		Course: English
		Grade Level: 7
		Unit: The Writing Process

Course/Subject: English	Grade: 7	Unit 1: The Writing Process	Suggested Timeline: 2 weeks

Grade Level Summary	Teaching English is the art of oral communication: reading, writing, listening, and speaking.
Grade Level Units	**Unit 1: The Writing Process** Unit 2: Effective Sentences Unit 3: Short Story: Fiction Unit 4: Mini-Research Project Unit 5: Punctuation Marks Unit 6: Student-Led Conferencing Unit 7: Dramatic Play Unit 8: Parts of Speech Conventions Unit 9: Poetry Unit 10: Research Project Unit 11: Usage Errors Unit 12: Journal: Non-Fiction

Unit Title	The Writing Process
Unit Summary	Students will cover the five steps of the writing process (prewriting, drafting, revising, proofreading, publishing). In each step, ideas will be presented to improve the student's final written product.

Unit Essential Questions:
1. How will knowledge of the writing process enable students to become better writers?

Key Understandings:
1. Prewriting sets the stage for the rest of the writing.
2. The focus of drafting is to create a workable first draft
3. Revision is the key to improving overall writing.
4. Proofreading is used to ensure error-free writing.
5. Sharing and reading other students' writing improves one's own writing.

Focus Standards Addressed in the Unit:

Standard Number	*Standard Description*
CC.1.4.7.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.1.4.7.X	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.4.7.I	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Important Standards Addressed in the Unit:

CC.1.4.7.E	Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.

Misconceptions:	**Proper Conceptions:**
• The writing process is only needed when doing a large writing assignment. • Students believe revising and proofreading are synonyms.	• The writing process can improve ALL types of writing, not just large, formal assignments. • Revising is working with the ideas in a piece of writing. Proofreading is making corrections in a piece of writing.

Knowledge & Concepts	**Skills & Competencies**	**Dispositions & Practices**
• Prewriting techniques help clarify a writer's ideas. • Drafting allows the writer to have a starting point for improvement. • Revising helps students determine if ideas need to be added, replaced, rearranged, or removed. • Proofreading and correcting errors adds clarity to one's writing. • Publishing and sharing one's writing can generate new ideas and new perspectives on one's own writing.	• Use various prewriting techniques specific to the task at hand. • Evaluate and choose best ideas from among a set. • Ask critical questions about the ideas presented in one's writing. • To find and correct errors in one's writing and in the writing of others. • Share ideas with others.	• Competent • Collaborate • Creativity • Communication • Critical Thinking

Academic Vocabulary:

• Brainstorming • Drafting	• Prewriting • Proofreading	• Publishing • Revising

Evidence: Assessments and Performance Task(s)

• Journal assessments
• Test – identifying steps in order, analyzing tasks in each step
• Informative writing assignment, collecting an artifact from each step of the writing process

Interdisciplinary Connections:
• Sentence-writing is a fundamental skill which applies to all subjects.

Resources:
- Study Guide
- Outside resources / articles

Created By:
Alioth / Barber

	Course: English
	Grade Level: 7
	Unit: Effective Sentences

Course/Subject: English	Grade: 7	Unit 2: Effective Sentences	Suggested Timeline: 2 weeks

Grade Level Summary	Teaching English is the art of oral communication: reading, writing, listening, and speaking.
Grade Level Units	Unit 1: The Writing Process **Unit 2: Effective Sentences** Unit 3: Short Story: Fiction Unit 4: Mini-Research Project Unit 5: Punctuation Marks Unit 6: Student-Led Conferencing Unit 7: Dramatic Play Unit 8: Parts of Speech Conventions Unit 9: Poetry Unit 10: Research Project Unit 11: Usage Errors Unit 12: Journal: Non-Fiction

Unit Title	Effective Sentences
Unit Summary	The sentence is the building block of all writing. They must be error-free and varied in structure to hold the reader's interest. Writers engage the reader with sentences of varying lengths and complexity.

