



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent

Grade 7 English Language Arts

Content Area: English Language Arts

Grade Span: Grade 7

Revised by: Emily Connors, Carrie Johnson

Presented by: Janine Albanese

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Piscataway Township Schools

1515 Stelton Road

Piscataway, NJ 08854-1332

732 572-2289, ext. 2561 Fax 732 572-1540

www.piscatawayschools.org

COURSE OVERVIEW

Description		
<p>This course follows the structure of a reading and writing workshop. The teacher employs mini-lessons as a way to introduce and expose students to various reading and writing techniques. Independent work is stressed throughout as students work to incorporate the repertoire of learned skills and strategies into their own reading and/or writing process. The use of small groups is also relied on as teachers instruct students at their level— reteaching, reinforcing, or extending upon the skills and strategies taught in the whole-class mini-lessons. This structure enforces student creativity, responsibility, and agency, while providing teachers with the ability to differentiate and provide individualized support. The content of this course’s curriculum emphasizes a repertoire of skills and strategies that will help students be more powerful readers and writers in whatever genre they encounter. This is a departure from the past, when middle school curriculums were perceived as a few reading texts or writing tasks that students would master. Instead in this course, students will focus on specific skills and strategies necessary for mastering a given genre, independent of text or task.</p>		
Goals		
<ul style="list-style-type: none"> ● Enhance the growth of communication skills in an environment that encourages students to read, write, listen, and speak. ● Foster flexible, resilient readers and writers who read and write for pleasure as well as for academic purposes. ● Help students develop a toolkit of strategies for dealing with difficulties so that they can confidently tackle any reading and/or writing task with vigor and expertise. ● Foster students who are knowledgeable on a range of subjects from their nonfiction reading as well as empathetic and nuanced in their interactions with others from their reading of literature. ● Prioritize time and space for high volume reading and writing. ● Provide direct, explicit instruction in the skills and strategies of proficient readers and writers. ● Encourage academic growth through assessment-based instruction and informative, responsive targeted feedback tailored to a student’s specific strengths and needs. ● Push students to read increasingly complex texts by stretching and encouraging them to engage with texts that are appropriately complex for their grade level. 		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Investigating Characterization and Writing about Reading	40 sessions
Unit 2	Argument Writing and Essential Research Skills	30 sessions
Unit 3	Historical Fiction Book Club and Writing Historical Fiction	40 sessions
Unit 4	Poetry/Novel Study	20 sessions

Resources

Core Text: *The 7th Grade Reading and Writing Units of Study* (by Lucy Calkins and Colleagues from Teachers College Reading and Writing Project)

Suggested Resources: Grade-level writing units and mentor texts, Reading Curricular Calendars or grade-level reading units and mentor texts, Vocabulary.com, Grade-level Google Drive, Heinemann online resources (that correspond with each unit), The Reading and Writing Project website

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale

The Units of Study in Reading and Writing, developed by Lucy Calkins and colleagues at the Teachers College Reading and Writing Project (TCRWP), are built on best practices and a proven framework developed over decades of work. The units were developed under the influence of the Common Core State Standards and also correlate to the New Jersey Student Learning Standards for English Language Arts. The theories, techniques and strategies included in these units are shaped by research in curriculum and instruction as well as specialized categories of literacy.

The content of this course builds on the skills and strategies students mastered in sixth grade, and previews some of those that will be introduced in eighth. Units alternate between reading and writing as well as fiction and nonfiction. Seventh grade begins the year in fiction with a reading unit based on the deep study of characters, where students acclimatize to the routines and procedure of workshop, while deepening their analysis skills. This is followed by a unit in which students will be asked to analyze their independent texts through the lens of author's craft. Afterward, students transition into nonfiction, with a unit where they hone their ability to read informational texts and brush up on their research, learning, and note taking skills. Students then use their newly acquired research skills to write research-based argument essays on a topic of their choosing. Mid-year, students transition back to fiction, where they learn how to approach the genre of historical fiction. Working in book clubs, students consider how history has shaped the present and how they can use lessons learned in their books as a way to envision and promote a better world. They then will write historical fiction stories, after conducting research on a time period of their choosing. The year ends with an exploration into poetry, where students try their hand at both reading and writing poetry with more focus and intent. Throughout each unit, students will engage in preparation for standardized testing. Students will put all they've learned into action as they showcase their fiction and nonfiction reading and writing skills on standardized tests.

