

<p>UNIT/ORGANIZING PRINCIPLE: <u>Literary Analysis: Nonfiction</u> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate and understanding of the information presented; <u>Information & Media Literacy: Informational Text</u> The student comprehends the wide array of informational texts that is part of our day to day experiences.</p>			<p>Pacing: First Nine Weeks Weeks 1</p>	
<p>Essential Question(s) How do text features aid in reading comprehension? What are nonfiction reading skills and strategies?</p>			<p>Big Idea: Text Features/ Text Structure</p>	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
<p>Reading Process</p> <p>Using Text Features to Understand Nonfiction Including Textbooks</p>	<p>Locate, use, analyze specific information from organizational text features.</p> <p>Explain how text features aid the reader’s understanding.</p> <p>Create a technical manual or solve a problem.</p>	<p><u>LA.7.2.2.1</u></p> <p><u>LA.7.6.1.2</u></p> <p><u>LA.7.6.1.3</u></p>	<p>Interpret information from different text features in textbooks, newspapers, encyclopedias, online resources, atlases, and informational articles.</p> <p>Describe how features help the reader understand the text.</p> <p>Read product information and write workplace texts.</p>	<p>titles, subtitles, headings, table of contents, glossary, index, charts, graphs, captions, pictures, diagrams, highlighting, colored words, bold print, italics, and key words</p>

<p>UNIT/ORGANIZING PRINCIPLE: <u>Literary Analysis: Nonfiction</u> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate and understanding of the information presented; <u>Literary Analysis: Fiction</u> The student identifies, analyzes, and applies the elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection; <u>Informational & Media Literacy: Informational Text</u> The student comprehends the wide array of informational texts that is part of our day to day experiences.</p>				<p>Pacing: First Nine Weeks Week 2</p>
<p>Essential Question(s) How do I use media resources and research skills to understand information and enjoy fiction? What are nonfiction reading skills and strategies?</p>			<p>Big Idea: Information Media Literacy</p>	
Concepts/Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
<p>Reading Process</p> <p>Using media center tools and research sources to understand fiction & nonfiction.</p>	<p>Identify the characteristics of a variety of types of text and how they are alike and different.</p>	<p><u>LA.7.2.2.4</u></p>	<p>Learn the differences between several types of nonfiction texts.</p>	<p>media specialist, card catalog, fiction, nonfiction, biographies, Dewey Decimal System, atlas, encyclopedia, almanac, fiction, mythology, poetry, historical fiction, drama</p>
	<p>Comprehend the wide array of informational text that is part of our day to day experiences.</p>	<p><u>LA.7.6.1.0</u></p>	<p>Understand real world texts that you encounter.</p>	
	<p>Use interest and recommendation of others to select fiction materials to expand knowledge and become a fully literate member of a shared culture</p>	<p><u>LA.7.2.1.10</u></p>	<p>Draw upon others to help you choose appropriate fiction (and nonfiction) materials to read that will lead to your being well-read.</p>	

UNIT/ORGANIZING PRINCIPLE: <u>Reading Process: Vocabulary Development</u> The student uses multiple strategies to develop grade appropriate vocabulary. <u>Writing Process: Editing for Language Conventions</u> The student will edit and correct the draft for standard language conventions.			Pacing: First Nine Weeks Weeks 3-5	
Essential Question(s) Why will knowledge of parts of speech & capitalization benefit the writing & reading process? What are nonfiction reading skills and strategies?			<u>Big Idea:</u> Repairing & Editing for Language Conventions	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Parts of Speech	Determine the parts of speech of words in sentences & edit for correct use of the 8 parts of speech	<u>LA.7.6.10</u> <u>LA.7.3.4.4</u>	Use a dictionary to find the parts of speech of words; Check writing for pronoun & antecedent agreement & correct use of singular & plural nouns and both regular & irregular verbs Use accurate capitalization of proper nouns, initial words in sentences, the pronoun "I", names of regions, and events.	subject, predicate, noun, common & proper noun, pronoun, pronoun antecedent agreement, homophones, verbs: action & being & linking & helping, regular & irregular verbs, adjectives, adverbs, possessive, prepositions, conjunctions, interjections, parts of speech, capitalization, singular, plural, phrases
Capitalization	Edit for correct use of capitalization	<u>LA.7.3.4.2</u>		
Sentence Variation	Revise writing to create precision & interest by using a variety of sentence structures, creative language devices, and modifying word choices	<u>LA.7.3.3.3</u>		

