



GRADE LEVEL: 7th
SUBJECT: ELA

TRIMESTER 1 AUGUST, SEPTEMBER, OCTOBER, ½ NOVEMBER

MAJOR TOPICS	ASSESSMENTS/PROJECTS
<p>Grammar (No Red Ink)</p> <ul style="list-style-type: none"> ● Diagnostic to determine topics ● Misplaced/dangling modifiers (2 wks) ● Parts of speech review ● Commas for Clarity ● Commonly Confused Words Pt. 1 ● Active/Passive Voices 	<p>Grammar</p> <ul style="list-style-type: none"> ● No Red Ink quizzes/lessons ● Cornell Notes ● Lesson Quiz/Test ● Partner and group work
<p>Reading and vocabulary enrichment/standardized test prep</p> <ul style="list-style-type: none"> ● CommonLit articles from various genres <ul style="list-style-type: none"> ○ Done independently or in pairs/small groups ● Vocabulary in Action- chapters, notes & workbook exercises ● Reading/story review (elements of a story, figurative language, plot diagram), TALES writing responses 	<p>Reading and vocabulary enrichment/standardized test prep assessment:</p> <ul style="list-style-type: none"> ● Completion of CommonLit article questions ● Completion of workbook vocabulary exercises (various exercises per chapter) ● Notes, group practice, independent practice with short stories
<p>Refresh & Review - Getting back into reading/writing</p> <ul style="list-style-type: none"> ● Figurative language ● Close reading 3-read method ● Beginning annotation marks & strategies ● Parts of a letter ● Parts of a story/story diagram ● Beginning to increase writing stamina & 	<ul style="list-style-type: none"> ● Letter to my teacher (with all correct parts of a letter) ● CommonLit articles for close reading analysis and notes ● CommonLit articles for practice annotating ● Bell ringer paragraphs to establish class routine and daily writing (also incorporates content

<p>frequency</p> <ul style="list-style-type: none"> ● Refresh on descriptive paragraph writing ● Use of TALES/RACE writing acronym for complete answers 	<p>related prompts, SEL prompts etc.)</p> <ul style="list-style-type: none"> ● Short story analysis including identifying the 5 parts of a story
<p>Narrative Writing Writing Realistic Fiction Texts</p> <ul style="list-style-type: none"> ● Various short stories ● <i>The Someday Birds</i> <p>Writing Bend I</p> <ul style="list-style-type: none"> ● Set up expectations to write ● Imagining stories from everyday moments ● Imagining stories you wish existed in the world ● Developing believable characters through bootcamp ● Giving characters struggles and motivations that mirror real life ● Form 2-D to 3-D: Planning and writing scenes by including evidence ● Stepping into the drama of the draft ● Studying published text to write leads ● Grounding dialogue in scenes ● Writing endings that make readers swoon ● Share writing 	<p>Narrative Writing Bend I</p> <ul style="list-style-type: none"> ● Realistic fiction pre-assessment ● Realistic fiction flash drafts ● Realistic fiction peer editing ● Realistic fiction final draft <p>Writing Bend II</p> <ul style="list-style-type: none"> ● Drafting and revising with an eye toward meaning
<p>Novels</p> <ul style="list-style-type: none"> ● Short stories & articles for TALES and story elements practice. Also used realistic fiction short stories as narrative examples. 	<ul style="list-style-type: none"> ● Idea maps as students read ● Prompts and leading questions to take notes about what we read ● Annotations <p>Mini Chapter Book (group project)</p>
<ul style="list-style-type: none"> ● Daily writing practice 	<ul style="list-style-type: none"> ● Daily written bell ringers (by paragraph or word count)

TRIMESTER 2

½ NOVEMBER, DECEMBER, JANUARY, FEBRUARY

MAJOR UNITS	ASSESSMENTS/PROJECTS
<p>Grammar (No Red Ink)</p> <ul style="list-style-type: none"> ● Adverbs ● Vague Pronouns ● Coordinating Conjunctions (FANBOYS) ● Formatting Titles ● Commas for Formatting 	<p>Grammar</p> <ul style="list-style-type: none"> ● No Red Ink quizzes/lessons ● Cornell Notes ● Lesson Quiz/Test ● Partner and group work
<p>Writing: Informational Writing about Reading (from reader's notebooks to companion books)</p> <ul style="list-style-type: none"> ● <i>Letters from Rifka</i> ● <i>A Christmas Carol</i> (middle school prose) ● Independent novels <p>(7th Grade Roll Out) Reading: Writing About Reading</p> <p>Reading Bend I</p> <ul style="list-style-type: none"> ● Mentor text to discuss deep understanding of characters and <i>why</i> they are written that way ● Mapping thoughts about what we read ● Think big/think small- rethink details, big and small and rework your details to clarify writing ● Explain thinking- diving deep into detail and explanation! Elaboration is key! ● Letting the book teach you how to respond- use the words on the page to bolster your responses ● Incorporating evidence from the text as a means to elaborate 	<p>Writing Bend II: Writing to deepen literary analysis (new chapters in companion books) (3-4 Weeks)</p> <ul style="list-style-type: none"> ● Chapter book written as a group based on <i>The Westing Game</i> novel study. ● Students plan and select specific chapters to craft about the writing they have been doing about reading. ● Students collaborate to combine and publish their chapters into a single book. ● Character packet- track the characters across the book as they play the game