New Jersey Student Learning Standards

NJSLS – Writing, Reading, Speaking and Listening, Language (key standards)

RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text complexity or above, scaffolding as needed.
RI.7.10	By the end of the year read and comprehend literary nonfiction at grade level text complexity or above with scaffolding as needed.
W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.7.6	Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> ● Apply Grade 7 Reading standards to literature. ● Apply Grade 7 Reading standards to literary nonfiction.
W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.7.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, group, teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> ● Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ● Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ● Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ● Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.7.6	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.

UNIT 1: Investigating Characterization and Writing about Reading

Summary and Rationale

As the first unit of the seventh grade school year, this unit acts as a primer to what it means to participate in an intense reading and writing workshop. It reintroduces students to the instructional methods, routines, and expectations that will promote their expertise and independence in literacy. The unit is designed so that students grow as readers through a deep study of character. As the unit progresses, students will read more, annotate and jot in ways that deepen their thinking, and hold smart literary conversations with other readers.

To start, students will consider more complex character traits. They will analyze characters, noticing that traits emerge across a narrative, that characters are often complicated, that pressures exerted on characters often make them the way they are. Students will support their newly formed ideas with text evidence, and at times revise initial ideas when new information is presented. Next, students will continue to call on their repertoire of character analysis strategies and add the layer of how setting shapes characters. Moving beyond basic identification of setting, students will learn to think about the mood of the setting as well as how that mood is developed by the author’s specific language. Students will investigate ways the setting changes as both a physical and psychological force that influences characters and how group dynamics and individuals influence a place. Finally, students will analyze how characters act as vehicles for themes in novels. Considering troubles that characters face, students will identify possible motifs of a text. Then they will think deeply about the text to develop motifs into possible themes. grounding their theories in specific text evidence in the form of a literary essay.

Recommended Pacing

Bend I: A Deep Dive into Perspective
 Bend II: Author’s Craft: Analyzing How Authors Bring Characters to Life
 Bend III: Writing to Deepen Literary Analysis

State Standards

Writing Standards

W.7.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading Standards

RL.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2.	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.
RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; 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.
RL.7.5.	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL.7.9.	Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

Speaking and Listening Standards

SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.3.	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reading and the relevance and sufficiency of the evidence.
SL.7.4.	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.

Language Standards

L.7.4.	<p>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.</p> <ul style="list-style-type: none"> ● 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. ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). ● Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ● Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in a context or dictionary).
L.7.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ● Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. ● Use the relationship between particular words (e.g., synonym, antonym, analogy) to better understand each of the words). ● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Instructional Focus

Unit Enduring Understandings

- Literature mirrors reality.
- Perspective creates empathy.
- Experiences teach lessons.
- Transferring knowledge strengthens ability.

Unit Essential Questions

- How do characters change and evolve across a text? What causes these changes?
- How does understanding the complexities of characters help us understand ourselves?
- How do characters and setting intersect?
- What can characters in books teach us the world?
- How can reading help us understand and question the world?

Objectives

Students will know:

- Information about a character's traits are often included in subtle details.
- Characters are complicated, often exemplifying numerous character traits.
- Characters reveal themselves over time.
- Readers reevaluate and revise their initial ideas during the reading process.
- Characters are complex—with likable and unlikable parts.
- Significant character traits affect the plot.
- Strategies to improve writing about reading:
 - Prioritize quality over quantity (10% of reading time spent writing only)
 - Only jot what can't be remembered.
 - Record the most interesting thought (as opposed to the first thought)
 - Determine a type of writing based on thinking (annotations, post-it, table/sketch/diagram in notebook, fast and furious write long).
- Internal and external pressures cause characters to behave in less-than-likable ways.
- The ending of a text offers increased perspective—new parts seem significant or new insights are developed about characters and plot that may have been confusing before.
- Setting does not only entail the time and place a story takes place—it also includes the mood or atmosphere created by the place.
- The mood or atmosphere of the setting shapes characters.
- Author's use specific language to show the mood, atmosphere, norms, and tempo of a place.
- External pressures from their surroundings (setting) can create inconsistencies between a character's behaviors and their inner thinking.
- Settings in stories can change both physically and psychologically.
 - Change in mood or atmosphere
 - Change in time (to develop backstory)
- Characters act as positive or negative forces on a place.
- Trouble and conflict in a text portray possible motifs in a story.
- Motifs can be developed into themes by reexamining relevant scenes.
- Authors layer symbolism that relates to or develops the theme into narratives.

