



Pace Charter School of Hamilton
Language Arts Reading Curriculum
Grade 7

This curriculum may be modified through varying techniques, strategies, and materials as per student needs and an individual student's Individualized Educational Plan (IEP).

Grade 7 Reading Unit 1: Edgar Allan Poe

Content Area: Language Arts

Grade Level: English Grade 7

Summary and Rationale

This unit focusing on the works of Edgar Allan Poe will add layers of plot complexity and interpretive potential to the kind of "current" fiction students have been reading. Students need to assimilate a larger and more complex plot as the personal story of fictional characters intertwines with a larger historical era. Poe's works are inherently complex, so students will benefit from the support and collaborative interpretations of their reading group conversations. Poe's works teach lessons about human endurance or social justice, so book club conversations will move into interpreting the novels' underlying themes and central messages of death, love, and the supernatural.

Recommended Pacing

September-October (Approximately 6 weeks)

New Jersey Student Learning Standards

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce-training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative

meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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

RL.7.7. 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).

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of

the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Focus

Unit Enduring Understandings

- A writer's work is influenced by his/her life experiences
- The elements of plot work together in order to create a compelling, suspenseful read, regardless of format
- Understanding of mood and theme are important to the overall comprehension of a piece
- Research enhances and supports an argument
- Research enhances and support an argument
- Nonfiction and fiction texts differ in structure and purpose

Unit Essential Questions
<ul style="list-style-type: none"> • What strategies do good readers use to successfully manage the challenges of reading Edgar Allan Poe's works? • What themes and messages are readers likely to encounter when reading Edgar Allan Poe's works? • How does the support and collaborative interpretation of reading groups facilitate understanding of fiction texts?
Objectives
<p>Students will know:</p> <ul style="list-style-type: none"> • The routines of participating in a successful reading group • The story grammar of stories (character, setting, goal, problem, solution/resolution) • The vocabulary necessary to label the main fixtures common to Edgar Allan Poe • Movie clips and read alouds may help students to better understand Edgar Allan Poe works <p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze poetic form and learn how poets use figurative language to express feelings and ideas. • Identify figurative language within a text and explain its significance. • Identify plot elements and how each interacts. • Identify the mood within a text and how an author conveys mood through writing • Draw evidence from texts to support analysis, reflection, and research • Identify how an author's life experiences influence his/her work. • Develop research skills to build and strengthen an argument within written expression.
Activities
<p>Students will participate in:</p> <ul style="list-style-type: none"> • Comprehension activity packets for each novel • Chapter vocabulary definitions • Reading group discussions • Note taking • Grammar activities • Vocabulary activities
Methods of Assessment/Evaluation
<p>Students will complete:</p> <ul style="list-style-type: none"> • Reading Group Discussions • Exit Slips • Classwork/Independent Work • Novel Quizzes • Novel Tests

- Novel Projects
- Grammar Quizzes
- Vocabulary Quizzes

Resources

Suggested Resources:

Poe, Edgar Allan. (1845); "The Raven"
Poe, Edgar Allan. (1843); "The Tell-Tale Heart"
Poe, Edgar Allan. (1846); The Cask of Amontillado
Poe, Edgar Allan. (1843); The Black Cat
Poe, Edgar Allan. (1849); Annabel Lee
Poe, Edgar Allan. (1842); The Pit and the Pendulum
Poe, Edgar Allan. (1842); The Masque of the Red Death
Poe, Edgar Allan. (1839); The Fall of the House of Usher

Textbooks:

Sadlier Vocabulary Workshop Achieve Level E
Sadlier Grammar for Writing

Grade 7 Reading Unit 2: Analyzing Literary Formats through Dickens

Content Area: Language Arts

Grade Level: English Grade 7

Summary and Rationale

Students will use this unit to understand how to speak about characters with insight and empathy. Readers will be encouraged to do more interpretive work with characters, thinking about the role of major and minor characters in the story, inferring about the pressures on characters and where these pressures come from, responses of characters to situations, lessons characters learn, and how much characters change. Students will use their reading group discussions to think deeply about characters, developing more complex understandings.

Recommended Pacing

November-December (Approximately 8 weeks)

New Jersey Student Learning Standards

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Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find meanings. the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning

Instructional Focus

Unit Enduring Understandings

- Good literature can be enjoyed through a variety of formats
- Theme and conflict are central to all works of literature
- Iconic stories and characters withstand the test of time
- Making deeper connections to literature helps us become more analytical thinkers

Unit Essential Questions

- Why is this literature significant to the reader?
- How can fiction reveal the truth?
- What influences in the text change characters?
- Does literature reflect culture, or shape it?
- Where have readers seen this idea before?
- What is the author saying? What does the text mean?
- How do readers monitor comprehension?
- Why and how does the reader generate text-supported evidence?
- From whose viewpoint is the story told?
- What reaction did the text generate?

