

**7<sup>th</sup> Grade English Language Arts  
Bundle 6**

Reading	Writing
Focus:	Focus:
Vocabulary	Composition
<p><b>SPIRALING</b></p> <p><b>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b></p> <p><b>READINESS</b></p> <p>7.2 (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes</p> <p><b>READINESS</b></p> <p>7.2 (B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words</p> <p>7.2 (C) complete analogies that describe part to whole or whole to part</p> <p>7.2 (D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus</i>, <i>e pluribus unum</i>, <i>bona fide</i>, <i>nemesis</i>)</p> <p><b>READINESS</b></p> <p>7.2 (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>	<p><b>(16) Writing. Students write about their own experiences. Students are expected to:</b></p> <p><b>READINESS</b></p> <p>write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</p> <p style="text-align: center;"><b>Spiraling</b></p> <p><b>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p> <p><b>READINESS</b></p> <p>7.14 (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing</p> <p><b>READINESS</b></p> <p>7.14 (C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed</p> <p><b>READINESS</b></p> <p>7.14 (D) edit drafts for grammar, mechanics, and spelling</p> <p>7.14 (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>

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Comprehension	Grammar
<p><b>(5) Reading/Comprehension of Literary Text/Drama.</b> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:</p> <p style="text-align: center;"><b>SUPPORTING</b></p> <p>7.5 (A) explain a playwright's use of dialogue and stage directions.</p> <p><b>Elements of Drama</b></p> <ul style="list-style-type: none"> <li>• Character: action that reveals character and brings about conflict. But unlike the action in a short story, the action in a play is enacted before the viewer/reader – as dialogue either printed on the page or spoken on the stage.</li> <li>• Plot</li> <li>• Theme</li> <li>• Dialogue/Monologue</li> </ul> <p>[Stagecraft, Audience, Design]</p> <p><b>(13) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p style="text-align: center;"><b>SUPPORTING</b></p> <p>7.13 (A) interpret both explicit and implicit messages in various forms of media</p> <p>7.13 (B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;</p> <p style="text-align: center;"><b>SUPPORTING</b></p> <p>7.13 (C) evaluate various ways media influences and informs audiences</p> <p>7.13 (D) assess the correct level of formality and tone for successful participation in various digital media.</p> <p><b>SPIRALING</b></p> <p><b>(3) Reading/Comprehension of Literary Text/Theme and Genre.</b> Students analyze, make inferences and draw conclusions about</p>	<p><b>(19) Oral and Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p style="text-align: center;"><b>Spiraling</b></p> <p style="text-align: center;"><b>READINESS</b></p> <p>7.19 (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p> <p style="text-align: center;"><b>Spiraling</b></p> <p><b>(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p style="text-align: center;"><b>READINESS</b></p> <p>7.20 (A) use conventions of capitalization</p> <p style="text-align: center;"><b>READINESS</b></p> <p>7.20 (B) recognize and use punctuation marks including:</p> <p style="text-align: center;"><b>SUPPORTING</b></p> <p>7.20 (B) (i) commas after introductory words, phrases, and clauses</p> <p style="text-align: center;"><b>SUPPORTING</b></p> <p>7.20 (B) (ii) semicolons, colons, and hyphens.</p>

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theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: *(See Bundle 4 for more specific information)*

**SUPPORTING**

7.3 (A) describe multiple themes in a work of fiction

**(6) Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: *(See Bundle 2 for more specific information)*

**READINESS**

7.6 (A) explain the influence of the setting on plot development  
*(See Bundle 2 for more specific information)*

**READINESS**

7.6 (B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts *(See Bundle 2 for more specific information)*

**SUPPORTING**

7.6 (C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.  
*(See Bundle 2 for more specific information)*

**(7) Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to:

**SUPPORTING**

7.7 (A) describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.

**(8) Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to: *(See Bundle 4 for more specific information)*

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**READINESS**

7.8 (A) determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.

**(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:**

7.9 (A) explain the difference between the theme of a literary work and the author's purpose in an expository text.

**(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:** (See Bundle 5 for more specific information)

**READINESS**

7.10 (A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning

**SUPPORTING**

7.10 (B) distinguish factual claims from commonplace assertions and opinions

**READINESS**

7.10 (C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text

**READINESS**

7.10 (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.

**(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:**

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<p>7.12 (A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures</p> <p style="text-align: center;"><b>SUPPORTING</b></p> <p>7.12 (B) explain the function of the graphical components of a text.</p>	
<p><b>Figure 19:</b></p>	<p><b>Spelling:</b></p>
<p><b>SPIRALING</b></p> <p><b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p> <p><b>Students are expected to:</b></p> <p>(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension</p> <p style="text-align: center;"><b>READINESS - Fiction</b></p> <p style="text-align: center;"><b>SUPPORTING- Nonfiction</b></p> <p>(D) make complex inferences about text and use textual evidence to support understanding</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text</p> <p style="text-align: center;"><b>READINESS - Fiction</b></p> <p style="text-align: center;"><b>SUPPORTING- Nonfiction</b></p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p> <p style="text-align: center;"><b>READINESS</b></p> <p>(F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.</p>	<p style="text-align: right;"><b>Spiraling</b></p> <p><b>(21) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p style="text-align: center;"><b>READINESS</b></p> <p>7.21 (A) spell correctly, including using various resources to determine and check correct spellings.</p>
<p><b>Listening and Speaking</b></p>	
<p><b>(27) Listening and Speaking/Speaking.</b> Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	

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7.27 (A) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	
<b>On-Going Process Skills</b>	
<b>(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:</b> 7.1 (A) adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	
<b>Instructional Resources / Textbook Correlations</b>	
<b>Web Links / Other Resources</b>	
<b>Academic Language / Language of Instruction</b>	
Velveteen Rabbit Little Match Girl A Christmas Carol (Radio Plays for bundle 12)	<b>Universe of Grammar, Capitalization, Punctuation</b> <ul style="list-style-type: none"> <li>• Commas: letter greeting</li> <li>• Commas: complex sentence</li> <li>• Commas: after an introductory prepositional phrase</li> <li>• Commas: use with an introductory dependent clause</li> <li>• Commas: use with a dependent clause within the sentence</li> <li>• Semicolon: compound sentences without coordinating conjunctions</li> <li>• Semicolon: with compound/complex sentences</li> <li>• Semicolon: separate clauses joined with transitional words</li> <li>• Colon: use in a business letter</li> <li>• Capitalization: greeting, closing one and multiple words of a letter</li> <li>• Complex sentences</li> <li>• Parts of sentence: adjectival and adverbial clauses</li> <li>• Subj/verb agreement: when clauses are place between the noun and verb</li> <li>• Prepositions: prep. Phrases influence on subj./verb agreement</li> <li>• Subordinate conjunctions: as, because, since, inasmuch as, now, that, while, although, if</li> <li>• Transitions: time order and conclusion</li> </ul>

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Assessments			
Formative	Summative	Formative	Summative
Other Curricular Connection (ELA, Math, SS)			
<b>7(c) Knowledge and skills- Technology (Istation)</b> <b>(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:</b> (C) identify, understand, and use operating systems; (D) understand and use software applications, including selecting and using software for a defined task			
Exemplar Lessons			