Students will be able to:

- Identify multiple character traits for a single character.
- Weigh the most accurate word choice to use for a specific trait.
- Compare how new information about a character confirms, contradicts or extends past information.
- Integrate new character details with initial ideas to formulate new theories.
- Recognize a character's less likable sides.
- Evaluate and choose which character traits matter most.

- Describe how significant character traits matter to what happens in the story.
- Critique their writing about reading and set a goal for improvement.
- Choose and employ a strategy to lift the level of their writing about reading.
- Speculate possible causes of unlikable behaviors by looking for pressures exerted on the character.
- Analyze key parts of the text with the perspective of the ending in mind.
- Infer how characters are affected by the mood or atmosphere of the setting.
- Consider how an author's specific language about setting evokes emotions and images.
- Assess how external pressures from the setting create character behavior and thought inconsistencies.
- Trace how the setting changes over time and analyze how it affects characters differently in different moments, allows for new insight into a character
- Evaluate the positive and negative effects group dynamics or powerful individuals have on a place.
- Develop ideas about possible motifs by focusing on character troubles and conflicts.
- Formulate theme statements from motifs.
- Identify and explain how certain objects or moments take on symbolic significance and help develop theme.
- Transfer all they've learned about reading fiction to new texts.

Resources

Core Texts:

- Teacher's Edition: *Investigating Characterization* by Mary Ehrenworth
- Excerpts from *Flying Lessons*
- Student independent reading novels

Additional Resources (including anchor charts) can be found in the Heinemann books and on the website

- Resources suggested in Teacher Edition from Heinemann site
- Reading notebooks and reading logs
- Centers (developed by Teachers College)

UNIT 2: Essential Research Skills and Argument Writing

Summary and Rationale	
<p>Global standards have increasingly shifted focus onto nonfiction reading skills, which are essential to students' achievements in every academic discipline. Increasing a child's proficiency in nonfiction reading makes them a strong student who is better able to read articles in science and primary sources in history. Focusing on nonfiction reading skills also fosters informed citizenship, a passion for knowledge, and a lifelong joy of reading to learn.</p> <p>To start, students will be exposed to a variety of different topics pertaining to the world around them. After exploration of those topics, students will choose one on which they wish to focus for the remainder of the unit.. Students will then be grouped according to their topics and discuss the details of what they are reading. Across this unit, teachers will help students develop a solid set of nonfiction reading skills: discerning central ideas, summarizing, synthesizing within and across texts, building vocabulary, growing ideas, and reading critically to question the author's point of view. Additionally, students will develop flexibility as they read across a variety of text types (articles and multimedia resources) and as they transfer what they know from one text type to the next. Students will build background knowledge to support their research process and learn deeply about their chosen topics. Their research will culminate in an argument in which they take a stance on a particular issue within their chosen topic. They will call upon the argument-writing skills learned during the previous unit and apply those same skills to a nonfiction topic.</p>	
Recommended Pacing	
<p>Bend I: Essential Study Habits and Ethical Research Practices/Internet Literacy Bend II: Establishing and Supporting Positions Bend III: Composing More Focused and Nuanced Arguments</p>	
State Standards	
Writing Standards	
W.7.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.7.7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Reading Standards	
RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze its development over the course of the text; provide an objective summary of the text.
RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative,

	connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6.	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.
RL.7.8	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.
RI.7.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Speaking and Listening Standards	
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reading and the relevance and sufficiency of the evidence.
SL.7.4	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.
Language Standards	
L.7.4	<p>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.</p> <ul style="list-style-type: none"> ● 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. ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). ● Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ● Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in a context or dictionary).
L.7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ● Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. ● Use the relationship between particular words (e.g., synonym, antonym, analogy) to better understand each of the words). ● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Instructional Focus

Unit Enduring Understandings

- Processes promote efficiency.
- Point of view is relative.
- Increased knowledge leads to understanding.

