

Tunkhannock Area School District
Grade 7 Language Arts Unit 1

Fiction

What is fiction?
What are the elements of fiction?
How does fiction differ from other genres?

PA Common Core Standards:

- CC.1.3.7.A** 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.
- CC.1.3.7.B** Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.3.7.C** Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- CC.1.3.7.D** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- CC.1.3.7.E** Analyze how the structure or form of a text contributes to its meaning.
- CC.1.3.7.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
- CC.1.3.7.G** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- CC.1.3.7.H** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- CC.1.3.7.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.7.J** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.4.7.X** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.1.5.7.A** Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own

Objectives

- Objectively summarize the content in a fictional text.
- Analyze the development of themes or central ideas in fiction literature.
- Analyze the characterizations used by authors of fiction literature.
- Analyze the use of figurative language and determine the author's purpose of using these elements.
- Analyze the elements used in narrative fiction literature as well as how these elements affect each other.
- Apply concepts of the conventions of standard English grammar and usage when writing or speaking.

Tunkhannock Area School District

Grade 7 Language Arts Unit 1

Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
Close reading	<i>Little Women</i> by Louisa May Alcott	<i>The Giver</i> by Lois Lowry	Plot	Observation
Active reading		<i>Walk Two Moons</i> , by Sharon Creech	Exposition	Self and Peer Assessment
Literature Circles	<i>The Dark is Rising</i> by Susan Cooper	Various short stories in textbook including but not limited to:	Inciting Incident	Student Record Keeping
Bellringers	"The People Could Fly" by Virginia Hamilton	"Rikki-Tikki-Tavi" by Rudyard Kipling	Rising Action	AR Tests
Question Boards		"Amigo Brothers" by Piri Thomas	Climax	Worksheets
Ticket Out the Door	<i>Dragonwings</i> by Lawrence Yep	"Ribbons" by Laurence Yep	Falling Action	Oral Questioning
Jigsaw		"The Treasure of Lemon Brown" by Walter Dean Myers	Resolution	Quick Writes
Reading Workshop		"Two Kinds" by Amy Tan	Setting	Literary Responses
		"He-y, Come On Ou-t" by Shinichi Hoshi	Conflict	Class Discussions
		Grammar & Writing	- Internal	John Collins Type 1 & 2
		<i>Glencoe Grammar & Writing Handbook</i>	- External	
		John Collins Writing Program	Theme	Summative
		(See Appendices)	Tone	State Assessment
		Vocabulary	Mood	District Benchmarks
		<i>Sadlier-Oxford Vocabulary</i>	Point of View	End of chapter/unit Test
			- 1st Person	Graded writing samples with Rubrics
			- 2nd Person	Graded Oral Reports
			- 3rd Person objective	John Collins 3 & 4
			- 3rd Person limited	
			- 3rd Person omniscient	
			Characterization	Benchmark
			- Flat character	4sight
			- Round character	Star
			- Static character	Dibels
			- Dynamic character	Aimsweb
			Protagonist	
			Antagonist	
			Genre	Diagnostic
			Novel	CDT
			Novella	

Tunkhannock Area School District
Grade 7 Language Arts Unit 2

Nonfiction

What is nonfiction?
What are the styles of nonfiction writing?
How does nonfiction differ from fiction?

PA Common Core Standards:

- CC.1.2.7.A** 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.
- CC.1.2.7.B** Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.7.C** Analyze the interactions between individuals, events, and ideas in a text.
- CC.1.2.7.D** 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.
- CC.1.2.7.E** Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.
- CC.1.2.7.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
- CC.1.2.7.G** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- CC.1.2.7.H** Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.
- CC.1.2.7.I** Analyze how two or more authors present and interpret facts on the same topic.
- CC.1.2.7.J** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ~~**CC.1.2.7.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of~~

Objectives

Objectively summarize the content in a nonfiction text.
Analyze a nonfiction text to determine its purpose.
Distinguish between fact and opinion.
Comprehend the elements of argumentative writing—logos, pathos, & ethos—and synthesize these elements into their writing.
Critique a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.
Apply concepts of the conventions of standard English grammar and usage when writing or speaking.