UNIT/ORGANIZING PRINCIPLE: Reading Process: Vocabulary Development The student uses multiple strategies to develop grade appropriate vocabulary.			Pacing: First Nine Weeks Weeks 6-9	
Essential Question(s) How do I know what words mean?			Big Idea: Vocabulary Development	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Context Clues	Use context clues to determine meanings of unfamiliar words	<u>LA.7.1.6.3</u>	find clues to the meaning of the word.	context clues, denotative, connotative, prefixes, suffixes, root words, multiple meanings, synonyms, antonyms, thesaurus, dictionary, syllables, pronunciation, parts of speech, etymology
Dictionary Skills	Determine meanings of words, pronunciation, parts of speech, etymologies, & alternate word choices by using a dictionary, thesaurus, and digital tools	<u>LA.7.1.6.10</u>	Use physical and online dictionaries and thesauruses to figure out how to say a word, what part of speech the word is, what its meaning is, where it comes from, and other possible choices for the word.	
Word Parts	Identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.	<u>LA.7.1.6.7</u>		
Multiple Word Meanings	Determine the correct meaning of words with multiple meanings in context.	<u>LA.7.1.6.9</u>		

<p>UNIT/ORGANIZING PRINCIPLE: <u>Creative Writing Applications:</u> The student develops and demonstrates creative writing. <u>Informative Writing Applications:</u> The student develops and demonstrates expository writing that provides information related to real-world tasks. <u>Drafting Writing Process:</u> The student will write a draft appropriate to the topic, audience, and purpose.</p>				<p>Pacing: Second Nine Weeks ALL Quarter</p>
<p>Essential Question(s) What skills and strategies will help students comprehend fiction and become strategic readers of stories? What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?</p>			<p>Big Idea: Reading Strategies; Story Elements, Paragraph Writing— Figurative Language</p>	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
<p>Reading Comprehension</p> <p>Literary Analysis</p> <p>Communication</p> <p>Writing Process</p>	<p>*write narrative accounts with an engaging plot</p> <p>*organizing information into a logical sequence and combining or deleting sentences to enhance clarity</p> <p>*write a variety of expressive forms</p> <p>*record information observations related to a topic, as appropriate, and attribute sources of information</p> <p>*locate various literary devices (e.g., sound, meter, figurative and descriptive)</p> <p>*locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text</p>	<p><u>LA.7.4.1.1</u></p> <p><u>LA.7.3.2.2</u></p> <p><u>LA.7.4.1.2</u></p> <p><u>LA.7.4.2.2</u></p> <p><u>LA.7.2.1.3</u></p> <p><u>LA.7.2.1.7</u></p>	<p>use a range of appropriate strategies and specific narrative action and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone</p> <p>incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.</p> <p>identify how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis</p>	<p>Paragraph</p> <p>Figurative Language</p>

<p>UNIT/ORGANIZING PRINCIPLE:</p> <p><u>Literary Analysis:</u> Fiction, The student identifies, analyzes, and applies the elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection</p>				<p>Pacing: Second Nine Weeks Week 1</p>
<p>Essential Question(s) What skills and strategies will help students comprehend fiction and become strategic readers of stories? What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?</p>			<p><u>Big Idea:</u> <u>Reading Strategies:</u> <u>Predicting/ Inferring</u></p>	
<p>Concepts/ Content</p>	<p>Learning Targets/Skills</p>	<p>Benchmarks</p>	<p>Essential Content and Understanding</p>	<p>Key Terminology</p>
<p>Prereading</p>	<p>*use background knowledge of subject and related content areas, pre reading strategies, graphic representations, and knowledge of text structure.</p>	<p><u>LA.7.1.7.1</u></p>	<p>make and confirm complex predictions of content, purpose, and organization of a reading selection.</p>	<p>Prior Knowledge Pre-Reading Predicting Strategy</p>
<p>Inferring</p>	<p>*determine the main idea or essential message in grade-level or higher texts.</p>	<p><u>LA.7.1.7.3</u></p>	<p>infer, paraphrase, summarize, and identify relevant details.</p>	<p>Organization Infer/ Inferring Paraphrase</p>
<p>Main Idea/ Summarizing</p>	<p>*use strategies to repair comprehension of grade-appropriate text .</p>	<p><u>LA.7.1.7.8</u></p>	<p>when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, and questioning.</p>	<p>Summarize Main Idea Details</p>
<p>Repair Comprehension</p>				