Unit Essential Questions:
2. How can I eliminate sentence errors in my writing?
3. How will revising awkward sentences enable me to become a better writer?
4. How can I identify and remove/revise fragments and run-on sentences from my writing?
5. How can combining and revising my sentences make my writing more interesting?
6. Why should I use a variety of sentences structures in my writing?

Key Understandings:
1. Complete sentences are correctly punctuated.
2. Complete sentences always start with a capital and end with a period, question mark, or exclamation point.
3. Complete sentences always contain a verb, express a complete thought, and make sense standing alone.
4. Fragments do not express a complete thought.
5. Run-ons are two or more complete sentences written as a single sentence.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
CC.1.4.7.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage.

CC.1.4.7.E	Write with an awareness of the stylistic aspects of composition.
	• Use sentences of varying lengths and complexities.
CC.1.4.7.Q	Write with an awareness of the stylistic aspects of composition.
	• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CC.1.4.7.O	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experience and events.

Important Standards Addressed in the Unit:

Misconceptions:	Proper Conceptions:
• A group of words which starts with a capital and terminates in an end mark is a complete sentence. • The longer a sentence, the better it is. • All sentences should be the same length.	• A sentence contains a verb, expresses a complete thought, and makes sense standing alone. • A concise sentence avoids redundancy. • Varying sentence length prevents monotony and helps add emphasis.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
• List elements of a complete sentence. • Recognize fragments and run-ons. • Know the benefits of sentence variety.	• Convert fragments into sentences. • Develop run-ons into sentences. • Write effective sentences which demonstrate variety and emphasis.	• Communication is essential to language instruction, student practice, and written assessment. • Competent students are determined through a variety of assessments. • Creativity is judged on a written assessment.

Academic Vocabulary:

• complete sentences • complex sentences • compound sentences	• dependent clauses • fragments • independent clauses	• run-on sentences • sentence structures • simple sentences

Evidence: Assessments and Performance Task(s)

- exercises
- worksheets
- quiz/test
- multi-paragraph essay

Interdisciplinary Connections:
- Sentence-writing is a fundamental skill which applies to all subjects.

Additional Resources:
- textbook
- teacher-designed materials

Created By:
Alioth/Barber

		Course: English
		Grade Level: 7
		Unit: Fiction – Short Story

Course/Subject: English	Grade: 7	Unit 3: Short Story: Fiction	Suggested Timeline: 2 weeks

Grade Level Summary	Teaching English is the art of oral communication: reading, writing, listening, and speaking.
Grade Level Units	Unit 1: The Writing Process Unit 2: Effective Sentences **Unit 3: Short Story: Fiction** Unit 4: Mini-Research Project Unit 5: Punctuation Marks Unit 6: Student-Led Conferencing Unit 7: Dramatic Play Unit 8: Parts of Speech Conventions Unit 9: Poetry Unit 10: Research Project Unit 11: Usage Errors Unit 12: Journal: Non-Fiction

Unit Title	Short Story: Fiction
Unit Summary	In this unit, students will read and respond to a fictional short story. The elements of the short story will be identified and analyzed. Students will analyze the development of the elements over the course of the test, as well as the interactions and effect of the elements on each other.

Unit Essential Questions:	Key Understandings:
1. How do short stories convey the basic literary elements?	1. The elements of a short story are plot, conflict, climax, and resolution. 2. The elements of short story, along with word choice, interact to reveal a short story's theme.

Focus Standards Addressed in the Unit:

Standard Number	*Standard Description*
CC.1.3.7.A	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.
CC.1.3.7.C	Analyze how particular elements of a story interact and how setting shapes the character and plot.
CC.1.3.7.D	Determine an author's purpose in a text and explain how it is conveyed in a text.
CC.1.4.7.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and nonfiction.

Important Standards Addressed in the Unit:

CC.1.4.7.F	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative connotative meanings.

