

Teacher: CORE ELA Grade 7
 Course: ELA Grade 7

Year: 2010-11
 Month: All Months

A u g u s t	Writing							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Personal Narrative	A1. Narrative Writing a. Personal Narrative B1. Writing Process a. Brainstorming/Prewrite C1. Writing Traits a. Ideas	A1a. Construct a written personal narrative using the entire writing process. B1a. Use various oral and written brainstorming strategies to determine an effective idea for a personal narrative. B1a. Brainstorm collaboratively electronically. C1a. Use sensory details, write details that show rather than tell.		A1a. Personal Narrative Draft 9/8/2010 A1a, B1a, C1a. Personal Narrative Clean Copy 9/8/2010 B1a, C1a. Conference 1/1/2011 C1a. Graphic Organizer 1/1/2011			W.7.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.7.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

							<p>approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p> <p>W.7.3a- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.7.3b-Use narrative techniques, such as dialogue, pacing, and description, to develop experiences,</p>
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							events, and/or characters.
Short Story	<p>A1. Narrative Writing</p> <p>c. Short Story</p> <p>B1. Writing Process</p> <p>c. Revision</p> <p>C1. Writing Traits</p> <p>c. Voice</p>	<p>A1c. Compose a narrative with setting, dialogue, plot or conflict, main characters, specific details and a satisfying ending.</p> <p>B1c. Evaluate the effectiveness of their draft and rewrite to create a clearer story.</p> <p>C1c. Develop a unique voice in their writing.</p> <p>_____.</p> <p>Publish digital story online.</p>		<p>A1c. Short Story Draft</p> <p>9/8/2010</p> <p>A1c, B1c, C1c. Short Story Clean Copy</p> <p>9/8/2010</p> <p>B1c, C1c. Conference</p> <p>1/1/2011</p> <p>C1c. Graphic Organizer</p> <p>1/1/2011</p>			<p>W.7.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.7.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience</p>

						<p>have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p> <p>W.7.3a- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.7.3b-Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>
News	A2.	A2c. Write		A2c. News		W.7.4- Produce clear

<p>Article</p>	<p>Informational Writing c. News Article B1. Writing Process b. Drafting C1. Writing Trait b. Organization</p>	<p>a news article with the audience and background knowledge in mind. A2c. Use facts, examples and anecdotes. B1b. Add details and examples to make topic more interesting. C1b. Compose an engaging lead. C1b. Organize information to fit the purpose of the piece. C1b. Include 5 W's + H. _____. Compile a class newspaper to swap with other 7th grade class and respond to one article on class blog.</p>		<p>Article Draft 9/8/2010 A2c, B1b, C1b. News Article Clean Copy 9/8/2010 B1b, C1b. Conference 1/1/2011 C1b. Graphic Organizer 1/1/2011</p>			<p>and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.7.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.) W.7.2a-Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g.,</p>
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							charts, tables), and multimedia when useful to aiding comprehension. W.7.2c-Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. W.7.2f-Provide a concluding statement or section that follows from and supports the information or explanation presented.
Poetry	A3. Poetic Writing a. Poetry B1. Writing Process e. Publishing C1. Writing Traits d. Word Choice	A3a. Use words to evoke imagery and feelings. B1e. Understand the purposes of publication. C1d. Use memorable or vivid words. _____ Input poetry on wordle.		A3a. Poetry Draft 9/8/2010 A3a, B1e, C1d. Poetry Clean Copy 9/8/2010 B1e, C1d. Conference 1/1/2011 C1d. Graphic Organizer 1/1/2011			W.7.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.7.5-With some guidance and support from

							peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.) W.7.11- Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.
Letter to Character	A4. Functional Writing	A4d. Write a collaborative		A4d. Letter to Character Draft			W.7.4- Produce clear and coherent

