

**Davison Community Schools**  
**ADVISORY CURRICULUM COUNCIL**  
*Phase I/II, OCTOBER 2014*

**CI 7<sup>th</sup> Grade English**

**Course Essential Questions:**

**Writing:**

How can writers draw upon mentor texts to generate ideas and then revise, edit, and publish focused pieces?

How can writers independently gather, focus, and logically organize ideas about a topic and share it with an audience?

How can writers craft a piece of writing being mindful of its purpose, audience, focus, and topic?

**Reading:**

How can readers take charge of their own reading lives?

How can readers use comprehension strategies to deepen their understanding of a text?

How can readers reflect and respond to what they read?

**Language/Speaking and Listening:**

How can I prepare for and participate in a range of conversations and collaborations?

How can I use my understanding of language to communicate clearly and effectively?

How can I use my understanding of language to improve my written and oral communication?

**Phase II Curriculum**

**Unit 1: Launching Writing with Memoir**

**Essential Questions:**

1. How does narrowing the writing on a specific period of time, event or place affect the telling of a writer's memory of an experience?
2. What strategies are used to reconstruct a memory to reveal the internal feelings of the writer?

**Essential Understanding:**

1. Memoir writers use strategies to mine for seed ideas looking for focus on a brief period of time, a place or a recurring behavior.  
  
Memoir writers explore events or series of related events that remain lodged in memory and reconstruct those events to reflect personal significance
2. Memoir writers record of all their thoughts, ideas, memories and stories in a Writer's notebook for further development.
3. Memoir writers use relevant descriptive details.

<p>3. What strategies or techniques can be used to express feeling and emotion in a given memoir?</p> <p>4. What is the definition of a meaningful conclusion and how does that enrich the memoir?</p> <p>5. What does it mean to be reflective?</p> <p>6. How can celebrating the writer and the writing make one a more thoughtful and reflective writer?</p>	<p>4. Memoir writers provide a conclusion that reflects on the experience or event and the meaning of these events in retrospect.</p> <p>5. Students will share their memoirs and determine if it conveys the message they are trying to get across. Students realize writing is a process and may need continuous revision and editing to deliver a clear message.</p> <p>6. Students will celebrate their writing by sharing it with others in order to benefit from having an authentic audience.</p>
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## Curriculum Standards

### **CCEE: English Language Arts 6-12, CCEE: Grade 7, Reading: Literature**

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- EERL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

4. Interpret words and phrases as they are used in a text.

- EERL.7.4. Determine the meaning of words and phrases as they are used in a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- EERL.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).

### **CCEE: English Language Arts 6-12, CCEE: Grade 7, Writing**

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- EEW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- EEW.7.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- EEW.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- EEW.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to

capture the action and convey experiences and events.

- EEW.7.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- EEW.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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- EEW.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 citing sources.

#### Range of Writing

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 tasks, purposes, and audiences.

- EEW.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.

### **CCEE: English Language Arts 6-12, CCEE: Grade 7, Language**

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- EEL.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- EEL.7.1b. Choose among simple, sentences to signal differing relationships among ideas.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- EEL.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language

3. Demonstrate understanding of word relationships and nuances in word meanings.

- EEL.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- EEL.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

<b>Knowledge/Content</b> I know....	<b>Skills/Processes</b> I can.....
<ul style="list-style-type: none"> <li>• Memoir writers use strategies to mine for seed ideas looking for focus on a brief period of time, a place or a recurring behavior.</li> <li>• Memoir writers explore events or series of related events that remain lodged in memory and reconstruct those events to reflect personal significance</li> <li>• Memoir writers take small moments and establish</li> </ul>	<ul style="list-style-type: none"> <li>• Imagine an identity as a writer.</li> <li>• Develop a voice that expresses both emotions and ideas through a variety of genres.</li> <li>• Become more flexible in their writing and thinking as they have time to experiment with words and ideas.</li> <li>• Practice a variety of ways to generate ideas</li> </ul>