Tunkhannock Area School District
Grade 7 Language Arts Unit 2

Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
Close reading Active reading Literature Circles Bellringers Question Boards Ticket Out the Door Jigsaw Reading Workshop	<i>Travels with Charley</i> by John Steinbeck	Various nonfiction and informational texts in textbook including but not limited to: "Life Without Gravity" by Robert Zimmerman "Conversational Ballgames" by Nancy Masterson Sakamoto "All Together Now" by Barbara Jordan "The Eternal Frontier" by Louis L'Amour from <i>The Story of My Life</i> by Helen Keller from <i>An American Childhood</i> by Annie Dillard Grammar & Writing <i>Glencoe Grammar & Writing Handbook</i> John Collins Writing Program (See Appendices)	Appeal to Emotion (pathos) Appeal to Logic (logos) Appeal to Authority (ethos) Informational Text Chronological Order Cause/Effect Problem/Solution Spatial Order Order of Importance Functional Text Narrative Nonfiction Article Essay Speech Persuasive Essay Narrative Essay Descriptive Essay Reflective Essay Humorous Essay Analytical Essay Text Features Key Ideas Supporting Details	Formative Observation Self and Peer Assessment Student Record Keeping AR Tests Worksheets Oral Questioning Quick Writes Literary Responses Class Discussions John Collins Type 1 & 2 Summative State Assessment District Benchmarks End of chapter/unit Test Graded writing samples with Rubrics Graded Oral Reports John Collins Type 3 & 4 Benchmark 4sight Star Dibels Aimsweb Diagnostic CDT

Tunkhannock Area School District
Grade 7 Language Arts Unit 3

Poetry

What is poetry?

What are the different forms of poetry?

How does poetry differ from prose?

PA Common Core Standards:

CC.1.3.7.A 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.

CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.

CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Objectives

Objectively summarize a piece of poetry

Understand the meaning of words—figurative meanings, connotations, nuances, etc.—in poetry.

Analyze a poet's use of rhyme and other poetic devices (alliteration, meter, figurative language, etc.).

Analyze the structure (soliloquy, sonnet, haiku, stanzas, etc.) of poetry.

Determine a poet's meaning and purpose through analysis of the text.

Write various forms of poetry.

Apply concepts of the conventions of standard English grammar and usage when writing or speaking.

Tunkhannock Area School District

Grade 7 Language Arts Unit 3

Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
<p>Close reading</p> <p>Active reading</p> <p>Literature Circles</p> <p>Bellringers</p> <p>Question Boards</p> <p>Ticket Out the Door</p> <p>Jigsaw</p> <p>Reading Workshop</p>	<p>"Twelfth Song of Thunder," a traditional Navajo poem</p> <p>"The Song of Wandering Aengus," by William Butler Yeats</p> <p>"The Book of Questions" by Pablo Neruda</p> <p>"The Railway Train" by Emily Dickinson</p>	<p>Various poems in textbook including but not limited to:</p> <p>"Mother to Son" by Langston Hughes</p> <p>Haiku by Buson</p> <p>"Winter" by Nikki Giovanni</p> <p>"Forsythia" by Mary Ellen Solt</p> <p>Haiku by Matsuo Basho</p> <p>"Life" by Naomi Long Madgett</p> <p>"Fog" by Carl Sandburg</p> <p>"'Nature' is what We see-" by emily Dickinson</p> <p>Grammar & Writing <i>Glencoe Grammar & Writing Handbook</i> John Collins Writing Program</p> <p>(See Appendices)</p>	<p>Poetry</p> <p>Rhythm</p> <p>Meter</p> <p>Rhyme</p> <p>Imagery</p> <p>Simile</p> <p>Metaphor</p> <p>Hyperbole</p> <p>Figurative & Sensory Language</p> <p>Onomatopoeia</p> <p>Alliteration</p> <p>Consonance</p> <p>Assonance</p> <p>Concrete poetry</p> <p>Haiku</p> <p>Stanza</p> <p>Lines</p> <p>Narrative Poem</p> <p>Limerick</p> <p>Ballad</p> <p>Ode</p> <p>Diamante</p> <p>Sonnet</p>	<p>Formative</p> <p>Observation</p> <p>Self and Peer Assessment</p> <p>Student Record Keeping</p> <p>AR Tests</p> <p>Worksheets</p> <p>Oral Questioning</p> <p>Quick Writes</p> <p>Literary Responses</p> <p>Class Discussions</p> <p>John Collins Type 1 & 2</p> <p>Summative</p> <p>State Assessment</p> <p>District Benchmarks</p> <p>End of chapter/unit Test</p> <p>Graded writing samples with Rubrics</p> <p>Graded Oral Reports</p> <p>John Collins 3 & 4</p> <p>Benchmark</p> <p>4sight</p> <p>Star</p> <p>Dibels</p> <p>Aimsweb</p> <p>Diagnostic</p> <p>CDT</p>

