

## 7<sup>th</sup> grade ELA – Units of Study

### Short Stories:

“Rikki-tikki-tavi”

“Hearts and Hands”

“Names/Nombres”

“Three Skeleton Key”

“User Friendly”

“Charles”

“Fish Cheeks”

“After Twenty Years”

“The Hitchhiker”

Greek myths

King Arthur stories

**Big Idea:** Effective readers use appropriate strategies to construct meaning.

Eligible Content - E07.A-K.1.1.1 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.

Eligible Content - E07.A-K.1.1.2 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.

Eligible Content - E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

Eligible Content - E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Eligible Content - E07.A-C.2.1.2 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Eligible Content - E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.

Eligible Content - E07.A-C.3.1.1 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.

## **Grammar:**

**Phrases and Clauses**

**Misplaced and Dangling Modifiers**

**Types of Sentences**

**Commas**

**Punctuation**

**Word Relationships**

**Capitalization**

**Big Idea:** Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Eligible Content - E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.

Eligible Content - E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Eligible Content - E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Eligible Content - E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.

Eligible Content - E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Eligible Content - E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tense.

Eligible Content - E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

Eligible Content - E07.D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

Eligible Content - E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.

Eligible Content - E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

Eligible Content - E07.D.1.2.2 Spell correctly.

Eligible Content - E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.

Eligible Content - E07.D.1.2.4 Use punctuation to separate items in a series.

## **Novels/Plays/Poetry:**

**Big Idea:** Effective readers use appropriate strategies to construct meaning

### **The Outsiders**

### **Tangerine**

### **Twelfth Night**

### **The Giver**

### **Poetry project**

Eligible Content - E07.A-K.1.1.1 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.

Eligible Content - E07.A-K.1.1.2 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.

Eligible Content - E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

Eligible Content - E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Eligible Content - E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Eligible Content - E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.

Eligible Content - E07.A-C.3.1.1 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.

## **Nonfiction**

**“A Day in the Life of Oscar the Cat”**

**“How Gross is Your Bathroom?”**

**“School Lunches”**

**“The Mysterious Anastasia Romanov”**

**“Titanic Survivor’s Locket”**

**“Middle School 2008-2018”**

**“What the Painful Bites of Six Creatures Feel Like”**

**“The Human Body”**

**Big Idea:** Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

E07.B-K.1.1.1 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

E07.B-K.1.1.2 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.

E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).

E07.B-C.2.1.1 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

E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas

E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

Eligible Content - E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text.

Eligible Content - E07.B-C.3.1.1 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Eligible Content - E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

## **Informative writing**

E07.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content - E07.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

Eligible Content - E07.C.1.2.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Eligible Content - E07.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

Eligible Content - E07.C.1.2.5 Establish and maintain a formal style

Eligible Content - E07.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented

## **Persuasive writing**

## **Independent reading**

## **Vocabulary**

**Big Idea:** An expanded vocabulary enhances one's ability to express ideas and information.

Eligible Content - E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

## **Standard - 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