Unit Essential Questions

- How can we read to learn intentionally and effectively?
- As we do this work, how do we learn to tackle more dense nonfiction, synthesizing ideas and details while increasing our knowledge and broadening our interests?
- How can I determine more than one central idea across a text?
- How can I use narrative and expository text structures and features as a way to help navigate the ideas and information in a text?
- How can I keep track of many central ideas about a topic while reading across texts, sorting and synthesizing new information as I read it?
- How can I use writing and talking to think through and question what I'm learning?
- How can I re-read closely to be sure I'm understanding complicated concepts?
- How can I analyze the author's use of craft to help better understand key points about the topic?

Objectives

Students will know:

- The front matter (cover, table of contents, introduction) are a preview for a text's main ideas.
- Book clubs are successful when all members come to the meeting prepared.
- Strategies for determining main idea
 - Use pop-out sentences and headings
 - Locate details across sections and determine how they fit together
- In complex nonfiction, the central idea is revealed over time.
- Stories embedded in nonfiction text portray an author's central idea.
- Ideas, events, and people in a text are all linked to the central ideas.
- Self-assessment and goal-setting promote growth.
- Strategies for beginning a research topic
 - Preview sources to get the gist of the topic
 - Read easier sources to build background.
- Nonfiction reading strategies aid in the research process.
- Summaries include the central and main ideas, as well as some important details.
- New information will fit with, extend, or contradict old information (synthesize)
- Reading broadly helps readers comprehend a topic fully.
- The content vocabulary associated with their research topic.
- Reading is an active thinking process.
- Online research presents unique challenges to the research process.
- Techniques authors use to convey point of view
 - Including (and not including) certain voices, issues, and stories
 - Including words that spark emotions
 - Including statistics and other numerical information
 - Choosing certain graphics (photos, charts, maps, artifacts) over others
 - Stating an opinion directly
 - Using "I"
- Some sources are less trustworthy than others.

Students will be able to:

- Orient to nonfiction texts.
- Prepare for book club conversations by noticing significant parts of their text.
- Determine multiple central ideas in a text.
- Revise initial ideas in light of new evidence to determine a more accurate central idea.
- Explain how embedded stories in a nonfiction text contribute to the central idea.
- Analyze how ideas, events, and people connect to the bigger ideas of the text.
- Self-assess and goal-set in order to do higher-level reading work
- Survey sources to identify subtopics.
- Order sources easiest to hardest to determine which to read first.
- Recall what is known about reading nonfiction to start a research project.
- Summarize a text.
- Evaluate how new information relates to previous information (synthesize).
- Facilitate their understanding by reading easier texts, explanatory texts, or texts that provide follow-up information.
- Define and apply content vocabulary in a variety of ways based on how they fit together.
- Develop their own ideas about their topics.
- Compile a text set around a given topic.
- Devise possible solutions for challenges faced during online research.
- Determine an author's point of view and explain how it is portrayed in a text.
- Distinguish trustworthy texts from a variety of sources.
- Produce a TEDTalk to interest others in their topic.

Resources

Core Texts:

- Teacher's Edition- *Essential Research Skills for Teens* by Mary Ehrenworth and Marc Todd
- Student independent reading nonfiction books
- Student nonfiction text sets (topics assigned to 7th grade in clubs)

Additional Resources (including anchor charts) can be found in the Heinemann books and on the website

- Resources suggested in Teacher Edition from Heinemann site
- Reading notebooks and reading logs
- Centers (developed by Teachers College)

UNIT 3: Historical Fiction Book Clubs & Writing Historical Fiction

Summary and Rationale

Historical fiction helps students see how history is not a collection of old, dead facts to be memorized but is full of compelling stories that help us understand our present and what we need to do to shape a better future. As a country struggling to come to terms with its own history, it becomes particularly important that our students learn from the past. As students progress through the unit, they will read stories from history that will expose them to hard truths about the world. Through these truths students will notice inequalities, and this is where we guide them toward thinking about what kind of world we want to live in and how to get there. This unit will kindle a student interest in the genre of historical fiction as well as generate awareness about all that we can learn from history.

To begin, students will learn the skills necessary to orient themselves to a historical fiction text. They will pay close attention to characters, including how the protagonist's values clash with those of the time period and how the perspective of minor characters add layers of meaning to a text. Students will focus on the global aspect of reading historical fiction- how the book teaches about humans' capacity for change. Students will study how characters change and grow as a result of the conflict in the text and that this change may be both positive and negative. They'll read current events and consider how the lessons learned by their characters are lessons for the world. As students finish reading their book, they will consider possible themes that have emerged and lessons they can learn from those themes. As they continue, students will conduct short nonfiction research to establish a context for the fictional work. They will use their new background knowledge to deepen their understanding of the text and begin to write their own historical fiction story, which includes references to their researched time period.