UNIT/ORGANIZING PRINCIPLE		Pacing: Second Nine Weeks Week 2		
<u>Literary Analysis:</u> Fiction, The student identifies, analyzes, and applies the elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection		Big Idea: Reading Strategies: <u>Questioning/ Connecting</u>		
Essential Question(s) What skills and strategies will help students comprehend fiction and become strategic readers of stories? What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?				
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Prereading Inferring Questioning Connecting with the text Main Idea/ Summarizing Repair Comprehension	*use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. *develop an interpretation of a selection and support through sustained use of examples and contextual evidence *use effective listening strategies for informal and formal discussions.	<u>LA.7.1.7.8</u> <u>LA.7.2.1.5</u> <u>LA.7.5.2.1</u>	make and confirm complex predictions of content, purpose, and organization of a reading selection. infer, paraphrase, summarize, and identify relevant details. when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	Prior Knowledge Pre-Reading Predicting Strategy Questioning Connecting Organization Infer/ Inferring Paraphrase Summarize Main Idea Details

UNIT/ORGANIZING PRINCIPLE: Literary Analysis: Fiction, The student identifies, analyzes, and applies the elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection			Pacing: Second Nine Weeks Week 3	
Essential Question(s) What skills and strategies will help students comprehend fiction and become strategic readers of stories? What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?			Big Idea: Reading Strategies: <u>Visualizing/</u> <u>Summarizing</u>	
Concepts/Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Connecting with the text Visualizing Details Main Idea/ Summarizing Repair Comprehension	*use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. *develop an interpretation of a selection and support through sustained use of examples and contextual evidence. *use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic.	<u>LA.7.1.7.8</u> <u>LA.7.2.1.5</u> <u>LA.7.5.2.1</u>	make and confirm complex predictions of content, purpose, and organization of a reading selection. infer, paraphrase, summarize, and identify relevant details. when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources	Prior Knowledge Pre-Reading Predicting Strategy Organization Infer/ Inferring Paraphrase Visualize Summarize Main Idea Details

UNIT/ORGANIZING PRINCIPLE: Literary Analysis: Fiction, The student identifies, analyzes, and applies the elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection.			Pacing: Second Nine Weeks Week 4	
Essential Question(s) What skills and strategies will help students comprehend fiction and become strategic readers of stories? What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?			Big Idea: Reading Strategies: <u>Evaluating</u>	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Connecting with the text Visualizing Details Main Idea/ Summarizing Author's Purpose Repair Comprehension	*develop an interpretation of a selection and support through sustained use of examples and contextual evidence. *analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections *identify and analyze the characteristics of various genres as forms with distinct characteristics and purposes *compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison	<u>LA.7.2.1.5</u> <u>LA.7.1.7.6</u> <u>LA.7.2.1.1</u> <u>LA.7.2.1.6</u>	identify similarities and differences in characters, settings, and actions, and explicit cause/effect relationships in stories and informational text using strategies, including but not limited to simple graphic organizers the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes compare the use of the same theme in two different literary genres, (e.g., novel and play, poem and short story)	Prior Knowledge Pre-Reading Predicting Strategy Organization Questioning Infer/ Inferring Paraphrase Visualize Summarize Main Idea Details Evaluating

UNIT/ORGANIZING PRINCIPLE: Literary Analysis: Fiction, The student identifies, analyzes, and applies the elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection.			Pacing: Second Nine Weeks Week 5	
Essential Question(s) What skills and strategies will help students comprehend fiction and become strategic readers of stories? What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?			Big Idea: <u>Story Elements:</u> <u>Character / Setting</u>	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Using, Recognizing, and Identifying Fiction Story Elements	* locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction *locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text. *explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written	<u>LA.7.2.1.2</u> <u>LA.7.2.1.7</u> <u>LA.7.2.1.8</u>	Identifies, analyzes, and applies knowledge of elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis Uses a variety of strategies to comprehend grade level text Identifies, analyzes, and applies knowledge of elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection Effectively applies listening & speaking strategies for discussion purposes Use prewriting strategies and draft paragraphs appropriate to topic, audience, and purpose.	Fiction Story Elements Character Setting