<p>context, point of view and sequence.</p> <ul style="list-style-type: none"> <li>• Memoir writers analyze the text structure of various memoirs to push their own thinking to write on meaningful moments.</li> <li>• Memoir writers use a variety of transition words and phrases to signal shifts from one time frame or setting to another.</li> <li>• Memoir writers use relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>• Memoir writers provide a conclusion that reflects on the experience or event and the meaning of these events in retrospect.</li> </ul>	<p>and revise writing.</p>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>	
<b>Unit 2: Independent Reading</b>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can a community of readers be created?</li> <li>2. How do readers select captivating books to engage with?</li> </ol>	<p><b>Essential Understanding:</b></p> <ol style="list-style-type: none"> <li>1. A community of readers can be created through sharing of reading interests, critique, analysis and recommendations.</li> <li>2. Readers can select a “just right” book after determining one’s reading needs, interests,</li> </ol>

<p>3. How does a reader track and recognize central ideas and character attributes while reading.</p> <p>4. How is point of view controlled by the author?</p> <p>5. How does the author help a reader to understand, get connected to, empathize with, like or dislike a character?</p> <p>6. How does narration within scenes help a reader to understand and connect with the character(s)? How do scenes building upon one another move a story forward and create meaning and connection to the story?</p>	<p>purposes and goals.</p> <p>3. Readers use selected reading tools, graphic organizers and conversation to identify central ideas and character attributes.</p> <p>4. The author determines from which point of view a story is told; this impacts the direction of the story and which details are included.</p> <p>5. Just like people, characters in stories have conflicts that create problems for themselves and others. Readers make associations between character conflicts and themselves in order to connect, empathize with, and evaluate the character.</p> <p>6. Readers examine the way narration and scenes work in tandem to move a story forward. Character's narration connects scenes which are the building blocks of a story. Scenes contain the dialogue and the action, whereas the narration works to hold the scene together with the history and background of the characters.</p>
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### Curriculum Standards

#### CCEE: English Language Arts 6-12, CCEE: Grade 7, Reading: Literature

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- EERL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- EERL.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.

6. Assess how point of view or purpose shapes the content and style of a text.

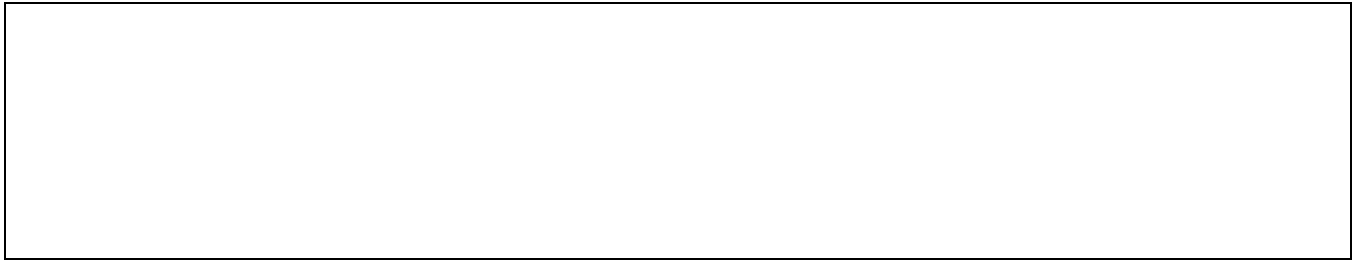
- EERL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

##### Range of Reading and Level of Text Complexity

10. Read and comprehend literary and informational texts independently.

- EERL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at their reading levels.

<b>Knowledge/Content</b> I know....	<b>Skills/Processes</b> I can.....
<ul style="list-style-type: none"> <li>• A central idea is the author's message or theme in a text.</li> <li>• Character attributes are communicated through the character's appearance, words, actions and thoughts, and what other characters say about them.</li> <li>• The way point of view impacts a story.</li> <li>• Scenes are the building blocks of a story and are connected through character narration.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a community of readers through sharing, critique, analysis and recommendations.</li> <li>• Select a just right book after determining my reading needs, interests, purposes and goals.</li> <li>• Use selected reading tools, graphic organizers and conversation to identify central ideas and character attributes.</li> <li>• Get connected to the main characters while analyzing points of view.</li> <li>• Use character conflicts to make personal connections with problems.</li> <li>• Identify that scenes are building blocks of a story and that they are connected through the character's narration.</li> <li>• Use all the information gathered during the reading process to analyze the work as a whole and provide a well thought out critique.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	



## Phase II Curriculum

### Unit 3: Argument Paragraph

#### Essential Questions:

1. How do you construct a persuasive argument?
2. What constitutes effective evidence?
3. How do you revise?
4. How do you edit?