Recommended Pacing

Bend I: Historical Fiction Characters and the Conflicts that Shape Them

Bend II: Characters and Readers Come of Age

Bend III: Studying an Era to Write Historical Fiction

State Standards

Writing Standards

W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
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Reading Standards

RL.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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RL.7.2.	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.
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RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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RL.7.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its
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	meaning.
RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	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.
RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Speaking and Listening Standards	
SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Language Standards	
L.7.4.	<p>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.</p> <ul style="list-style-type: none"> ● 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. ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). ● Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ● Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in a context or dictionary).
L.7.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ● Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. ● Use the relationship between particular words (e.g., synonym, antonym, analogy) to better understand each of the words). ● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Literature mirrors reality. ● Perspective creates empathy. ● Experiences teach lessons. 	

- Genres follow predictable characteristics.
- Transferring knowledge strengthens ability.

Unit Essential Questions

- How can I learn to synthesize and analyze historical fiction so that I become more insightful about this genre, and more powerful at reading complex literature?
- How can I read analytically, determining not only the physical setting (the time and place), of a story, but also the psychological setting?
- How can I examine and re-examine the interaction and intersection of characters, events and history, in order to come to deeper understandings of how these affect each other in literature and history?
- How can I discern and trace themes within and across historical fiction, paying attention to how authors develop the individual roles of characters and of historical events to suggest these themes?
- How can I pay attention to and ponder the literary choices an author makes, so that I see more of the effect of these choices on the reader?

Objectives

Students will know:

- Details about the character and events help readers familiarize themselves with the world of a historical fiction text.
- Backstory clues the reader into events (both personal and historical) that happened prior to the start of the story.
- Character traits can be discerned from how characters respond in times of trouble.
- In historical fiction texts, the protagonist's traits often collide with the expectations or demands of the era in which the story.
- The resulting tension (from the "collision" above) creates the conflict or turmoil at the heart of the text.
- Minor characters offer a different perspective that will deepen interpretation.
- Endings are where the author brings home what they most want to communicate.
- Text from within the same era will offer differing perspectives.
- Research (maps, images, and other sources) builds background knowledge and increases understanding and analysis of a historical fiction text.
- In historical fiction texts, characters' perspectives often change when they begin to see injustices they were previously unaware of.
- Background knowledge fills in missing parts of a story and enhances visualization.
- Historical fiction, like any form of fiction, will offer truths about life (especially the particular era it is set).
- Historical fiction characters often change and come of age influencing and teaching the reader.
- Although characters in historical fiction do not have the power to change existing conditions, they will often gain power over themselves—finding a moral power.
- Character change is complicated (both positive and negative).
- Conflicts of the past shadow us still.

Students will be able to:

- Orient themselves to historical fiction text by figuring out what kind of character the protagonist is, what is going on, and the main character's relationship to the historical conflict.
- Use personal and historical timelines to track events (happening presently and included in backstory) in the text.
- Infer deep ideas about character by studying how they respond in times of trouble.
- Recognize when the protagonist's traits collide with the expectation/demands of the era in which the story is set.
- Explain how the collision of the protagonist's traits and the era's expectations lead to conflict or turmoil.
- Use included details about minor characters to develop new ideas about the text.
- Analyze key parts of the text with the perspective of the ending in mind.

- Compare how two texts about the same era offer differing perspectives.
- Investigate nonfiction material relating to their era to build background, deepen understanding, and provide new insights for their era/novel.
- Consider how the perspective of their characters are changing and clashing with each other and with the dominant perspectives of their times.
- Apply learned background knowledge (from nonfiction research) to visualize and fill in missing parts of the story.
- Interpret parts of a historical fiction text that are teaching truths about its specific era.
- Curate their reading work for a text to highlight understanding and learning into a project.
- Identify ways characters in their text change and consider how that change affects them.
- Summarize ways characters have gained power over themselves.
- Distinguish positive and negative character changes.
- Consider the historical fiction stories read alongside a variety of current event headlines and think about the intersection between the two.

