

**ORANGE PUBLIC SCHOOLS  
OFFICE OF CURRICULUM AND INSTRUCTION  
OFFICE OF ENGLISH LANGUAGE ARTS**

**Seventh Grade**

**PARCC-Aligned Curriculum Guide  
Unit 4**



School Year 2015-2016

**Big Question of the Unit: 4: “Do others see us more clearly than we see ourselves?”**



<http://jayhidalgo.com/wp-content/uploads/2014/03/man-looking-in-mirror.jpg>

<b>Grade</b>	7
<b>Unit</b>	4
<b>Unit's Big Question</b>	<i>"Do others see us more clearly than we see ourselves?"</i>
<b>Unit Focus</b>	<p>Throughout this unit, students will read dramas/plays related to the Big Question. They will consider the Big Question as they read texts with the goal of gaining a deeper understanding of plays.</p> <p>Using these plays, students will learn the required skills that will enable them to analyze dramatic elements and story development in drama.</p> <p>Furthermore, students will focus on the following skills: summary, dialogue, compare and contrast, and analyzing stage directions.</p> <p>Additionally, students will construct writing in the form of a research paper. They will also engage in meaningful classroom discussions with their peers.</p> <p>Lastly, at the end of the unit, students will create and present an authentic assessment based on the unit's performance tasks. The authentic assessment should demonstrate their understanding of the unit's skills and reflect on the Big Question. Students may choose their performance task from Unit 4.</p>
<b>Focus Standards</b>	
<b>Reading Literature</b>	
<p><a href="#"><u>RL.7.3</u></a> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><a href="#"><u>RL.7.5</u></a> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p><a href="#"><u>RL.7.6</u></a> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	
<b>Reading Informational</b>	
<p><a href="#"><u>RI.7.1</u></a> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#"><u>RI.7.2</u></a> 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.</p> <p><a href="#"><u>RI.7.4</u></a> 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.</p>	
<b>Writing</b>	
<p><a href="#"><u>W.7.1</u></a> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><a href="#"><u>W.7.1a</u></a> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>	

**W.7.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**W.7.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

**W.7.1d** Establish and maintain a formal style.

**W.7.1e** Provide a concluding statement or section that follows from and supports the argument presented.

**W.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.

**W.7.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W.7.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 [here](#).)

**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.

**W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

**W.7.9a** Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

**W.7.9b** Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

**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.

## **Speaking and Listening**

**SL.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.

**SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

### **Language**

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**L.7.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

**L7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Learning Outcomes

*At the end of this unit, students will be able to:*

- *Define the theme and central idea of a text.*
- *Identify supporting details of the main idea or theme of a text.*
- *Analyze the impact of word choice on meaning.*
- *Analyze the interaction of elements in drama.*
- *Analyze how the structure of a drama contributes to its meaning.*
- *Identify and trace the development of the author's perspective*
- *Analyze argumentative and expository texts.*
- *Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text*
- *Analyze how each part (i.e. sentence, chapter, scene or stanza) contributes to the development of theme, setting or plot*
- *Define and use textual evidence*
- *Define vocabulary as it is used in context*
- *Compare and contrast texts by thinking about how they approach similar themes and topics.*
- *Write informative/explanatory texts to examine a topic and convey ideas, concepts and information.*
- *Conduct short research projects to answer a question, drawing on several sources.*
- *Gather relevant information from multiple print and digital sources; assess the credibility of sources; quote or paraphrase to avoid plagiarism*
- *Write in a formal style.*
- *Develop and improve writing by trying new approaches.*
- *Engage effectively in a range of collaborative discussions*

## Assessments

### **Screening:**

- Unit Pretest

### **Formative:**

Informal –

- Anecdotal records, annotations, discussion notes, double-entry journals, exit tickets, notes, writer's notebook entries, reader response journals, sticky notes

Formal –

- Teacher created interim.

### **Summative:**

- End of Unit assessment
- Published Research Paper

### **Authentic:**

- Performance Tasks (Choose from PH Lit pp. 894-895)
- Socratic Seminar

## Sample Literacy Block Schedule

### **Reader's Workshop**

**Mini-lesson or Opening – 10-12 minutes**

**Work Period (small group instruction, independent reading, independent writing, collaborative group work, conferring) – 20-25 minutes**

**Closing – (Share, Exit Ticket, Check for understanding, etc.) – 5-10 minutes**

### **Writer's Workshop**

**Mini-lesson or Opening – 10-12 minutes**

**Work Period (small group instruction, independent reading, independent writing, collaborative group work, conferring) – 20-25 minutes**