Misconceptions:	**Proper Conceptions:**
• Students think short stories are simply abridged novels.	• Short stories are designed to be read in a single sitting and designed to produce a single effect.

Knowledge & Concepts	**Skills & Competencies**	**Dispositions & Practices**
• Elements of a short story • Relationships on said elements • Effect of elements on each other.	• Identify elements of a short story. • Analyze theme over the course of the text. • Analyze elements and their effect on each other. • Write with purpose using evidence from text.	• Competent • Critical Thinking

Academic Vocabulary:

• Author's purpose • Climax • Conflict	• Plot • Point of view • Resolution	• Rising action • Theme

Evidence: Assessments and Performance Task(s)

• Journal assessments
• Test – comprehension, elements and their interactions
• Formal evidence-based written assessment

Interdisciplinary Connections:
• Reading classes—fictional short stories

Additional Resources:
• Selected short stories

Created By:
Alioth / Barber

	Course: English
	Grade Level: 7
	Unit: Mini-Research Project

Course/Subject: English	Grade: 7	Unit 4: Mini-Research Project	Suggested Timeline: 2 weeks

Grade Level Summary	Teaching English is the art of oral communication: reading, writing, listening, and speaking.
Grade Level Units	Unit 1: The Writing Process Unit 2: Effective Sentences Unit 3: Short Story: Fiction **Unit 4: Mini-Research Project** Unit 5: Punctuation Marks Unit 6: Student-Led Conferencing Unit 7: Dramatic Play Unit 8: Parts of Speech Conventions Unit 9: Poetry Unit 10: Research Project Unit 11: Usage Errors Unit 12: Journal: Non-Fiction

Unit Title	Mini-Research Project
Unit Summary	The process of writing a mini-research paper involves many steps: finding credible sources, note-taking without plagiarizing, drafting into paragraphs, editing for clarity, and publishing the final product.

Unit Essential Questions:
1. What are the steps to writing a mini-research paper?
2. How do we determine whether sources are credible?
3. What does effective note-taking look like?
4. How do we avoid plagiarizing sources?
5. How do we draft notes into paragraphs?
6. What technology is available for the finished product?

Key Understandings:
1. A mini-research paper, if created properly, becomes a credible source.
2. A credible source presents evidence in an unbiased manner.
3. Note-taking involves summarizing material into shortened phrases, words, names, and places.
4. Paragraph-drafting requires topic, supporting, and clincher sentences.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description

CC.1.4.7.V	*Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.*
CC.1.4.7.W	*Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote of paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.*
CC.1.4.7.U	*Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.*

Important Standards Addressed in the Unit:

CC.1.4.7.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage.

Misconceptions:	Proper Conceptions:
• If it's found on the Internet, it must be true. • Only one source is needed for a mini-research project. • Note-taking is copying and pasting information. • Paraphrasing is summarizing into notes. • Peer editing is a waste of time.	• Internet sources must be checked for credibility—accurate and backed up by evidence. • Multiple sources are required for the sake of ensuring accuracy and credibility. • Effective note-taking involves paraphrasing material without plagiarizing it. • Paraphrasing information involves rephrasing ideas or information into one's own words. • Proofreading is a crucial component of the writing process, enabling the writer to improve his or her work.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
• Researching relevant information involves print and digital sources. • The discipline of note-taking is fundamental to the drafting process. • An informational brochure is designed to enlighten the reader.	• Determine if sources are credible, meaning trustworthy and accurate. • Summarize and paraphrase sources to avoid the dangers of plagiarism. • Design and informational brochure which both attracts and informs readers.	• Communication is essential to language instruction, student practice, and written assessment. • Competent students are determined through a variety of assessments. • Creativity is judged on a written assessment.

