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| **ELA Grade 7 Abbreviated Common Unit Frames** | |
| **Unit 1 Theme: Life’s Lessons–Main Genre: Novels or Short Stories**  **Speaking and Listening:**  SL.1 Participate in small group or whole class discussions  **Grammar and Conventions:**  L.1 Demonstrate command of the conventions of standard English  L.1A Explain the function of phrases and clauses  **Vocabulary:** All L.1, L.1A,L.1B, L.1C, L.2A, L.4, L.4A, L.4B, L.4C, L.4D,L.5,L.6  **Reading:** RF.1-RF.7-Foundations of Reading  RL.1-Cite textual evidence to support analysis  RL.2A–Theme; RL.2B - Summary  RL.3 – Analyze how particular elements of a story interact RL.4B–Mood  RL.5–Analyze Text structure; RL.6A- identify point of view; RL6B-analyze how an author shows and contrasts the differing perspectives ofcharacters or narrators in a text.  RL.7 Compare/Contrast a print text to multimedia version analyzing the effects of techniques unique to each medium  RL.9–Compare and contrast a fictional portrayal and a historical account;  RL.10- read grade level complex texts.  RI.2A-Determine two or more central/main ideas;  **Writing:** W.3-Narrative-real or imagined events that demonstrate understanding of literary concepts  W.3-Narrative on 1 text –real/ imagined events demonstrate understanding of literary concept  W.2- Literary Analysis essay on 2 texts (RL.3 Interaction of story elements)  W.2-Literary Analysis Essay on 2 texts(RL.6B –Dev/contrast point of view)  W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing  W.10 – Write routinely, W.11 – Forms, W.12 - Strategies | **Unit 2 Theme: Our Cultural Selves–Main Genre: Informational Texts**  **Speaking and Listening:**  SL.1-3 Participate in small group or whole class discussions; Give oral/multi-media presentations;Critically view oral/multi-media presentations  **Grammar and Conventions:**  L.1 Demonstrate command of the conventions of standard English  L.1B Use simple, compound, complex, and compound-complex sentences  **Vocabulary:** All L.1, L.1A,L.1B, L.1C, L.2A, L.4, L.4A, L.4B, L.4C, L.4D,L.5,L.6  **Reading:** RF.1-RF.7-Foundations of Reading  RI.1 Cite textual evidence to support analysis  RI.2A –Central/Main Idea; RI.2B summary  RI.3-Analyze the interactions between individuals, events, and ideas in a text.(cause/effect)  RI.4A-Tone;RI.5A- Analyze text structure; RI.6 Determine author’s POV/Purpose/Counterargument; RI.7A- Use charts, graphs, statistics to aid understanding of topic;RI7B- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject  RI.9-Determine author’s bias/perspective and purpose; delineate and evaluate argument in a text; evaluate the writings of two or more authors on the same topic.  RL.10- read grade level complex texts.  RL.2A–Theme in literary texts  **Writing:**W.2-Info Analysis Essay on 2 texts and 1 Multimedia (RI.8- Trace and evaluate the strength of the argument and specific claims in a text)  W.2- Info Analysis Essay on 2 texts – (RI.6- Focus on point of view and Purpose)  W.2 – Info Analysis Essay on 2 texts– (RI.7- Integrate information from a text and charts, graphs, or statistics to aid understanding of topic)  W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing; W.10 – Write routinely, W.11 – Forms, W.12 - Strategies |
| **Unit 3 Theme: Not as it Seems–Main Genre: Poetry**  **Speaking and Listening:**  SL.1 Participate in small group or whole class discussions  **Grammar and Conventions:**  L.1C, L.2A-Demonstrate command of the conventions of standard English;  Recognize and correct misplaced and dangling modifiers; Use a comma to separate  coordinate adjectives  **Vocabulary:** All L.1, L.1A,L.1B, L.1C, L.2A, L.4, L.4A, L.4B, L.4C, L.4D,L.5,L.6  **Reading:** RF.1-RF.7-Foundations of Reading  RL.1-Cite textual evidence to support analysis  RL.2A; 2C–Theme & Paraphrase  RL.4A– The impact of word choice on meaning and tone  RL.4C Analyze imagery and figurative language; RL.4D-Analyze rhyme/ repetition sounds  RL.5–Analyze Text structure; RL.7-Compare/Contrast a written story to a short section of audio, filmed, staged, or multimedia analyzing the effects  RL.10- Read grade level complex texts  RI.2A-Determine central/ main idea of an informational text  **Writing:**W.2-Literary Analysis Essay on 2 poems (RL.2A -Theme)  W.2-Literary Analysis Essay on 2 poems (RL.5 Contribution of one section to theme)  W.7-Research-a short product **(**Paragraph/s)that answers a question  W.9 - Quote or paraphrase research, avoiding plagiarism  W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing; W.10 – Write routinely, W.11 – Forms, W.12 - Strategies | **Unit 4 Theme: Overcoming Obstacles–Main Genre: Classical Literature/Drama**  **Speaking and Listening:**  SL.1-3 Participate in small group or whole class discussions; Give oral/multi-media presentations;Critically view oral/multi-media presentations  **Grammar and Conventions:** All L.1-L.2A  **Vocabulary:** All L.1, L.1A,L.1B, L.1C, L.2A, L.4, L.4A, L.4B, L.4C, L.4D,L.5,L.6  **Reading:** RF.1-RF.7-Foundations of Reading  RL.1-Cite textual evidence to support analysis  RL.2A-Theme;  RL.3 Analyze how particular elements in a story interact  RL.4B–Mood  RL.5 –Analyze Text structure; RL.6B analyze how an author shows and contrasts the differing perspectives ofcharacters or narrators in a text.  RL.7 -Compare/contrast literature vs. filmed productions  RL.10- read grade level complex texts.  RI.2A-Determine central/ main idea of an informational text; RI.2B– summary  **Writing:**  W.2-Literary Analysis Essay on 2 texts (RL.7 - Compare/contrast literature vs. filmed/live productions)  W.1-Argument/Persuasive Letter with research from multiple sources  W.7 –Research that answers a question; W8A - gather relevant information; W.8B - Assess credibility and accuracy of sources; W.9 - quote or paraphrase sources, avoiding plagiarism.  W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing; W.10 – Write routinely, W.11 – Forms, W.12 - Strategies |