**Closing – (Share, Exit Ticket, Check for understanding, etc.) – 5-10 minutes**

# ELA Model Content Framework Chart for Grade 7

## Unit 4: "Do others see us more clearly than we see ourselves?" pp 719-895

Reading Complex Texts*†		Writing to Texts			Research Project
Extended Text	Short Texts	Routine Writing	4-6 Analyses	1-2 Narratives	1 Research Project
<b>Literature</b> <i>1. A Christmas Carol: Scrooge and Marley, Act I (pp. 736-769)</i>  <i>2. A Christmas Carol: Scrooge and Marley, Act II (pp.772-807)</i>	<b>Literature: Literary Analysis Workshop</b> <i>1. Pages 722-735 (use these pages to develop mini-lessons)</i>  <b>Comparing Literary Works</b> <i>1. "A Christmas Carol: Scrooge and Marley" pp. 818-823</i>  <b>Informational: Reading for Information</b> <i>1. "A Christmas Carol" pp. 813-814 &amp; "Charles Dickens's A Christmas Carol: A Radio Interview" pp. 815-816.</i>	<b>Develop &amp; convey understanding</b>  1. Text-Dependent Question Responses in Reader's Notebook (i.e., the PH Lit Critical Thinking: Integration of Knowledge and Ideas question that aligns to the Big Question, PH Lit skills questions, responses to text) 2. Writers' Notebook Entries (e.g., session work for Units of Study ) 3. Annotations	<b>Focus on arguments</b>  *PH Lit writing tasks	<b>Convey experiences, events and/or procedures</b>  *PH Lit writing tasks	<b>Integrates knowledge from sources when composing</b>  Research Paper
For Reading and Writing in Each Module**					
Cite evidence (RL/RI.6.1)	Analyze content (RL/RI.6.2-9, SL.6.2-3)	Study & apply grammar (L.6.1-3, SL.6.6)	Study & apply vocabulary (L.6.4-6)	Conduct discussions (SL.6.1)	Report findings (SL.6.4-6)
Daily	Literary Analysis Workshop	Integrated Language Skills	Big Question and Academic Vocabulary	Communications Workshop	Daily (SL.6.4 & 6) Often (SL.6.5)
<b>Independent Reading is an encouraged component of the MS ELA curriculum. For this unit, texts that align to the Big Question include:</b>					
<b>Drama</b>			<b>Informational/Nonfiction</b>		
Charlie and the Chocolate Factory: A Play by Roald Dahl			Creating the X-Man: How Comic Books Come to Life by James Buckley, Jr		
Eight Science Fiction Plays by Pearson			Gandhi: A Photographic Story of a Life by Amy Pastan		
Sorry, Wrong Number and the Hitchhiker by Lucille Fletcher					
Short Dramas and Teleplays by Prentice Hall					
<b>Fiction</b>					
Days of the Knights by Christopher Maynard					
Dragonwings by Laurence Yep					



## ELA Unit Instructional Pacing Plan – Grade 7

### PH Literature, Unit 4: “Do others see us more clearly than we see ourselves?” pp. 719-897

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK ONE and TWO	<b>READING PERIOD</b>	<b>PH Literature Unit Preview: “Elements of Drama” pp. 722-723, “Analyzing Drama” pp. 724-725 (use these pages to develop your skills-based mini-lessons)</b>		<ul style="list-style-type: none"> <li>• <b>Pre-Assessment</b></li> <li>• Previewing Chart</li> <li>• Reader’s notebook responses to text</li> </ul>
	<u>RL.7.3, RL.7.5</u>	<u><i>A Christmas Carol: Scrooge and Marley, Act I, pp. 739-768</i></u> <b>Reading Skill:</b> Purpose for Reading pg. 737 <b>Literary Analysis:</b> Dialogue pg. 737	Previewing Chart, pg. 737	
	<u>W.7.1, W.7.1.a, W.7.1b, W.7.1c,</u>	<b>Writing Task</b> <i>Argument: Letter, pg. 771</i> <b>TASK:</b> Write a letter to Scrooge telling him what he is missing in life by being cranky and negative with the people around him.		<ul style="list-style-type: none"> <li>• Letter</li> </ul>
	Language <u>L.7.1, L.7.2</u>  <u>L.7.4.b</u>	<b>Integrated Language Skill (pg. 770)</b>  Conventions: Interjections  <b>Word Study (pp. 738 &amp; 769)</b> Latin Root: -grat-		
	<b>WRITING PERIOD</b> <u>W.7.1, W.7.1.a, W.7.1.b, W.7.2.a, W.7.2.b, W.7.7, W.7.8, W.7.9, W.7.9a</u>	<b>Research Paper</b> <b>Week One</b> -Choose Topic -Narrow Topic Down -Obtain One Source -Develop Questions and Central Research Question  <b>Week Two</b> -Develop Thesis Statement -Obtain and Validate Sources (Review Databases) Complete Source Cards (1-15) Complete Source Cards (16-30)	Reference Binder	<ul style="list-style-type: none"> <li>• Topic</li> <li>• Narrowed Down Topic</li> <li>• One Source</li> <li>• Developed Questions and Central Research Question</li> <li>• Thesis Statement</li> <li>• Validate Sources</li> <li>• Source Cards</li> </ul>