	<p>d. Letter to Author B1. Writing Process d. Editing C1. Writing Traits e. Sentence Fluency</p>	<p>letter to a specified audience using details from a text. B1d. Understand that the writer shows respect for the reader by applying what is known about conventions. C1e. Use variety of sentence structures and lengths.</p>		<p>9/8/2010 A4d, B1d, C1e. Letter to Character Clean Copy 9/8/2010 B1d, C1e. Conference 1/1/2011 C1e. Graphic Organizer 1/1/2011</p>		<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.7.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to</p>
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							and including grade 7 on page 52.) W.7.1b- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.7.1d- Establish and maintain a formal style. W.7.11a- Make deliberate, personal, cultural, textual, and thematic connections across genres.
Test Writing	A4. Functional Writing c. Test Writing B1. Writing Process b. Drafting C1. Writing Traits a. Ideas	A4c. Provide details and examples that develop and support the thesis. B1b. Add words, phrases, sentences and		A4c, B1d, C1a. Constructed Response 1/1/2011			W.7.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter

		<p>paragraphs to clarify meaning. C1a. Provide details that are accurate, relevant, interesting and vivid.</p>				<p>time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.7.2b- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>
Literary Analysis	<p>A4. Functional Writing d. Literary Analysis B1. Writing Process a. Brainstorming/Prewriting C1. Writing Traits a. Ideas</p>	<p>A4d. Respond to a text in a way that reflects analytic or aesthetic thinking. B1a. Write for a specific purpose: reflect. C1a. Clearly communicate main points. _____. Publish on an online book review website.</p>		A4d, B1a, C1a. Constructed Response 1/1/2011		<p>W.7.10-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. W.7.1a- Introduce claim(s),</p>

							acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.1b- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Multi Genre	<p>A5. Hybrid Writing</p> <p>a. Multi-Genre</p> <p>B1. Writing Process</p> <p>a. Brainstorming/Prewriting</p> <p>b. Drafting</p> <p>c. Revising</p> <p>d. Editing</p> <p>e. Publishing</p> <p>C1. Writing Traits</p> <p>a. Ideas</p> <p>b. Organization</p> <p>c. Voice</p> <p>d. Word Choice</p> <p>e. Sentence Fluency</p> <p>f. Conventions</p> <p>g. Presentation</p>	<p>A5a. Select different genres with a clear purpose in mind.</p> <p>A5a. Integrate the genres to create a coherent text.</p> <p>C1a. Maintain central idea or focus.</p> <p>C1a. Engage</p>		<p>H5a. Multi-Genre Draft</p> <p>9/8/2010</p> <p>A5a, B1, C1. Multi-Genre Clean Copy</p> <p>9/8/2010</p> <p>B1, C1. Conference</p> <p>1/1/2011</p> <p>C1. Graphic Organizer</p> <p>1/1/2011</p>			<p>W.7.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.7.5-With some</p>

		<p>the reader with ideas that show strong knowledge of the topic. _____ . Use any available tech tool to share with class.</p>				<p>guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.) W.7.6-Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and</p>
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							<p>citing sources.</p> <p>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.</p> <p>W.7.10-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.</p> <p>W.7.9a-</p>
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							<p>Apply grade 7 Reading standards to literature (e.g., “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”).</p> <p>W.7.9b- Apply grade 7 Reading standards to literary nonfiction (e.g., “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”).</p>
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R9: READING STRATEGIES*

p t e m b e r	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
			Story Elements: Characters, Setting, Plot	Skim text to determine main and sub-elements Predict the outcome of stories based on information given within story				
		Main Ideas: Supporting Details	Draw, in writing, conclusions of simple and complex text using explicit information (e.g., text, dialogue, illustrations) Inference, in writing, simple and complex text using implicit information (e.g., context clues, prior knowledge) Read a variety of fictional literature Make connections to self through a variety of fictional text Respond to, and express the					7.R.1.11- Draw conclusions and make inferences on the basis of explicit and implied information 7.R.2.8- Read silently and aloud from a variety of genres, authors, and themes 7.R.2.9- Identify questions of personal importance and interest, and list works of literature that addresses them