Academic Vocabulary:

• advertisement • expository writing • informational brochures • Internet websites	• note-taking • paraphrasing • persuasive writing • promotional design	• research topics • summarizing • writing templates

Evidence: Assessments and Performance Task(s)

- note-taking
- writing templates
- informational brochure

Interdisciplinary Connections:
- Research and writing are fundamental skills which apply to all other classes.

Additional Resources:
- textbook
- Chromebooks
- teacher-designed materials

Created By:
Alioth/Barber

		Course: English
		Grade Level: 7
		Unit: Punctuation

Course/Subject: English	Grade: 7	Unit 5: Punctuation	Suggested Timeline: 2 weeks

Grade Level Summary	Teaching English is the art of oral communication: reading, writing, listening, and speaking.
Grade Level Units	Unit 1: The Writing Process Unit 2: Effective Sentences Unit 3: Short Story: Fiction Unit 4: Mini-Research Project **Unit 5: Punctuation Marks** Unit 6: Student-Led Conferencing Unit 7: Dramatic Play Unit 8: Parts of Speech Conventions Unit 9: Poetry Unit 10: Research Project Unit 11: Usage Errors Unit 12: Journal: Non-Fiction

Unit Title	Punctuation
Unit Summary	In this unit, students will cover various punctuation marks and their impact on writing. Students will incorporate the rules of punctuation in their writing, as well as identifying and correcting punctuation errors.

Unit Essential Questions:
1. Why do we punctuate? What if we did not have punctuation?

Key Understandings:
1. Comma use of items in a series, to set off nonrestrictive/parenthetical elements, and to separate coordinate adjectives.
2. End marks review.
3. Purpose of the semicolon, colon, and quotation marks.

Focus Standards Addressed in the Unit:

Standard Number	*Standard Description*
CC.1.4.7.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.7.E	Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.

Important Standards Addressed in the Unit:

CC.1.4.7.X	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Misconceptions:	Proper Conceptions:
• Punctuation is not needed in today's world of communication.	• The problem with poor punctuation is that it makes life difficult for the reader who needs to read and understand what you've written.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
• Proper use of end marks • Proper use of commas, especially to separate coordinate adjectives • Proper use of semicolon and colon	• Identify / correct errors of punctuation in one's writing • Identify / correct errors of punctuation in other's writing	• Competent • Communication • Collaboration

Academic Vocabulary:

• Appositive • Colon • Dependent clause • Direct quote	• Exclamation • Independent clause • Indirect quote • Introductory phrase	• Period • Question mark • semicolon

Evidence: Assessments and Performance Task(s)

- Journal assessments
- Test – demonstrating punctuation skills & competencies

Interdisciplinary Connections:
- None

Additional Resources:
- Text Book
- Other materials chosen by teacher

Created By:
Alioth / Barber

		Course: English **Grade Level: 7** **Unit: Student-Led Conferencing**	
Course/Subject: **English**	**Grade:** **7**	**Unit 6:** **Student-Led Conferencing**	**Suggested Timeline:** **2 weeks**

Grade Level Summary	Teaching English is the art of oral communication: reading, writing, listening, and speaking.
Grade Level Units	Unit 1: The Writing Process Unit 2: Effective Sentences Unit 3: Short Story: Fiction Unit 4: Mini-Research Project Unit 5: Punctuation Marks **Unit 6: Student-Led Conferencing** Unit 7: Dramatic Play Unit 8: Parts of Speech Conventions Unit 9: Poetry Unit 10: Research Project Unit 11: Usage Errors Unit 12: Journal: Non-Fiction

Unit Title	Student-Led Conferencing
Unit Summary	A student-led conference promotes accountability and responsibility for the learner. Through written preparation and oral practice, students conduct their own parent-teacher-student conferences.

Unit Essential Questions:
1. How does student-led conferencing promote accountability and responsibility?
2. What purpose does the portfolio serve?
3. How do we write an invitation letter?
4. What are the essentials of a good oral presentation?