Resources

Core Texts:

- Teacher's Edition: *Historical Fiction Book Clubs* by Mary Ehrenworth and Pablo Wolfe
- Teacher's Edition: *Writing Realistic Fiction* by M. Colleen Cruz
- *Patrol: an American Soldier in Vietnam* by Walter Dean Myers
- "Ambush" (*The Things They Carried*) by Tim O'Brien
- Student book club novels

Additional Resources (including anchor charts) can be found in the Heinemann books and on the website

- Resources suggested in Teacher Edition from Heinemann site
- Reading notebooks and reading logs
- Centers (developed by Teachers College)

UNIT 4: Poetry or Novel Study

Summary and Rationale	
<p>As a culminating unit for the year, Unit 4 will focus on addressing students’ understanding of author’s craft. Teachers may do this work through either a whole-class novel study or a focus on poetry. Students will be asked to utilize the skills they learned during the first unit of the year in reading a high-interest novel or a collection of poems, both independently and with the class. The goal of this reading is to lead to in-depth class and small group discussions and allow students to revisit skills from the beginning of the year that they will also be seeing again in eighth grade.</p> <p>Through notebook work, students will be analyzing their reading and developing opinions about the author’s use of craft, which will then assist them in their discussions. Their written work can include journal-style reflections, quote or line analysis, making text-to-world connections, and eventually developing an argument about the author’s writing choices or the themes and motifs in the novel or poems.</p>	
Recommended Pacing	
Bend I: Reading and Annotating (Notebook Work) Bend II: Literary Analysis/Argument Writing	
State Standards	
Writing Standards	
W.7.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Reading Standards	
RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	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.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL.7.7	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).
Speaking and Listening Standards	
SL.7.4	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.
Language Standards	
L.7.4	<p>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.</p> <ul style="list-style-type: none"> ● 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. ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). ● Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ● Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in a context or dictionary).
L.7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ● Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. ● Use the relationship between particular words (e.g., synonym, antonym, analogy) to better understand each of the words). ● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Literature mirrors reality. ● Perspective creates empathy. ● Experiences teach lessons. ● Transferring knowledge strengthens ability. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How can reading help us understand and question the world? ● How do author’s choices about craft help convey meaning in their writing? ● How does poetry contribute to our understanding of self, others, and the world? ● How does poetry spark emotion? ● How do writers effectively communicate important life experiences in written form? 	
Objectives	
<p>Students will know (poetry):</p> <ul style="list-style-type: none"> ● The meaning of words and phrases as they are used in the text, including figurative and connotative meanings, can have an impact on the author’s intended message. 	

- Considering the language in a poem can help us to identify the point of view and tone.
- Specific word choices can also have an impact on the meaning, tone, and mood of a poem.
- Like literature, the theme or central idea of a poem can be analyzed for its development over the course of a text.
- Authors can express contrasting themes about the same topic.

Students will know (novel study):

- The strongest writing about reading actually lifts the level of your thinking about the book.
- It is helpful to pay attention to the author’s specific language. This helps you grasp the mood and tone of the work, as well as understand the narrative elements of a piece.
- Setting does not only entail the time and place a story takes place—it also includes the mood or atmosphere created by the place.
- The mood or atmosphere of the setting shapes characters.
- External pressures from their surroundings (setting) can create inconsistencies between a character’s behaviors and their inner thinking.
- Settings in stories can change both physically and psychologically.
 - Change in mood or atmosphere
 - Change in time (to develop backstory)
- Characters act as positive or negative forces on a place.
- Trouble and conflict in a text portray possible motifs in a story.
- Motifs can be developed into themes by reexamining relevant scenes.
- Authors layer symbolism that relates to or develops the theme into narratives.

Students will be able to:

- Critique their writing about reading and set a goal for improvement.
- Choose and employ a strategy to lift the level of their writing about reading.
- Describe how significant character traits matter to what happens in the text.
- Infer how characters/speakers are affected by the mood or atmosphere of the setting.
- Consider how an author’s specific language evokes emotions and images.
- Develop ideas about possible themes and motifs by focusing on the author’s goals and techniques.
- Formulate thesis statements based on their analysis.
- Support their ideas with specific evidence from the texts.
- Identify and explain how certain objects or moments take on symbolic significance and help develop themes.

Resources

Core Texts: Teacher’s choice

Suggested Texts: *The Outsiders*, *Monster*, *The Giver*

Additional Resources (including anchor charts) can be found in the Heinemann books and on the website (can refer to “Writing About Reading” Unit book and/or “How to Eat a Poem”)