Objectives

Students will know:

- Characterization/Character development-the ways in which an author develops a character, making him/her seem believable
- Conflict- a problem or struggle between two opposing forces in a story
- Theme- a story's universal or general message/life lesson
- Elements specific to the genre read
- Identify literary elements and story grammar

Students will be able to:

- Identify the theme in literature.
- Identify types of conflict within pieces of literature.
- Analyze how the structure of a particular story affects the understanding.
- Understand how certain characters and/or works become iconic and translate into pop culture.

Activities

Students will participate in:

- Comprehension activity packets for each novel
- Chapter vocabulary definitions
- Reading group discussions
- Note taking
- Grammar Activities
- Vocabulary Activities

Methods of Assessment/Evaluations

Students will complete:

- Reading Group Discussions
- Exit Slips
- Classwork/Independent Work
- Novel Quizzes
- Novel Tests
- Novel Projects
- Grammar Quizzes
- Vocabulary Quizzes

Resources

Suggested Resources:

Dickens, Charles. (1843); "A Christmas Carol

Textbooks:

Sadlier Vocabulary Workshop Achieve Level E

Sadlier Grammar for Writing

Grade 7 Reading Unit 3: Literary Analysis (Through Mystery Genre)

Content Area: Language Arts

Grade Level: English Grade 7

Summary and Rationale

This unit focusing on the works of mystery writers will add layers of plot complexity and interpretive potential to the kind of fiction students have been reading. Students need to assimilate a larger and more complex plot as the personal story of fictional characters intertwines with a larger more complex plot point. Mystery works are inherently complex, so students will benefit from the support and collaborative interpretations of their reading group conversations. They will need to rely on these conversations to avoid falling into the false clues and information mystery authors add into their stories to confuse readers. Mystery novels teach lessons about human endurance or social justice, so book club conversations will move into interpreting the novels' underlying themes and central messages of crime, punishment, and the justice system.

Recommended Pacing

January-February (approx. 8 weeks)

New Jersey Student Learning Standards

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce-training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations

described by the standards.

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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

RL.7.7. 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).

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated

or appropriate.

Instructional Focus

Unit Enduring Understandings

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Unit Essential Questions

- What strategies do good readers use to successfully manage the challenges of reading mystery works?
- What themes and messages are readers likely to encounter when reading mystery works?
- How does the support and collaborative interpretation of reading groups facilitate understanding of fiction texts?

Objectives

Students will know:

- Main "ingredients" in a typical mystery including common character and plot structure
- Vocabulary that appears regularly in mysteries

Students will be able to:

- Analyze and make inferences about elements of plot
- Read and respond to chapter book mysteries independently
- Organize facts and analyze character and events to develop a possible solution to a mystery

Activities

Students will participate in:

- Comprehension activity packets for each novel
- Chapter vocabulary definitions
- Reading group discussions
- Note taking
- Grammar activities
- Vocabulary activities

Methods of Assessment/Evaluation

Students will complete:

- Reading Group Discussions
- Exit Slips
- Classwork/Independent Work
- Novel Quizzes
- Novel Tests

- Novel Projects
- Grammar Quizzes
- Vocabulary Quizzes

Resources

Suggested Resources:

Abrahams, Peter; (2005); "Down the Rabbit Hole"

Broach, Elise; (2005); "Shakespeare's Secret"

Doyle, Conan Arthur; (1892); "The Adventures of Sherlock Holmes"

Mildford, Kate; (2014); "Greenglass House"

Textbooks:

Sadlier Vocabulary Workshop Achieve Level E

Sadlier Grammar for Writing

Grade 7 Reading Unit 4: Developing Analytical Reading Practices through The Lens of Dystopia

Content Area: Language Arts

Grade Level: English Grade 7

Summary and Rationale

Students will critically explore and empathize with characters while reading to expand understanding of characters' traits, motivations, struggles, and lessons. Students will also explore the use of futuristic settings and conflicts to develop a theme that can be applied to today's society. This important reading work deepens comprehension of text. By teaching readers to think about characters, setting, conflict, and theme, teachers support students in their construction of meaning and inferential thinking. This unit pushes students to think more deeply and examine characters by viewing relationships, friendships, and both internal and external conflicts as they exist in dystopian texts. By becoming emotionally invested in these dystopian stories, students develop a more complex understanding of the texts they are reading.

Recommended Pacing

March-April (approx. 8 weeks)

New Jersey Student Learning Standards

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RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative

meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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

RL.7.7. 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).