Key Understandings:
1. Explaining a portfolio of work helps empower students to lead a conference.
2. The portfolio of work reflects student achievement and frames the conference from beginning to end.
3. An invitation letter is written to both inform and remind parents of the upcoming conference.
4. An oral presentation requires students to focus on the fundamentals: eye contact, voice volume, and speech rate.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
CC.1.5.7.D	*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.*
CC.1.5.7.E	*Adapt speech to variety of contexts and tasks.*
CC.1.5.7.F	*Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.*

Important Standards Addressed in the Unit:

CC.1.4.7.F	*Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage.*

Misconceptions:	Proper Conceptions:
• Student-led conferencing is an adapted parent-teacher conference. • Only top students perform well in a student-led conference. • Parent concerns aren't addressed in a student-led conference.	• Students run their conferences from start to finish; teachers are present to assist as needed. • Successful student-led conferencing is step-driven: compile portfolio, complete organizer, rehearse conference. • Parents may ask questions during the conference and meet with other teachers at a later time.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
• A portfolio is a collection of work. • An organizer is hand-written notes. • An invitation letter is an overview. • A formal introduction is used in public situations. • A stated purpose is a summary of conference expectations. • A student-led conference is an exercise in public speaking.	• While all items in the portfolio are required, there are some which allow for personal choice. • Develop organizer notes for each subject area: learnings, weaknesses, and strengths. • Write a friendly letter in which an overview of conference is given. • Practice formally introducing parents to teacher and teacher to parents. • Memorize purpose and use it to initiate conference and prepare audience. • Rehearse conference multiple times, gradually incorporating increased parental role-playing.	• Communication is essential to effective public speaking. • Contributing students are presenting their school progress to parents. • Conscientious students emerge through their self-discipline and hard work. • Competent students are determined through a variety of assessments.

Academic Vocabulary:

• accountability • invitation letter	• organizer • portfolio	• role-playing • student-led conference

Evidence: Assessments and Performance Task(s)

- portfolio
- organizer
- invitation letter
- practice sessions
- student-led conference

Interdisciplinary Connections:
- Student-led conferencing is a report on progress in all subject areas.
- Presenting information is a fundamental skill which applies to all subjects.
- Sentence-writing is a fundamental skill which applies to all subjects.

Additional Resources:
- textbook
- teacher-designed materials

Created By:
Alioth/Barber

	Course: English
	Grade Level: 7
	Unit: Drama

Course/Subject: English	Grade: 7	Unit 7: Drama	Suggested Timeline: 3 weeks

Grade Level Summary	Teaching English is the art of oral communication: reading, writing, listening, and speaking.
Grade Level Units	Unit 1: The Writing Process Unit 2: Effective Sentences Unit 3: Short Story: Fiction Unit 4: Mini-Research Project Unit 5: Punctuation Marks Unit 6: Student-Led Conferencing **Unit 7: Dramatic Play** Unit 8: Parts of Speech Conventions Unit 9: Poetry Unit 10: Research Project Unit 11: Usage Errors Unit 12: Journal: Non-Fiction

Unit Title	Drama
Unit Summary	In this unit, students will read and respond to a full-length play. Literary elements unique to drama will be identified and analyzed. Students will analyze the development of the elements over the course of the drama and how they contribute to theme, character, and plot.

Unit Essential Questions:	Key Understandings:
5. In what ways is reading a drama similar to / different from reading a novel? 6. How are dramatic themes revealed?	4. Drama differs from the reading of traditional prose. 5. The development of themes in drama differs from traditional prose in that it uses dialogue & stage direction.

Focus Standards Addressed in the Unit:

Standard Number	*Standard Description*
CC.1.3.7.A	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.
CC.1.3.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and / or generalizations drawn from the text.
CC.1.3.7.C	Analyze how particular elements of a story or drama interact and how the setting shapes the characters or plot.
CC.1.3.7.D	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CC.1.3.7.E	Analyze how the structure of a text contributes to the development of theme, setting, and plot.

CC.1.3.7.G	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects unique to each medium.