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK THREE and FOUR	<b>READING PERIOD</b> <a href="#">RL.7.5</a>	<b><a href="#">PH Literature</a></b> <i>A Christmas Carol: Scrooge and Marley, Act II, pp. 775-806</i> <b>Reading Skill:</b> Purpose for Reading pg. 773 <b>Literary Analysis:</b> Stage Directions pg. 773	Reading-Rate Chart	<ul style="list-style-type: none"> <li>Reading-Rate Chart</li> <li>Reader's Notebook responses to text</li> </ul>
	<b><a href="#">W.7.2, W.7.9,</a></b>	<b>Writing Task:</b> <i>Argumentative Text</i> , Tribute pg. 809 <b>TASK:</b> <i>Respond to the play by writing a tribute, or expression of admiration, to the changed Scrooge.</i>		<ul style="list-style-type: none"> <li>Tribute</li> </ul>
	<b>Language</b> <b><a href="#">L.7.1</a></b>  <b><a href="#">L.7.4b, L.7.6</a></b>	<b>Integrated Language</b> pg. 808 <b>Conventions:</b> Double Negatives  <b>Word Study (pg. 774, 807)</b> Prefix: inter-	Conventions Chart, pg. 808	<ul style="list-style-type: none"> <li>Conventions Chart</li> </ul>
	<b>WRITING PERIOD</b> <a href="#">W.7.1, W.7.1b,</a> <a href="#">W.7.1d, W.7.4,</a> <a href="#">W.7.8, W.7.10,</a>	<b><a href="#">Research Paper</a></b> <b>Week Three</b> -Complete Note Cards (31-45) -Complete Note Cards (46-60) -Group Note Cards -Draft the Outline -Revise the Outline  <b>Week Four</b> Complete Outline Draft Introduction Draft Section I of the Body (with in-text citation) Draft Section II of the Body Paragraphs (with in-text citation)	- Reference Binder	<ul style="list-style-type: none"> <li>Grouped Note Cards (60)</li> <li>Drafted and Revised Outline</li> <li>Completed Outline</li> <li>Introduction</li> <li>Section I and II Body Paragraphs with in-text citation</li> </ul>
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence

WEEK FIVE and SIX

Reading <b>RI.7.6,</b>	<b><u>PH Literature</u></b> <b>Reading for Information (Analyzing Argumentative and Expository Texts)</b> <i>“A Christmas Carol” pp. 813-814 and “Charles Dickens’s A Christmas Carol: A Radio Interview” pp. 815-816</i> <b><u>Reading Skill:</u></b> Identify the Author’s Perspective		<ul style="list-style-type: none"> <li>Reader’s Notebook response to text entries</li> </ul>
<b>W.7.1.b, W.7.9</b>	<b><u>Reading for Information Writing Task</u></b> <b>(Timed Writing- 25 minutes)</b> Analytic Text: Essay, pg. 817	5 Minute Planner, pg. 817	<ul style="list-style-type: none"> <li>Analytic Text: Essay <b>(On Demand Timed Writing)</b></li> </ul>
<b>RL.7.3, RL.7.6</b>	<b><u>Comparing Literary Works</u></b> <i>“A Christmas Carol: Scrooge and Marley,”</i> pp. 818-823  Skill: Comparing Characters	Comparing Characters Chart, pg. 818, 823  5 Minute Planner, pg. 823	<ul style="list-style-type: none"> <li>Comparing Characters Chart</li> </ul>
<b>W.7.9, W.7.9.a</b>	<b><u>Comparing Literary Works Writing Task</u></b> (Timed Writing-Explanatory Text: Essay) p. 823		<ul style="list-style-type: none"> <li>Explanatory Essay (<b><i>On Demand Timed Writing: 40 minutes</i></b>)</li> </ul>
<b>WRITING PERIOD</b> <b><u>W.7.1, W.7.1b,</u></b> <b><u>W.7.1c,</u></b> <b><u>W.7.1d,</u></b> <b><u>W.7.1e, W.7.4</u></b> <b><u>W.7.5, W.7.6,</u></b> <b><u>W.7.8, W.7.10</u></b>	<b><u>Research Paper</u></b> <b><i>Week Five</i></b> <i>-Draft Section III of the Body Paragraphs (with in-text citation)</i> <i>-Draft the Conclusion</i> <i>-Proof of Revision</i>  <b><i>Week Six</i></b> <i>-Proof of Editing</i> <i>-Draft of Works Cited Page</i> <i>Revise Works Cited Page</i> <i>Submit Final Draft</i>	Reference Binder	<ul style="list-style-type: none"> <li>Draft of Section III</li> <li>Conclusion</li> <li>Proof of Revision</li> <li>Final Draft of Research Paper with Works Cited Page</li> </ul>