#### Essential Understanding:

1. Argument writers must support their ideas with effective evidence to persuade their readers.
2. The evidence a writer provides must be explained in commentary to persuade the reader to agree with the argument.
3. Revising a piece of writing improves idea clarity, persuasiveness, and organization.
4. Editing a piece of writing improves grammar usage, capitalization, punctuation, and spelling.

### Curriculum Standards

#### CCEE: English Language Arts 6-12, CCEE: Grade 7, Reading: Informational Text

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - EERI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - EERI.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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
  - EERI.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.

##### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.
  - EERI.7.10. By the end of the year, read and comprehend literary nonfiction in their reading levels.

**CCEE: English Language Arts 6-12, CCEE: Grade 7, Writing****Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- EEW.7.1. Write arguments to support claims with clear reasons and relevant evidence.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- EEW.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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- EEW.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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- EEW.7.8. Gather relevant information from multiple print and digital sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- EEW.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

<b>Knowledge/Content</b> I know....	<b>Skills/Processes</b> I can.....
<ul style="list-style-type: none"><li>• Arguments persuade the reader to believe a debatable claim by providing effective evidence.</li><li>• Factual evidence is statistics, confirmed facts and expert research.</li><li>• Anecdotal evidence is the writer’s personal experience, the experience of family and friends, and the experience of reliable acquaintances and interviewees.</li><li>• Writers closely examine a prompt to ensure they understand what they are being asked to write.</li><li>• Writers study the evidence on the topic to develop a debatable claim, and ask “what is this evidence telling me?”</li><li>• Writers use only the best evidence that will most effectively support their claim and</li></ul>	<ul style="list-style-type: none"><li>• Understand the relationship between claim and evidence.</li><li>• Search for evidence.</li><li>• Examine evidence to generate a claim.</li><li>• Revise the original claim.</li><li>• Select the most effective and credible evidence to support the claim.</li><li>• Cite sources.</li><li>• Generate commentary to explain how the evidence supports the claim.</li><li>• Revise content and structure.</li><li>• Edit for grammar (fragments and run-ons) and spelling.</li></ul>



<p>persuade the reader to agree with their point of view. For evidence to be effective, it must come from a variety of credible sources and be correctly cited.</p> <ul style="list-style-type: none"> <li>• Transition words and phrases are used in an argument paragraph to show the reader how the commentary and the evidence are connected.</li> <li>• Writers put topic sentences at the beginning of each paragraph to tell the reader what ideas they can expect to read about.</li> <li>• Writers include the claim and a summary of evidence in the topic sentence.</li> <li>• Writers closely edit their pieces to make sure they don't have any sentence fragments or run-ons that would make it difficult for the reader to understand the argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Publish for an authentic audience.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	
<b>Phase II Curriculum</b>  <b>Unit 4: Narrative Reading</b>	

Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> <li>1. Why is it important to respect the thoughts of others as they share within our community?</li> <li>2. Why is it important to determine what type of narrator is present</li> <li>3. What are the elements of a narrative text?</li> <li>4. Why does point of view play such an important role in narrative text?</li> <li>5. How does analysis of literal text help you make inferences that deepen your understanding of the text?</li> </ol>	<ul style="list-style-type: none"> <li>• Readers respect the thoughts of others in order to share and hear ideas about different texts in order to deepen their understanding of the text.</li> <li>• Tracking the text allows the reader to develop theories about text meaning.</li> <li>• The elements of a narrative text are: theme, character, plot, structure, setting, point of view.</li> <li>• Point of view shows that stories are not reflections of reality but are selective versions of it told from a particular view.</li> <li>• Close reading of the text allows a reader to draw conclusions which deepens his/her understanding of the text.</li> </ul>

### Curriculum Standards

#### CCEE: English Language Arts 6-12, CCEE: Grade 7, Reading: Literature

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - EERL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - EERL.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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
  - EERL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

##### Craft and Structure

4. Assess how point of view or purpose shapes the content and style of a text.
  - EERL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

##### Integration of Knowledge and Ideas

##### Range of Reading and Level of Text Complexity

10. Read and comprehend literary and informational texts independently and proficiently.
  - RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at their reading level.

