Naylor 7th Grade English Curriculum 2017-2018

Qtr.	Unit	Time	Standards Taught
1st	Short Stories: Plot, Conflict, and Setting	9 Weeks	

Standard and/or initial resources used:

Missouri McDougal Littell Literature*
- Teachers Edition
- Student Edition

Literature Unit Resource Guide*

Substitute or Added Resources:

Notes:

Short Stories:
"Seventh Grade" by Gary Soto
"The Lost Dog" by Katherine Paterson
"The Lottery" by Shirley Jackson
"The Monsters Are Due on Maple Street" by Rod Serling

Articles:
"Spot Goes High-Tech"

***Repeated Throughout Units**

Standards Taught
7.RL.1.A* Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RL.1.B* Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
7.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
7.RL.2.A* Analyze how a text's form or overall structure contributes to meaning.
7.RL.2.B* Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
7.RL.2.D* Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.
7.RL.3.D* Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
7.W.3.A.a* Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
7.W.3.A.b* Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
7.W.3.A.c* Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
7.W.3.A.d* Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
7.W.2.A.a Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details

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Qtr.	Unit	Time	Standards Taught
2nd	Short Stories: Mood, Tone, Character, and Theme	9 Weeks	

Standard and/or initial resources used:

7.RL.2.C*
Analyze how specific word choices contribute to meaning and tone.

7.RL.3.B
Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.

7.RL.3.C
Explain how characters and settings reflect historical and/or cultural contexts.

7.RL.1.D*
Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.

Substitute or Added Resources:

Notes:

Short Stories:
"Dark They Were, and Golden-Eyed" by Ray Bradbury
"Zebra" by Chaim Potok
"Amigo Brothers" by Piri Thomas

Poems:
"Dover Beach" by Matthew Arnold

Articles:
"Why We Shouldn't Go to Mars" by Gregg Easterbrook
"The Collected Grief of a Nation" by Judith Weinraub

***Repeated Throughout Units**

Naylor 7th Grade English Curriculum 2017-2018

Qtr.	Unit	Time	Standards Taught
3rd	Novel: Plot, Character, Conflict, Setting, Mood, Tone, and Theme	5 Weeks	

Standard and/or initial resources used:

The Giver by Lois Lowry

Prestwick House Teacher Resource Pack

7.RL.3.A
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.

Substitute or Added Resources:

Notes:

***Repeated Throughout Units**

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Qtr.	Unit	Time	Standards Taught
3rd	Nonfiction: Biography and Autobiography	4 Weeks	

Standard and/or initial resources used:

7.RI.1.A*
Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RI.2.A
Analyze how a text's organization or overall structure contributes to meaning

7.RI.2.B
Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.

7.RI.2.C
Analyze how word choice contributes to meaning and tone.

7.RI.3.B
Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.

7.RI.3.C
Explain how the text reflects historical and/or cultural contexts.

Substitute or Added Resources:

7.W.2.A.b
Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

7.RI.1.B*
Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

7.RI.1.C*
Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

7.RI.3.C*
Explain how the text reflects historical and/or cultural contexts.

Notes: Reading Information:
"Eleanor Roosevelt" by William Jay Jacobs
"The Autobiography of Eleanor Roosevelt" (Excerpt)
"The Noble Experiment" by Jackie Robinson
"Montreal Signs Negro Shortstop" (Newspaper Article)
"Robinson Steals Home in Fifth" (Newspaper Article)

***Repeated Throughout Units**

Naylor 7th Grade English Curriculum 2017-2018

Qtr.	Unit	Time	Standards Taught
4th	Nonfiction in Media: Argumentative	9 Weeks	

Standard and/or initial resources used:

Various Recent News Articles

Substitute or Added Resources:

Notes:

Text Features
Fact and Opinion
Author's Bias
Patterns of Organization
Elements of an Argument
Persuasive Techniques

***Repeated Throughout Units**

Standards Taught
7.RI.1.D Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
7.RI.2.D Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
7.RI.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
7.RI.3.D Read and comprehend informational text independently and proficiently.
7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
7.W.2.A.c Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.
7.W.3.A.e Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.
7.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
7.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning in order to 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.
7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
7.SL.2.B Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
7.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.