UNIT/ORGANIZING PRINCIPLE: Literary Analysis: Fiction, The student identifies, analyzes, and applies the elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection.			Pacing: Second Nine Weeks Week 6	
Essential Question(s) What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?			Big Idea: <u>Story Elements:</u> <u>Characterization</u>	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Using, Recognizing, and Identifying Fiction Story Elements	* locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction * locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis * explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written	<u>LA.7.2.1.2</u> <u>LA.7.2.1.7</u> <u>LA.7.2.1.8</u>	Identifies, analyzes, and applies knowledge of elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis Uses a variety of strategies to comprehend grade level text Identifies, analyzes, and applies knowledge of elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection Effectively applies listening & speaking strategies for discussion purposes Use prewriting strategies and draft paragraphs appropriate to topic, audience, and purpose.	Fiction Story Elements Character Setting

UNIT/ORGANIZING PRINCIPLE:				Pacing: Second Nine Week 7
Literary Analysis: Fiction, The student identifies, analyzes, and applies the elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection.				
Essential Question(s) What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?			Big Idea: <u>Story Elements:</u> <u>Plot Development</u>	
Concepts/Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Using, Recognizing, and Identifying Fiction Story Elements	<ul style="list-style-type: none"> * locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction * identify and analyze recurring themes across a variety of works *develop an interpretation of a selection and support through sustained use of examples and contextual evidence *explain how ideas of a literary work often reflect the historical period in which it was written 	<ul style="list-style-type: none"> <u>LA.7.2.1.2</u> <u>LA.7.2.1.4</u> <u>LA.7.2.1.5</u> <u>LA.7.2.1.8</u> 	identify differences in characteristics of various genres of literature (e.g., fiction, poetry, drama); - identify setting, plot structure, theme, and elements of character development (e.g., dialogue, thoughts, actions) in works of literature; - identify literary devices (e.g., sound, descriptive language, line length, illustrations) in poetry; - identify themes (e.g., bravery, friendship, caring) in fiction, poetry, or drama; - write a reflection that describes how the literature selection connects to life experiences and impacts the reader; - write a review or brief report on two works of literature that identifies similarities and differences in theme or plot structure	Fiction Story Elements Character Setting Characterization Plot Introduction Rising Action Climax Falling Action Resolution Conflict

UNIT/ORGANIZING PRINCIPLE: Literary Analysis: Fiction, The student identifies, analyzes, and applies the elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection.				Pacing: Second Nine Weeks Week 8
Essential Question(s) What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?				Big Idea: <u>Story Elements:</u> <u>Conflict</u>
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Using, Recognizing, and Identifying Fiction Story Elements	* locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction * identify and analyze recurring themes across a variety of works *develop an interpretation of a selection and support through sustained use of examples and contextual evidence *explain how ideas of a literary work often reflect the historical period in which it was written	<u>LA.7.2.1.2</u> <u>LA.7.2.1.4</u> <u>LA.7.2.1.5</u> <u>LA.7.2.1.8</u>	identify differences in characteristics of various genres of literature (e.g., fiction, poetry, drama); - identify setting, plot structure, theme, and elements of character development (e.g., dialogue, thoughts, actions) in works of literature; - identify literary devices (e.g., sound, descriptive language, line length, illustrations) in poetry; - identify themes (e.g., bravery, friendship, caring) in fiction, poetry, or drama; - write a reflection that describes how the literature selection connects to life experiences and impacts the reader; - write a review or brief report on two works of literature that identifies similarities and differences in theme or plot structure	Fiction Story Elements Character Setting Characterization Plot Introduction Rising Action Climax Falling Action Resolution Conflict

UNIT/ORGANIZING PRINCIPLE: Literary Analysis: Fiction, The student identifies, analyzes, and applies the elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection.				Pacing: Second Nine Weeks Week 9
Essential Question(s) What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?			Big Idea: <u>Story Elements:</u> <u>Theme</u>	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Using, Recognizing, and Identifying Fiction Story Elements	<ul style="list-style-type: none"> * locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction *develop an interpretation of a selection and support through sustained use of examples and contextual evidence * identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil) *compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison * explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written 	<p><u>LA.7.2.1.2</u></p> <p><u>LA.7.2.1.5</u></p> <p><u>LA.7.2.1.4</u></p> <p><u>LA.7.2.1.6</u></p> <p><u>LA.7.2.1.8</u></p>	identify differences in characteristics of various genres of literature (e.g., fiction, poetry, drama); - identify setting, plot structure, theme, and elements of character development (e.g., dialogue, thoughts, actions) in works of literature; - identify literary devices (e.g., sound, descriptive language, line length, illustrations) in poetry; - identify themes (e.g., bravery, friendship, caring) in fiction, poetry, or drama; - write a reflection that describes how the literature selection connects to life experiences and impacts the reader; - write a review or brief report on two works of literature that identifies similarities and differences in theme or plot structure	Fiction Story Elements Character Setting Characterization Plot Introduction Rising Action Climax Falling Action Resolution Conflict