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when writing

Instructional Focus

Unit Enduring Understandings

- Dystopian setting portrays a futuristic universe where the characters are controlled by some source of power.
- Dystopian stories create an exaggerated worst-case scenario in order to warn readers of what the world could become if society doesn't learn a particular lesson.
- Dystopian stories typically involve person vs society conflict, in which the protagonist fights against the institution.
- Because dystopian societies often depend on the illusion of perfection, dystopian protagonists typically emerge as rebels in order to make their society aware of its imperfection.

Unit Essential Questions

- What is a dystopia?
- From whose viewpoint is the story being told and how does this affect character development?
- How does the dystopian setting impact the characters, conflict, and theme of the story?
- How do different authors develop similar themes through dystopian texts?
- What statement or warning is the author presenting to today's society?

Objectives

Students will be able to:

- understand characteristics of dystopian genre
- make inferences about the setting of dystopian texts (what makes them unusual)
- analyze how the setting affects/develops the mood, characters and conflicts of the story
- consider the unique societal values of a particular setting
- compare and contrast scenes from different dystopian texts, considering what they reveal about the settings of each text
- analyze how characters change as a result of the setting of the story
- pay attention to emerging themes of a story and analyze how these themes are affected by the setting of the story

Activities

Students will participate in:

- Comprehension activity packets for each novel
- Chapter vocabulary definitions
- Reading group discussions
- Note taking
- Grammar activities
- Vocabulary activities

Methods of Assessment/Evaluation

Students will complete:

- Reading Group Discussions
- Exit Slips
- Classwork/Independent Work
- Novel Quizzes
- Novel Tests
- Novel Projects
- Grammar Quizzes
- Vocabulary Quizzes

Resources

Suggested Resources:

Bradbury, Ray; (1953); "Fahrenheit 451"

Card, Orson Scott. (1985); "Ender's Game"

Dasher, James; (2009); "The Maze Runner"

Haddix, Margaret Peterson; (1998); "Among the Hidden"

Roth, Veronica; (2011); "Divergent"

Textbooks:

Sadlier Vocabulary Workshop Achieve Level E

Sadlier Grammar for Writing

Grade 7 Reading Unit 5: Literary Analysis

Content Area: Language Arts

Grade Level: English Grade 7

Summary and Rationale

Students will closely read texts in order to develop their ideas, create claims, and support them with textual evidence. Students will be challenged to support a claim using multiple texts by comparing and contrasting different stories. Through the exploration of essay writing, students will deeply analyze a text and organize their ideas to create a cohesive argument.

Recommended Pacing

May/June (approx. 8 weeks)

New Jersey Student Learning Standards

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RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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

RL.7.7. 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).

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by

referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when

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

A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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

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

D. Establish and maintain a formal style/academic style, approach, and form.

E. Provide a concluding statement or section

Instructional Focus

Unit Enduring Understandings

- Literary essay writers take time to develop their ideas into a nuanced claim.
- Strong claims are supported with both textual evidence and analysis.
- Claims are more strongly supported when multiple texts are referenced.
- Essay writers use particular structures to format their writing in a manner that helps the reader follow their thoughts and ideas.

- Evidence should be properly cited using MLA format.

Unit Essential Questions

- Why is this literature significant to the reader?
- How can I push my initial thinking while reading in order to develop a claim?
- How does the text support my claim?
- How can writing lead to deep comprehension of text?
- How can I ensure that my reader fully understands my ideas when reading my essay?

Objectives

Students will be able to:

- analyze how the setting affects/develops the mood, characters and conflicts of the story
- consider the unique societal values of a particular setting
- analyze how characters change as a result of the events in the story
- pay attention to emerging themes of a story and analyze how these themes are affected by the events of the story
- brainstorm possible claim statements, considering character development, theme, or author's craft, generating as much initial material as possible
- decide on a claim statement, considering which argument is the strongest and can be fully supported with textual evidence (*If writing about multiple texts, writers choose the claim statement that most clearly connects all texts.)
- plan how they will develop their arguments, identifying the different reasons why they know the claim is true
- gather as much evidence as possible to support their claims
- decide which pieces of evidence are the strongest and organize the evidence into the appropriate paragraph, deciding which supporting reason each piece of evidence best proves

Activities

Students will participate in:

- Comprehension activity packets for each novel
- Chapter vocabulary definitions
- Reading group discussions
- Note taking
- Grammar activities
- Vocabulary activities

Methods of Assessment/Evaluation

Students will complete:

- Reading Group Discussions
- Exit Slips
- Classwork/Independent Work
- Novel Quizzes
- Novel Tests
- Novel Projects
- Grammar Quizzes
- Vocabulary Quizzes

Resources**Suggested Resources:**

Alexander, Kwame; (2014); "The Crossover
Hinton, S.E. (1967); "The Outsiders
Philbrick, Rodman; (1963); "Freak the Mighty"

Textbooks:

Sadlier Vocabulary Workshop Achieve Level E
Sadlier Grammar for Writing