Important Standards Addressed in the Unit:

CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
CC.1.3.7.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.7.A	Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.4.7.B	Identify and introduce the topic clearly, including a preview of what is to follow.
CC.1.4.7.C	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.6.D	Organize ideas, concepts, and information using strategies such as definition, classification, comparison / contrast, and cause / effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts, provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.7.E	Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.
CC.1.4.7.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Misconceptions:	Proper Conceptions:
- Reading drama is the same as reading traditional prose. - Drama in literature differs from the high emotion teenage drama of spats, gossip, and angst.	- Drama has specific limitations in that all ideas must be conveyed through dialogue and stage directions. - Drama in literature refers to the staging of a play.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
- Drama differs from traditional prose. - Dialogue and stage directions reveal theme in a given drama. - Elements of drama	- Identify elements of drama - Analyze theme over the course of the drama - Analyze dramatic elements and their effect on each other. - Write with purpose using evidence from text.	- Communication - Critical thinking - Competent

Academic Vocabulary:

- Act - Dialogue - Drama	- Dramatic Irony - Exposition - Fourth wall	- Props - Stage direction - theme

Evidence: Assessments and Performance Task(s)

- Journal Assessments
- Test & Quizzes – comprehension, elements and their interactions
- Formal evidence-based written assessment

Interdisciplinary Connections:

- None

Resources:

- Selected drama
- Handouts / Study Guides
- Related texts chosen by teacher

Created By:
Alioth / Barber

		Course: English
		Grade Level: 7
		Unit: Parts of Speech

Course/Subject: English	Grade: 7	Unit 8: Parts of Speech	Suggested Timeline: 3 weeks

Grade Level Summary	Teaching English is the art of oral communication: reading, writing, listening, and speaking.
Grade Level Units	Unit 1: The Writing Process Unit 2: Effective Sentences Unit 3: Short Story: Fiction Unit 4: Mini-Research Project Unit 5: Punctuation Marks Unit 6: Student-Led Conferencing Unit 7: Dramatic Play **Unit 8: Parts of Speech Conventions** Unit 9: Poetry Unit 10: Research Project Unit 11: Usage Errors Unit 12: Journal: Non-Fiction

Unit Title	Drama
Unit Summary	In this unit, students will review the eight parts of speech (POS); noun, verb, pronoun, adjective, adverb, preposition, conjunction, and interjection. Attention will be concentrated on identifying parts of speech and their purpose in a sentence. Knowledge of the parts of speech provide the student with the necessary "vocabulary" to effectively analyze one's own and other's writing.

Unit Essential Questions:
1. What are the eight parts of speech?
2. How does each word contribute to the entirety of a sentence?

Key Understandings:
1. Parts of speech are the essential vocabulary to thoughtfully discuss language.
2. Parts of speech are the building blocks to knowledge of the conventions of English.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
CC.1.4.7.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

Important Standards Addressed in the Unit:

CC.1.4.7.X	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.7.D	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent facts, descriptions, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CC.1.5.7.E	Adapt speech to a variety of contexts and tasks.
CC.1.5.7.F	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Misconceptions:	Proper Conceptions:
• Parts of Speech are unimportant and always forgotten. • Parts of Speech are only useful during a parts of speech unit.	• Parts of speech give writers a common vocabulary to discuss all facets of writing. • POS is useful when seriously discussing language.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
• Identify and define the eight parts of speech: noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection.	• Identify and state purpose of words, phrases, and clauses in sentences • Use a variety of phrases, clauses, and lengths in formal writing.	• Communication • Collaboration • Creativity • Competent

Academic Vocabulary:

• Adjective	• Interjection	• Preposition
• Adverb	• Modify	• Pronoun
• Clause	• Noun	• State of being
• Conjunction	• Phrase	• Verb

Evidence: Assessments and Performance Task(s)