UNIT/ORGANIZING PRINCIPLE: Nonfiction Reading Skills and Strategies Reading Comprehension: Fiction, The student uses strategies to comprehend grade level text.			Pacing: Third Nine Weeks Week 1-2	
Essential Question(s) What skills & strategies will help students comprehend informational text and become strategic readers of informational text?			Big Idea: <h1>Main Idea</h1>	
Concepts/Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Different Genres Background Knowledge Main Idea Supporting Details Methods of Organization	identify and analyze the characteristics of various genres as forms with distinct characteristics and purposes; use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text use information from the text to state the main idea and/or provide relevant details; analyze a variety of text structures determine the main idea or essential message in grade-level or higher texts	<u>LA.7.2.1.1</u> <u>LA.7.1.7.1</u> <u>LA.7.2.2.2</u> <u>LA.7.1.7.3:</u>	Identify different genres Recognize methods of organization: comparison/contrast, cause/effect, chronological order, argument/support, lists) make and confirm complex predictions of content, purpose, and organization of a reading selection determine the main idea or essential message in text through identifying relevant details and events, including but not limited to who, what, where, when, and what happened;	Genre Folklore Main Idea Details Methods of Organization

UNIT/ORGANIZING PRINCIPLE: Nonfiction Reading Skills and Strategies Reading Comprehension: Fiction, The student uses strategies to comprehend grade level text.			Pacing: Third Nine Weeks Week 3-4	
Essential Question(s) What skills & strategies will help students comprehend informational text and become strategic readers of informational text?			Big Idea: Author's Purpose	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Folklore Literary Analysis	analyze the author's purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts understand how they affect meaning; categorize key vocabulary and identify salient features	<u>LA.7.1.6.4</u>	Recognize point of view confirm predictions of content and purpose of reading selections	Author's Purposes To inform... To persuade... To entertain... To share...
Background Knowledge	locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text	<u>LA.7.2.1.7</u>	identify author's purpose in text select a variety of fiction materials based on interest	
Main Idea Review	identify how word choice is used to appeal to the reader's senses and emotions		connect topics and function as a member of a shared culture. (e.g., novels, historical fiction, mythology, poetry)	
Author's Purpose	use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.	<u>LA.7.2.1.10</u>	providing evidence from text to support the analysis	

UNIT/ORGANIZING PRINCIPLE: : Nonfiction Reading Skills and Strategies Reading Comprehension: Fiction, The student uses strategies to comprehend grade level text.			Pacing: Third Nine Weeks Week 5-6	
Essential Question(s) What skills & strategies will help students comprehend informational text and become strategic readers of informational text?			Big Idea: Compare/ Contrast	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Folklore Literary Analysis Author's Purpose Review Finding Similarities and Differences in Nonfiction	compare the use of the same theme in two different literary genres explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections compare and contrast elements in multiple texts	<u>LA.7.2.1.6</u> <u>LA.7.2.1.8</u> <u>LA.7.1.7.6</u> <u>LA.7.1.7.7</u>	use structural features as the basis for the comparison identify similarities and differences in characters, settings, and actions, and explicit cause/effect relationships in stories and informational text using strategies, including but not limited to simple graphic organizers	Theme Compare Contrast Same Different Similarities Differences

UNIT/ORGANIZING PRINCIPLE: Nonfiction Reading Skills and Strategies Reading Comprehension: Fiction, The student uses strategies to comprehend grade level text. Research Process, The student uses a systematic process for the collection, processing, and presentation of information.				Pacing: Third Nine Weeks Week 9
Essential Question(s) What skills & strategies will help students comprehend informational text and become strategic readers of informational text?			Big Idea: Text Validity (Fact vs. Opinion)	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
validity and reliability of information in text	Use nonfiction materials to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture. assess, organize, and check the validity and reliability of information in text understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.	<u>LA.7.2.2.5</u> <u>LA.7.6.2.2</u> <u>LA.7.6.2.4</u>	know prereading strategies, graphic representations, and knowledge of text structure examine both primary and secondary sources; listen to, read, and discuss familiar and conceptually challenging text use a variety of techniques by examining several sources of information use a variety of techniques by examining several sources of information, including both primary and secondary sources	Fact Opinion Sources Primary Secondary Validity Reliability Slander