Tunkhannock Area School District
Grade 7 Language Arts Unit 4

Drama

What is drama?

What are the elements of drama?

How does drama differ from other types of literature?

PA Common Core Standards:

CC.1.3.7.A 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.

CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.

CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

CC.1.3.7.G Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Objectives

Objectively summarize the content in a dramatic text.

Analyze the development of themes or central ideas in dramatic literature.

Analyze the characterizations used by authors of dramatic literature.

Analyze the elements used in drama—monologue, dialogue, aside, stage direction, etc.

Apply concepts of the conventions of standard English grammar and usage when writing or speaking.

Tunkhannock Area School District

Grade 7 Language Arts Unit 4

Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
<p>Close reading</p> <p>Active reading</p> <p>Literature Circles</p> <p>Bellringers</p> <p>Question Boards</p> <p>Ticket Out the Door</p> <p>Jigsaw</p> <p>Reading Workshop</p>	<p><i>Sorry, Wrong Number</i> by Lucille Fletcher</p>	<p><i>The Monsters are Due on Maple Street</i></p> <p><i>A Christmas Carol</i> by Israel Horowitz</p> <p>Various pieces of drama in the textbook</p> <p>Grammar & Writing</p> <p><i>Glencoe Grammar & Writing Handbook</i></p> <p>John Collins Writing Program</p> <p>(See Appendices)</p> <p>Vocabulary</p> <p><i>Sadlier-Oxford Vocabulary</i></p>	<p>Drama</p> <p>Monologue</p> <p>Dialogue</p> <p>Stage Directions</p> <p>Aside</p> <p>Soliloquy</p> <p>Playwright</p> <p>Script</p> <p>Acts</p> <p>Scenes/scenery</p> <p>Props</p> <p>Comedy</p> <p>Tragedy</p> <p>Screenplay</p> <p>Teleplay</p> <p>Radio Play</p> <p>Tragic Hero</p> <p>Structure</p>	<p>Formative</p> <p>Observation</p> <p>Self and Peer Assessment</p> <p>Student Record Keeping</p> <p>AR Tests</p> <p>Worksheets</p> <p>Oral Questioning</p> <p>Quick Writes</p> <p>Literary Responses</p> <p>Class Discussions</p> <p>John Collins Type 1 & 2</p> <p>Summative</p> <p>State Assessment</p> <p>District Benchmarks</p> <p>End of chapter/unit Test</p> <p>Graded writing samples with Rubrics</p> <p>Graded Oral Reports</p> <p>John Collins Type 3 & 4</p> <p>Benchmark</p> <p>4sight</p> <p>Star</p> <p>Dibels</p> <p>Aimsweb</p> <p>Diagnostic</p> <p>CDT</p>