- Journal Assessments
- Formal Presentation
- Test & Quizzes – comprehension, elements and their interactions
- Formal evidence-based written assessment

Interdisciplinary Connections:
- None

Resources:
- Textbooks
- Handouts / Study Guides
- Related texts and examples chosen by teacher
- Power Point and other multimedia components

Created By:
Alioth / Barber

	Course: English
	Grade Level: 7
	Unit: Poetry

Course/Subject: English	Grade: 7	Unit 9: Poetry	Suggested Timeline: 2-3 weeks

Grade Level Summary	Teaching English is the art of oral communication: reading, writing, listening, and speaking.
Grade Level Units	Unit 1: The Writing Process Unit 2: Effective Sentences Unit 3: Short Story: Fiction Unit 4: Mini-Research Project Unit 5: Punctuation Marks Unit 6: Student-Led Conferencing Unit 7: Dramatic Play Unit 8: Parts of Speech Conventions Unit 9: Poetry Unit 10: Research Project Unit 11: Usage Errors Unit 12: Journal: Non-Fiction

Unit Title	Poetry
Unit Summary	In this unit, students will read, write, and respond to various forms of poetry. Poetic devices will be identified and analyzed. Student will analyze how forms and devices contribute to a poem's theme and meaning.

Unit Essential Questions:	Key Understandings:
1. How are poetic devices, forms, and sound techniques used to convey the poet's intended meaning?	1. Poetic devices, such as imagery, metaphor, simile, personification, and symbolism contribute to a poem's meaning. 2. Sound techniques, such as rhyme, rhythm, alliteration, and onomatopoeia contribute to a poem's meaning. 3. Poetic forms, such as sonnet, haiku, etc. contribute to the meaning of a poem.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
CC.1.3.7.A	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.
CC.1.3.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and / or generalizations drawn from the text.
CC.1.3.7.E	Analyze how the structure of a text contributes to the development of theme, setting, and plot.

CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
CC.1.3.7.J	Acquire and use accurately grade-appropriate general academic and domain specific-words and phrases; gather knowledge when considering a word or phrase important to comprehension or expression.
CC.1.4.7.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Important Standards Addressed in the Unit:

CC.1.4.7.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.1.4.7.F	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Misconceptions:	**Proper Conceptions:**
• Literary devices are only used in poetry.	• Literary devices can be effectively used in all types of writing, even devices thought only to be poetic (simile, alliteration, etc.).

Knowledge & Concepts	**Skills & Competencies**	**Dispositions & Practices**
• Poetic devices and their importance in writing • Poetic sound devices in poetry • Poetic forms and their contribution to meaning	• Recognize and incorporate literary devices and sound devices in writing • Write and recognize various poetic forms	• Competent • Communication • Critical thinking • Creativity

Academic Vocabulary:

• Alliteration • Allusion • Figurative language • Found poetry • Free Verse • Haiku	• Imagery • Limerick • Metaphor • Onomatopoeia • Rhyme • Rhyme scheme	• Rhythm • Simile • Sonnet • Symbolism

Evidence: Assessments and Performance Task(s)

- Original written poems using various poetic devices and forms
- Test – comprehension, analysis
- Formal evidence-based written assessment

Interdisciplinary Connections:
- None

Additional Resources:
- Various poems
- Handouts of devices and forms
- Additional texts determined by teacher

Created By:
Alioth / Barber

	Course: English
	Grade Level: 7
	Unit: Research Project

Course/Subject: English	Grade: 7	Unit 10: Research	Suggested Timeline: 4-5 weeks

Grade Level Summary	Teaching English is the art of oral communication: reading, writing, listening, and speaking.
Grade Level Units	Unit 1: The Writing Process Unit 2: Effective Sentences Unit 3: Short Story: Fiction Unit 4: Mini-Research Project Unit 5: Punctuation Marks Unit 6: Student-Led Conferencing Unit 7: Dramatic Play Unit 8: Parts of Speech Conventions Unit 9: Poetry **Unit 10: Research Project** Unit 11: Usage Errors Unit 12: Journal: Non-Fiction

Unit Title	Research Project
Unit Summary	The process of writing a research paper involves many steps: finding credible sources, note-taking without plagiarizing, drafting into paragraphs, editing for clarity, creating a bibliography, and publishing the final product.