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK SEVEN, EIGHT, and NINE	READING PERIOD (Depends on which performance task is completed)	PH Literature Performance Tasks pp. 894-895	Digital tools for publishing writing	End of the Unit Benchmark  Performance Tasks
	WRITING PERIOD W.7.6, W.7.7	Research Paper Celebrations  Portfolio Development		Research Paper Celebrations  Portfolio Submission
	Speaking/Listening SL.7.1; SL.7.4	***Performance Tasks presentations		***Performance Tasks presentations
Resources				
<b>For Teachers:</b> PH Lit Resources (Interactive Digital Path, Unit 4 & Unit 6 Resources, Graphic Organizers & Bell Ringers, Professional Development, All-in-One Workbook and Answer Key, Common Core Resources, Reader’s Notebooks, Reading Kit, Audio, Assessments, Editable Presentations, Editable Worksheets) Authentic Assessment Toolbox: Language Arts – Middle School <a href="http://jfmuellet.faculty.noctrl.edu/toolbox/examples/tasks_middle_languagearts.htm">http://jfmuellet.faculty.noctrl.edu/toolbox/examples/tasks_middle_languagearts.htm</a> Grades 6-8 ELA Curriculum: Appendix 1: Teaching Practices and Protocols <a href="http://www.engageny.org/resource/grades-6-8-ela-curriculum-appendix-1-teaching-practices-and-protocols">http://www.engageny.org/resource/grades-6-8-ela-curriculum-appendix-1-teaching-practices-and-protocols</a> NJ Educator Resource Exchange <a href="http://njcore.org/">http://njcore.org/</a> The Reading & Writing Project Resources <a href="http://readingandwritingproject.com/resources.html">http://readingandwritingproject.com/resources.html</a> Teaching that Makes Sense <a href="http://www.ttms.org/">http://www.ttms.org/</a> In Common: Effective Writing for All students <a href="http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students">http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students</a> NEWSELA: <a href="https://newsela.com">https://newsela.com</a> Readworks: <a href="http://www.readworks.org">www.readworks.org</a>			<b>For students:</b> PH Lit Resources <ul style="list-style-type: none"><li>• Pearson Success Net <a href="https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true">https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true</a> (Home Page Orientation <a href="http://www.mypearsontraining.com/tutorials/snet_students_homepageorientation/player.html">http://www.mypearsontraining.com/tutorials/snet_students_homepageorientation/player.html</a>)</li><li>• Reader’s Notebook</li><li>• Common Core Companion Workbook *</li><li>• All-in-One Workbook, audio recordings *</li><li>• English Learner Reader’s Notebook *</li><li>• Adapted Reader’s Notebook *</li><li>• Spanish Reader’s Notebook *</li></ul> * Assigned by teacher in response to data Solo 6 Vocabulary Spelling City <a href="http://www.spellingcity.com/">http://www.spellingcity.com/</a> Reading Rewards <a href="http://www.readingrewards.com">www.readingrewards.com</a> Proquestk12: <a href="http://proquestk12.com">http://proquestk12.com</a> Worldbook Online: <a href="http://worldbookonline.com">http://worldbookonline.com</a>	
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<b>Evaluation/ Reflection</b>	<p>Throughout the unit, you should analyze the results of the assessments to make instructional choices that will meet students' individual needs. At the end of the unit, you should use the data and your analyses to respond to the following questions:</p> <ol style="list-style-type: none"> <li><i>1. What worked?</i></li> <li><i>2. What do you think could have been implemented more effectively in your lessons and instruction?</i></li> <li><i>3. What do you need to learn more about?</i></li> <li><i>4. What resources were helpful?</i></li> <li><i>5. Is there anything that needs to be condensed or eliminated?</i></li> </ol>