UNIT/ORGANIZING PRINCIPLE: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text. Writing Process: The student develops and demonstrates creative writing.			Pacing: Fourth Nine Weeks Weeks 1-3	
Essential Question(s) What are the skills and strategies necessary to understand poetic devices and creative writing with figurative language? What are the skills and strategies to write creatively to maintain interest of the audience?			Big Idea: <h1>Poetry</h1>	
Concepts/Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Reading Comprehension	Analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections	<u>LA. 7.1.7.6</u>	Identify themes shared by two or more works of fiction and nonfiction	Meter, Foot, syllables, accents, open form, rhyme scheme, figurative language, author’s purpose, elements of poetry, dialogue, characterization, format
	Compare and Contrast elements in multiple texts	<u>LA. 7.1.7.7</u>	Identify similarities and differences in different pieces of writing	
Creative Writing/Figurative Language	Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details	<u>LA. 7.1.7.3</u>	Understand an author’s message or main idea, use a variety of techniques, identify the most important details, using them to make logical guesses about meaning and restating them in your own words	
	Write a variety of expressive forms that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format	<u>LA. 7.4.1.2</u>	Use rhythm, rhyme, dialogue, and other elements of fiction and poetry to express ideas in poems, plays, and stories	

UNIT/ORGANIZING PRINCIPLE: Prewriting: The student will use prewriting strategies to generate ideas and formulate a plan. Drafting: The student will write a draft appropriate to the topic, audience, and purpose.			Pacing: Fourth Nine Weeks Weeks 4-5	
Essential Question(s) How will prewriting strategies help in the drafting process? What are the skills and strategies necessary to pre-write and draft a work?			Big Idea: Pre-writing/ Drafting	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Prewriting Strategies Drafting For Topic, Audience, and Purpose	The student will prewrite by generating ideas from multiple sources, based upon teacher-directed topics and personal interests.	<u>LA. 7.3.1.1</u>	Learn to formulate good ideas for writing by using different methods such as brainstorming, discussing in groups, drawing from your own experiences and prior knowledge, developing graphic organizers, and using printed materials	prewriting, planning sheet, brainstorming, audience, main idea, logical sequence, introduction, conclusion, lead, grabber, primary sources, secondary sources, voice, expository, persuasive
	The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, and logical sequence	<u>LA. 7.3.1.2</u>	Decide what to write about, important point that should be made, reason for writing, who will be reading the work, and the best way to organize ideas	
	The student will prewrite by using organizational strategies and tools to develop a personal organizational style.	<u>LA. 7.3.1.3</u>	Organize writing by using tools such as outlines, webs, or story maps to help you put your ideas in order	
	The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience.	<u>LA. 7.3.2.1</u>	Develop the main ideas from your prewriting plan by using a variety of sources, such as reference books, periodicals, or selections from your textbook.	
	The student will draft writing by organizing information into logical sequence and combining or deleting sentences to enhance clarity.	<u>LA. 7.3.2.2</u>	Organize ideas according to the purpose of the writing, eliminate irrelevant details and combine sentences to improve the flow of the writing	
	The student will draft writing by analyzing language techniques of professional authors and infusing a variety of language techniques to reinforce voice	<u>LA. 7.3.2.3</u>	Strengthen writing by studying the work of published authors.	