<b>Knowledge/Content</b> I know....	<b>Skills/Processes</b> I can.....
<ul style="list-style-type: none"> <li>• A narrator is who's telling the story.</li> <li>• The elements of a narrative text are: theme, character, plot, structure, setting, point of view.</li> <li>• Author's craft is the way authors make decisions.</li> <li>• A text can have multiple points of view, which impact the story.</li> <li>• Conflict reveals more about the characters.</li> <li>• Elements of a story interact with one another.</li> <li>• Language can have multiple levels of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Share and prepare to talk with others about a text.</li> <li>• Engage in community building activity while focusing my efforts and discussion on pre-reading activities.</li> <li>• Identify the narrator within the text.</li> <li>• Identify elements of a narrative text.</li> <li>• Discuss authors craft, decision and intents.</li> <li>• Identify and contrast points of view from different characters within a text.</li> <li>• Track conflicts and make inferences that deepen understanding by analyzing literal text.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	
<b>Phase II Curriculum</b>	

## Unit 5: Literary Essay

### Essential Questions:

1. How do writers find meaning by using Reader's Response Strategies to review a story as a whole and carefully study a text's themes?
2. How do writers collect and connect evidence and use it to support a thesis?
3. How do writers structure and organize literary essays?
4. How do writers connect evidence to their thesis to create cohesion?

### Essential Understanding:

1. Literary essayists write and talk about a text to identify ideas and theories about the story's theme. Literary essayists test their theories by looking for examples in the text that serve as evidence.
2. Literary essayists read and reread to identify connections in the text that confirm or disconfirm their theories. They alter their claims based on the evidence they identify and connect.
3. Literary Essayists create a claim about a theme that can be supported by the evidence they have collected.  
  
Identify connections in the text that confirm or disconfirm their theories. They alter their theories based on the evidence they identify and connect.  
  
Literary essayists identify reasons and evidence to explain and support the claim.  
  
Literary essayists evaluate their evidence to identify which examples best support the claim.
4. Writers use key words/synonyms in both the introduction and conclusion which brings cohesiveness to the essay.

## Curriculum Standards

### CCEE: English Language Arts 6-12, CCEE: Grade 7, Reading: Literature

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it.
  - EERL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - EERL.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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- EERL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- EERL.7.4. Determine the meaning of words and phrases as they are used in a text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **CCEE: English Language Arts 6-12, CCEE: Grade 7, Writing**

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- EEW.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- EEW.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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 citing sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 tasks, purposes, and audiences.

- 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.

<b>Knowledge/Content</b> I know....	<b>Skills/Processes</b> I can.....
<ul style="list-style-type: none"><li>• Writers test their theories using evidence from the text.</li><li>• Writers look closely at character development.</li></ul>	<ul style="list-style-type: none"><li>• Become more flexible in my writing and create a claim that can be supported with evidence from the text.</li></ul>

<ul style="list-style-type: none"> <li>Writers read to identify connections in the text to confirm/disconfirm their theories.</li> <li>Writers review evidence and create a claim about theme that can be supported by the evidence.</li> <li>Writers identify reasons and evidence to explain and support the claim.</li> <li>Writers evaluate their evidence to identify which examples best support the claim.</li> <li>Writers select and organize evidence in a way that logically builds their argument.</li> <li>Writers introduce evidence and connect it back to the claim using key words.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a repertoire of strategies for analyzing character development, author's purpose.</li> <li>Practice a variety of writing methods that establish a line of reasoning.</li> <li>Engage with quality, reading-level texts that increase in complexity.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>
<b>Unit 6: Informational Reading</b>

Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> <li>1. How can informational text features be applied to other subject content areas?</li> <li>2. How do you use informational text features to help you locate and find information for analysis?</li> <li>3. What importance does informational text play in everyday life?</li> <li>4. How does learning about new and real things help us to become better readers of informational text? What strategies and/or tools do we use to understand this new information? What kinds of text features advance the information that is being given?</li> <li>5. How do good readers make personal connections to informational text? What strategies can good readers employ to help make such personal connections?</li> <li>6. How do you decode tough words you don't understand? What types of strategies are helpful during decoding?</li> <li>7. Why is organization and strategy use such an important tool in navigating and analyzing informational text?</li> <li>8. Why is being able to determine relevance of details in informational text so important to the comprehension of informational reading?</li> <li>9. Why are central themes, main ideas and relevant details so important when writing a summary of informational text?</li> </ol>	<ol style="list-style-type: none"> <li>1. Many subject areas rely on informational text to deliver their content.</li> <li>2. Informational texts contain various features that aid in navigation of the text, leading to a deeper comprehension of the text.</li> <li>3. Informational text surrounds us; it is the main method in which we learn about the world around us.</li> <li>4. Learning about new and real things helps readers to develop more schema related to informational text they may encounter.  Readers identify what they already know about a topic to help them figure out what they want to know or identify what their purpose is when learning new material via informational text.  Features such as graphs, charts, timelines, photos, vocabulary boxes, diagrams, illustrations, etc. highlight pertinent information in an informational text. These features help a reader break into the text and deepen his/her comprehension.</li> <li>5. Readers apply the text-to-self, text-to-text, and text-to-world connections to make relevant associations between the text and themselves.</li> <li>6. Readers use context clues and text features to make meaning out of difficult vocabulary.</li> <li>7. Understanding text structure helps a reader make connections between ideas presented in a text (compare/contrast, problem/solution, etc.).</li> <li>8. When readers can determine which details are the most important in a text, they walk away with a greater understanding of the whole piece, rather than unimportant or superficial details.</li> <li>9. Writers need to capture the essence of a piece; by synthesizing the material presented</li> </ol>

<p>10. How do authors use informational text features to advance their claim?</p> <p>11. Why is it important to compare different authors' key points on the same subject?</p>	<p>into meaningful units, readers will remember the material better.</p> <p>10. Authors of informational text use text features to support a reader's understanding.</p> <p>11. Comparing different authors' key points on the same subject provides the reader with multiple perspectives and understandings of a topic.</p>
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### Curriculum Standards

#### CCEE: English Language Arts 6-12, CCEE: Grade 7, Reading: Informational Text

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - EERI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - EERI.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.

##### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
  - EERI.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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
  - EERI.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.
6. Assess how point of view or purpose shapes the content and style of a text.
  - EERI.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..

##### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.
  - EERI.7.10. By the end of the year, read and comprehend literary nonfiction at their reading level.

Knowledge/Content I know....	Skills/Processes I can.....
<ul style="list-style-type: none"> <li>• Informational readers understand that authors present information in a variety of ways.</li> <li>• Information text readers read to find specific information. They read to gather information.</li> <li>• Informational readers read purposely to explore new and unfamiliar concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Read to find and gather specific information.</li> <li>• Read purposely to explore new and unfamiliar concepts.</li> <li>• Make connections between previous knowledge and new information.</li> <li>• Use strategies to decode context of unknown</li> </ul>



<ul style="list-style-type: none"> <li>• Informational text gives readers a chance to learn about new and real things.</li> <li>• Informational readers make connections to what they know and new information.</li> <li>• Informational text readers use strategies to decode context of words they don't understand using clues in text.</li> <li>• Informational readers use effective strategies to navigate different structures of informational text.</li> <li>• Informational readers evaluate details and assess if they are relevant and support the central idea.</li> <li>• Informational text readers examine one or more central ideas and are able to provide a summary of the text using an authors presented evidence.</li> </ul>	<p>words which cannot be understood by clues in the text.</p> <ul style="list-style-type: none"> <li>• Evaluate details and assess if they are relevant and support the central idea.</li> <li>• Determine the main idea of a text.</li> <li>• Summarize a text using the author's evidence.</li> <li>• Determine how two different authors advance their evidence to support the central idea in an informational text.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	
<b>Phase II Curriculum</b>  <b>Unit 7: Informational Essay (A Moment in History from a Unique Perspective)</b>	

Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> <li>1. What is chronological structure?</li> <li>2. How do you write about an historical event to convey the key moments of that event?</li> <li>3. How do you select, organize, and analyze information to teach a reader about a topic?</li> </ol>	<ol style="list-style-type: none"> <li>1. A chronological structure provides summaries and descriptions of a significant event's key moments in the order in which they occurred.</li> <li>2. Writers use a chronological structure in informational essays to show how one moment followed and even led to another in creating what became a significant event. Summary and descriptive writing about key moments makes that chronological relationship clear.</li> <li>3. Writers usually produce their best writing when focused on a topic they care about. They brainstorm and pre-write to identify and explore possible topics, then carefully select a topic based on their interests and the assignment.</li> </ol>

### Curriculum Standards

#### **CCEE: English Language Arts 6-12, CCEE: Grade 7, Reading: Informational Text**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- EERI.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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- EERI.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).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

10. Read and comprehend literary and informational texts independently and proficiently.

- RI.7.10. By the end of the year, read and comprehend literary nonfiction at their reading level.

#### **CCEE: English Language Arts 6-12, CCEE: Grade 7, Writing**

2. Write informative/explanatory texts to examine information clearly and accurately through the effective selection, organization, and analysis of content.

- EEW.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

#### **CCSEE: English Language Arts 6-12, CCEE: Grade 7, Speaking & Listening**

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- EESL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCEE: English Language Arts 6-12, CCEE: Grade 7, Language**

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- EEL.7.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- EEL.7.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

<b>Knowledge/Content</b> I know....	<b>Skills/Processes</b> I can.....
<ul style="list-style-type: none"><li>• Writers of informational essays use many different strategies to convey information to the reader, including cause and effect, definition, compare and contrast, and classification.</li><li>• A chronological structure provides summaries and descriptions of a significant event's key moments in the order in which they occurred.</li><li>• Summary and descriptive writing about key moments that makes the chronological relationship clear.</li><li>• Writers usually produce their best writing when focused on a topic they care about.</li><li>• Writers brainstorm and pre-write to identify and explore possible topics, then carefully select a topic based on their interests and the assignment.</li><li>• Writers develop research questions to focus their investigation of a topic.</li><li>• Informational essay writers select key facts, details, quotations, and examples to support the central idea in the topic sentence as they draft body paragraphs.</li><li>• Writers analyze information to help the audience make sense of the facts and link</li></ul>	<ul style="list-style-type: none"><li>• Select an historical event that I am extremely interested in.</li><li>• Craft a chronological account of key moments in an historical event.</li><li>• Devise a research question, find credible sources, and sift and sort information to determine a central idea.</li><li>• Draft body paragraphs that include summary, description, and analysis to convey the key moments and impact of this event, organizing them in chronological sequence.</li><li>• Engage in peer review and revise to strengthen the clarity of my ideas, organization of my essay, and completeness of my analysis.</li></ul>

<p>them to the central idea.</p> <ul style="list-style-type: none"> <li>• Writers use transitions within and between paragraphs to help readers understand the logical flow of ideas.</li> <li>• Informational essay writers select or craft and carefully place pictures, graphs, charts, and headings and sub-headings to help the reader visually understand their central and supporting ideas.</li> <li>• Informational essay writers craft introductory and concluding paragraphs that make clear to the reader the importance of the topic.</li> <li>• In the chronological structure, the concluding paragraph discusses how the historical event affected the culture or future events.</li> </ul>	
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>	
<b>Unit 8: Argument Writing—Proposal Essay (Problem/Cause and Effect)</b>	

Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> <li>1. How does an author select a viable topic, argument, and structure for a writing task?</li> <li>2. How do you pinpoint and define a problem using evidence?</li> <li>3. What makes a solution feasible?</li> <li>4. How does an author support an argument?</li> <li>5. How does being reflective make one a better writer?</li> </ol>	<ol style="list-style-type: none"> <li>1. Exploring and experimenting with topics by brainstorming, discussing, and drafting possible topics helps a writer to select a viable topic, argument, and structure for a writing task.</li> <li>2. Writers brainstorm possible problems, identify evidence of the problem as well as its long-term effects to verify and define a problem.</li> <li>3. A feasible solution is one that is practical, affordable, and preferable.</li> <li>4. Authors support an argument with a variety of anecdotal and factual evidence.</li> <li>5. A researcher uses URLs, authors, and cross-references facts to find credible sources. A researcher also creates and refines search terms to gather information.</li> <li>6. Authors reflect on their writing to determine if it conveys the message they are trying to get across. Students realize writing is a process and may need continuous revision and editing to deliver a clear message.</li> </ol>
Curriculum Standards	
<p><b>CCEE: English Language Arts 6-12, CCEE: Grade 7, Reading: Informational Text</b></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <ul style="list-style-type: none"> <li>• EERI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul> </li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <ul style="list-style-type: none"> <li>• EERI.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.</li> </ul> </li> </ol> <p><b>CCEE: English Language Arts 6-12, CCEE: Grade 7, Writing</b></p> <p>Text Types and Purposes</p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>• EEW.7.1. Write arguments to support claims with clear reasons and relevant evidence.</li> </ul> </li> </ol> <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <ul style="list-style-type: none"> <li>• EEW.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</li> </ul> </li> </ol>	

in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- EEW.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.

### **CCEE: English Language Arts 6-12, CCEE: Grade 7, Speaking & Listening**

#### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- EESL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade equivalent topics, texts, and issues, building on others' ideas and expressing their own clearly.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- EESL.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.

### **CCEE: English Language Arts 6-12, CCEE: Grade 7, Language**

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- EEL.7.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- EEL.7.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- EEL.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- EEL.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on their level of reading and content, choosing flexibly from a range of strategies.

<b>Knowledge/Content</b> I know....	<b>Skills/Processes</b> I can.....
<ul style="list-style-type: none"> <li>• A viable writing topic is one which can be argued, is relevant to the reader, and has evidence available for support.</li> <li>• An argument in writing is an opinion which can be backed up with evidence.</li> <li>• A problem is a question or matter involving doubt, uncertainty, or difficulty.</li> <li>• A problem statement is a clear and concise statement of a problem that defines the causes and effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Discover the best topic, argument, and structure for a writing task.</li> <li>• Annotate a text to summarize and extend its ideas.</li> <li>• Determine the viability of a problem.</li> <li>• Determine the causes and effects of a problem.</li> <li>• Evaluate the credibility of sources.</li> <li>• Sift information to find the most effective evidence</li> </ul>

<ul style="list-style-type: none"> <li>• A proposal is an argument that presents a solution for how to solve an existing problem.</li> <li>• Evidence is details, facts, and reasons that support a debatable claim.</li> <li>• Anecdotal evidence is based on personal observation and experience, often in the form of a brief story.</li> <li>• Factual evidence is data, confirmed facts, and research performed by experts.</li> <li>• Cause is the situation or event that generates a problem.</li> <li>• Effects are the difficulties or outcomes that result from the problem.</li> <li>• A feasible solution is practical, affordable, and preferable.</li> <li>• A credible source is one that is reliable, accurate, and created by experts in the field.</li> </ul>	<p>to incorporate into an argument.</p> <ul style="list-style-type: none"> <li>• Determine key search terms to gather information.</li> <li>• Write with the audience and purpose in mind..</li> <li>• Define a problem and its effects.</li> <li>• Suggest a detailed solution.</li> <li>• Argue the feasibility of a solution.</li> <li>• Determine the feasibility of a solution.</li> <li>• Use anecdotal and factual evidence to support an argument.</li> <li>• Draft, revise, and edit to increase the clarity and complexity of a writing piece.</li> <li>• Reflect on the process to improve as a writer.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	