheets</td>
</tr>
<tr>
<td>• Small group collaboration</td>
<td>• End of quarter cumulative quiz</td>
</tr>
<tr>
<td><strong>Unit #/Title</strong></td>
<td>4/ Response to Literature</td>
</tr>
<tr>
<td>------------------</td>
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</tbody>
</table>

## Stage 1 - Identify Desired Results

### Standards

- CC.1.3.7.A,B,C,D,G,K
- CC.1.4.7.A,B,C

### Big Ideas

- Strategic readers actively and skillfully interpret, analyze, and evaluate literature
- In a written response, strategic readers identify what they’ve read, strategies the author used to keep them reading, and offer a personal reaction to the story.

### Essential Questions

- How do strategic readers create meaning from literary text?
- How does a reader’s purpose influence how the book should be read?
- What makes a clear, complete, and effective response?

### Content

- Comprehending content, author’s craft and connection in the stories students read
- Use of the correct writing process to present this information
- Friendly letter format
- Citing information from the text

### Skills

- Clearly communicate written understanding of the required information
- Utilize prove-it statements (citations from text)
- Edit a peer’s response

## Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th><strong>Formative Assessment</strong></th>
<th><strong>Summative Assessments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Completed initial practice response(s)</td>
<td>• Journal Response Rubric</td>
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<tr>
<td>• Quarterly peer assessments</td>
<td></td>
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<tr>
<td>• Teacher feedback on each entry</td>
<td></td>
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</tbody>
</table>
## Stage 1 - Identify Desired Results

### Standards

- 1.3.7.A,B,C,D,F,G,I
- 1.4.7.D,F,H,J

### Big Ideas

- Effective readers use appropriate strategies to construct meaning
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating
- Readers engage in an ongoing process of extracting information from the text and tracking the development of central ideas to comprehend the whole of the text

### Essential Questions

- How do strategic readers create meaning from informational and literary text?
- How does what readers read influence how they should read it?
- How does a reader’s purpose influence how text should be read?
- How does the interaction with text provoke thinking and response?
- What is the text really about?

### Content

- **Literary Elements:**
  - Characterization
  - Plot
  - Setting
  - Conflict
  - Theme
  - Point of View
  - Tone

- **Freytag’s Pyramid of Dramatic Structure**

### Skills

- Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence/viewpoints.
- Analyze the structure of the text through evaluation of the author’s use of specific sentences/paragraphs to develop and refine a concept
- Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone

## Stage 2 – Assessment Evidence

### Formative Assessment

- Group Discussion
- Reflection Questions
- Freytag’s Pyramid

### Summative Assessments

- Creative alternate ending written response
- Journal Entry with Short Story as Source