<ul style="list-style-type: none"> ● Writing about symbolism in texts ● Writing introductions and conclusions <p>Mini-Poetry Unit (leads into Tri 3 reading unit)</p> <ul style="list-style-type: none"> ● Introduce the major elements of poetry ● Read and review mentor poems in class highlighting the elements learned ● Students analyze poetry with a group and then on their own (final assessment) ● Incorporate multiple types of poems. ● Poetry circles in class to read and analyze together. 	<ul style="list-style-type: none"> ● Notes on the elements of poetry ● Scaffolded practice applying the elements to poems: full class (poetry circles), small group, individual (final assessment) ● Use music to help explain poetry: Macklemore “Wings” group analysis looking for elements of poetry in music (created posters)
<p>Reading and vocabulary enrichment/standardized test prep</p> <ul style="list-style-type: none"> ● CommonLit articles from various genres <ul style="list-style-type: none"> ○ Done independently or in pairs/small groups ● Vocabulary in Action- chapters, notes & workbook exercises 	<p>Reading and vocabulary enrichment/standardized test prep assessment:</p> <ul style="list-style-type: none"> ● Completion of CommonLit article questions ● Completion of workbook vocabulary exercises (various exercises per chapter), tests, quizzes

TRIMESTER 3

MARCH, APRIL, MAY, JUNE

MAJOR UNITS	ASSESSMENTS/PROJECTS
<p>Grammar (No Red Ink)</p> <ul style="list-style-type: none"> ● Prepositions ● Prepositional Phrases ● Subordinating Conjunctions ● Commonly Confused Words Pt. 3 ● Conjunctive Adverbs ● Correcting Conjunction Errors ● Recognizing Language that is Too Formal or Too Informal 	<p>Grammar</p> <ul style="list-style-type: none"> ● No Red Ink quizzes/lessons ● Cornell Notes ● Lesson Quiz/Test ● Partner and group work
<p>Reading: Fiction Investigating Characterization</p>	<ul style="list-style-type: none"> ● Complete “post it note analysis” for <i>Long</i>

Texts

- “Eraser Tattoo” (short story)
- “The Ingredients” (short story)
- *Ghost* Jason Reynolds (novel)
- *Long Way Down* Jason Reynolds (poetry novel)

Reading Bend I Considering complex character traits

- Attending to details that illuminate perspective
- Attending to minor characters and how they see the world
- Figuring our points of view
- Authors lead readers to epiphanies
- Authors channel readers’ sympathy by controlling access to characters inner thinking
- Distinguishing simultaneous, multiple perspectives
- Reflect across the parts of a reading life

Reading Bend II

- Notice moments that give readers extra insight into characters
- Analyzing smaller moments to get even more insight to characters
- Investigate an author’s technique
- Investigate an authors goals and techniques
- Rereading and revising initial thoughts about an author’s techniques and goals
- Teach others what you’re learning

Writing: Author comparison

Bend I

- Compare and contrast 2 or more works by the same author
- Discussion and written reflection: how does the author write relatable main characters; what does he change? Keep the same?
- Book club discussions and group reflection on reading
- *Long Way Down* sticky note analysis.

Way Down (no annotations- school book)

- *Ghost* -focus on annotations for details that explain and give depth about the character.
- Use annotations and post-it analysis to produce a written response comparing and contrasting the way in which the author (Reynolds) writes his main characters.

Author Comparison Writing Bend

Long Way Down sticky note analysis- deconstruct the book and author choices through fig. Language, setting, theme, character etc.

Ghost / *Change of heart* compare contrast paper (comparing similar themes/messages)

Final Written Response Exam: Reynolds compare and contrast *Ghost* and *Long Way Down*

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<p>Daily writing practice</p>	<ul style="list-style-type: none"> ● Daily written bell ringers (by paragraph or word count)