<p>UNIT/ORGANIZING PRINCIPLE: <u>Revising:</u> The student will revise and refine the draft for clarity and effectiveness. <u>Editing for Language Conventions:</u> The student will edit and correct the draft for standard language conventions.</p>				<p>Pacing: Fourth Nine Weeks Weeks 6-7</p>
<p>Essential Question(s) What are the skills used to edit drafts? Why are they important?</p>				<p>Big Idea: Revising and Editing for Language Conventions</p>
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
<p>Revising/Editing for Language Conventions</p>	<p>Revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation</p>	<p><u>LA.7.3.3.1</u></p>	<p>Review your language, words, and sentences to be sure they are precise and correct, express ideas in both simple and compound sentences, use best organization for purpose and content</p>	<p>Point of view, word choice, sentence variation, content, language devices, sentence structure, plural possessives, salutations, semicolon, colon, comma, simple sentence, compound sentence, complex sentence</p>
	<p>Revise by creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas.</p>	<p><u>LA.7.3.3.2</u></p>	<p>Make meaning of draft more clear by changing the order of words or sentences and using transitional words and phrases</p>	
	<p>Revise by creating precision and interest by using a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials</p>	<p><u>LA.7.3.3.3</u></p>	<p>Revise draft by using a variety of sentence beginnings and endings, considering creative language devices such as metaphor and simile, and using reference materials to make appropriate word changes</p>	
	<p>Edit for correct use of punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives</p>	<p><u>LA.7.3.4.3</u></p>	<p>Check the use of punctuation such as commas, colons, dashes, and semicolons in different sentence structures; use apostrophes correctly to form possessive nouns.</p>	
	<p>Edit for correct use of verb tense</p>	<p><u>LA.7.3.4.5</u></p>	<p>Check writing to ensure the correct usage</p>	

<p>UNIT/ORGANIZING PRINCIPLE: <u>Publishing:</u> The student will write a final product for the intended audience <u>Informative:</u> The student develops and demonstrates expository writing that provides information related to real-world tasks.</p>			<p>Pacing: Fourth Nine Weeks Week 8</p>	
<p>Essential Question(s) What skills and strategies are crucial for successful publishing?</p>			<p><u>Big Idea:</u> Publishing</p>	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
<p>Publishing</p> <p>Informative/ Persuasive Essay Writing</p>	<p>Write in a variety of technical/informational forms</p> <p>Prepare writing using technology in a format appropriate to audience and purpose</p> <p>Use elements of spacing and design for graphics when applicable to enhance the appearance of the document</p> <p>Share the writing with the intended audience</p> <p>Write specialized informational/expository essays</p> <p>Write persuasive text</p> <p>Include persuasive techniques</p>	<p><u>LA.7.4.2.1</u></p> <p><u>LA.7.3.5.1</u></p> <p><u>LA.7.3.5.2</u></p> <p><u>LA.7.3.5.3</u></p> <p><u>LA.7.4.2.3</u></p> <p><u>LA.7.4.3.1</u></p> <p><u>LA.7.4.3.2</u></p>	<p>Develop summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions</p> <p>Choose the best method of presentation for your material, your purpose, and those who will be viewing or reading it.</p> <p>Use required spacing and margins as well as graphics and illustrations as needed.</p> <p>Choose the best way to communicate your writing. It might be read aloud, produced electronically, or publish it in print</p> <p>include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs</p> <p>develop advertisement, speech, essay, public service announcement that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence</p> <p>word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony.</p>	<p>publish, audience, spacing, margins, format, materials, purpose, communication, expository, persuasive, steps in the writing process</p>

<p>UNIT/ORGANIZING PRINCIPLE: Reading Process: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression Media Literacy: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision-making Technology: The student develops the essential technology skills for using and understanding conventional tools, materials and processes Listening and Speaking: The student effectively applies listening and speaking strategies</p>				<p>Pacing: Fourth Nine Weeks Week 9</p>
<p>Essential Question(s) What are the skills and strategies necessary to write and deliver an effective speech?</p>				<p>Big Idea: Reading Process/ Media Literacy/ Technology/ Listening and Speaking</p>
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Reading Process	Adjust reading rate based on purpose, text difficulty, form and style.	<u>LA.7.1.5.1</u>	Learn how to read a variety of texts with accuracy	Form, style, ethics, media, digital tools, graphics, effective listening, language choices, body language, eye contact, gestures, point of view
Media Literacy	Demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience	<u>LA.7.6.3.2</u>	Learn how different media, help to get a message across effectively and how to use media ethically	
Technology	Select and use appropriate available technologies to enhance communication and achieve a purpose	<u>LA.7.6.4.1</u>	Become familiar with available technology such as digital cameras to help improve communication	
	Evaluate and apply digital tools to publications and presentations	<u>LA.7.6.4.2</u>	Use the tool of technology to publish or present stories with text and graphics.	
Listening and Speaking	Use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the view points of others when identifying bias or faulty logic	<u>LA.7.5.2.1</u>	Develop the skill of listening attentively in discussions and observing the rules of courteous behavior	
	Organize and effectively deliver speeches	<u>LA.7.5.2.3</u>	Give brief speeches for a variety of purpose	

DeSoto Middle School

Seventh Grade

Curriculum Calendar

Language Arts