		main idea, conflict, themes, connections, and personal emotions					
	Literary Analysis: Fictional Text	<p>Connect fictional literature on a variety of levels</p> <p>Analyze fictional literature using supportive evidence from the text (e.g., plot, characters, setting, & theme)</p> <p>Recognize multiple perspectives in fictional text (e.g., first-person, third-person)</p> <p>Recognize universal themes in fictional text</p> <p>Analyze literary elements, such as: symbolism, metaphor, simile, alliteration, personification, flashback and foreshadowing) to determine the author's message</p> <p>Recognize how the author's choice of words generates specific emotions and mental images</p> <p>Interpret poetic elements to increase</p>					<p>7.R.1.9- Compare and contrast information from a variety of different sources</p> <p>7.R.2.1- Recognize that one text may generate multiple interpretations</p> <p>7.R.2.2- Interpret characters, plot, setting, and theme, using evidence from the text</p> <p>7.R.2.3- Identify the author's point of view, such as first-person narrator and omniscient narrator</p> <p>7.R.2.4- Recognize recurring themes in a variety of literary works</p> <p>7.R.2.5- Determine how the use and meaning of literary devices (e.g.,</p>

		<p>understanding and appreciation of fictional poetry</p> <p>Analyze a character's motives, story events, and setting in order to connect to their own lives</p> <p>Recognize historical context and time period in order to comprehend and enjoy the text</p> <p>Differentiate information from a variety of fictional sources</p>					<p>symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent</p> <p>7.R.2.6- Recognize how the author's use of language creates images or feelings</p> <p>7.R.2.7- Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry</p> <p>7.R.2.10- Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives</p> <p>7.R.2.11- Identify social and cultural context and other characteristics of the time period to</p>
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								enhance understanding and appreciation of text
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W2: TRAITS OF WRITING*

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Creative Writing						

PRODUCT: MEMOIR*

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Memor Characteristics: First person, Life-altering experience, Dialogue	Write piece staying in first-person point of view					
	Essay Format: Strong Lead, Strong Ending						
	Ideas: Narrowed Life Focus						
	Voice: Audience Appropriateness, Tone,						
	Sentence Fluency: Sentence Variation						
	Word Choice: Tone						

	Appropriateness, Synonyms, Sophisticated Language								
	Organization: Main Idea/Stay on Topic, Sequential Order								

WRITING STRATEGIES AND RESPONSE*

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Narrative Writing: Personal Narrative	Demonstrate: Ideas trait					
	Narrative Writing: Short Story						
	Informational Writing: Book Review						
	Informational Writing: News Article						
	Poetic Writing: Poetry						
	Functional Writing: Test Writing						
	Functional Writing: Test Writing						

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Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Adversity	Interpret plot, setting, and theme Recognize how the author's use of language creates images or feelings					7.L.1.4-Recall significant ideas and details, and describe the relationships between and among them 7.L.1.6-Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information 7.L.1.7-Draw conclusions and make inferences on the basis of explicit information 7.L.2.1- Interpret and respond to texts on a variety of themes from different genres and authors 7.L.2.2-Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text 7.L.3.2-

							<p>Recognize multiple levels of meaning 7.R.1.6- Distinguish between relevant and irrelevant information 7.R.1.11-Draw conclusions and make inferences on the basis of explicit and implied information 7.R.1.12-Make, confirm, or revise predictions 7.R.2.3- Identify the author's point of view, such as first-person narrator and omniscient narrator 7.R.2.4- Recognize recurring themes in a variety of literary works 7.R.2.5- Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification,</p>
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							<p>flashback, and foreshadowing) convey the author's message or intent</p> <p>7.R.2.6- Recognize how the author's use of language creates images or feelings</p> <p>7.R.2.8-Read silently and aloud from a variety of genres, authors, and themes</p> <p>7.R.2.10- Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives</p> <p>7.R.3.1.b- consider the background and qualifications of the writer</p> <p>7.R.3.1.h- identify multiple levels of meaning</p>
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