Unit Essential Questions:	Key Understandings:
1. How does a student write a thorough and coherent research paper?	1. The process of writing a research paper has many steps, all of which must be completed to result in a thorough and coherent research paper.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
CC.1.4.6.V	*Conduct research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation*
CC.1.4.7.U	*Use technology, including the Internet, to produce and publish writing and link to an cite sources as well as to interact and collaborate with others, including linking to and citing sources*
CC.1.4.7.W	*Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.*
CC.1.4.8.A	*Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information clearly.*

CC.1.4.7.B	Identify and introduce the topic clearly, including a preview of what is to follow.
CC.1.4.7.C	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.7.D	Organize ideas concepts, and information using strategies such as definition, classification, comparison / contrast, and cause /effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.7.E	Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.
CC.1.4.7.F	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Important Standards Addressed in the Unit:

CC1.4.6.X	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
CC.1.4.7.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.
CC.1.4.7.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.1.5.7.D	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.
CC.1.5.7.E	Adapt speech to a variety of contexts and tasks.

Misconceptions:	Proper Conceptions:
• Research is just copying information into your own report.	• Research involves critical thinking, evaluating pertinent information, and assembling it a through and coherent report.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
• Researching relevant information involves print and digital sources. • The discipline of note-taking is fundamental to the drafting process. • Rough drafts of formal writing needs to be revised and proofread. • Final publication needs to be assembled in a logical manner that makes sense to the reader.	• Determine if sources are credible, meaning trustworthy and accurate. • Determine pertinent information from a specific source. • Summarize and paraphrase sources to avoid the dangers of plagiarism. • Organize researched information in a design that is clear to the reader. • Present information to a given audience.	• Communication • Critical Thinking • Competent

Academic Vocabulary:

• Bibliography • Chronological Order • Coherent • Outline Form	• Peer Editing • Plagiarism • Relevant • Reliable	• Slug Word • Subtopic • Source • Thorough

Evidence: Assessments and Performance Task(s)

- Formal Research Project
- Quizzes
- Rough Draft
- Note Cards

Interdisciplinary Connections:

- none

Additional Resources:

- Library
- Internet
- On-line encyclopedias
- Handouts
- Related texts and examples

Created By:

Alioth/Barber

		Course: English
		Grade Level: 7
		Unit: Common Usage Errors

Course/Subject: English	Grade: 7	Unit 11: Common Errors	Suggested Timeline: 2 weeks

Grade Level Summary	Teaching English is the art of oral communication: reading, writing, listening, and speaking.
Grade Level Units	Unit 1: The Writing Process Unit 2: Effective Sentences Unit 3: Short Story: Fiction Unit 4: Mini-Research Project Unit 5: Punctuation Marks Unit 6: Student-Led Conferencing Unit 7: Dramatic Play Unit 8: Parts of Speech Unit 9: Poetry Unit 10: Research Project **Unit 11: Usage Errors** Unit 12: Journal: Non-Fiction

Unit Title	Common Usage Errors
Unit Summary	In this unit, students will learn to avoid and correct common usage errors.

Unit Essential Questions:
1. Do usage errors in writing make it seem that what the writer has to say is unimportant?
2. What are the differences between standard and nonstandard English?
3. What are the differences between formal and informal English?

Key Understandings:
1. Usage errors distract the reading from the purpose of the writing.
2. Writing is always written with the reader in mind first.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
CC.1.4.7.E	Write with an awareness of the stylistic aspects of composition; establish and maintain a formal voice.
CC.1.4.7.F	Determine a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
CC.1.4.7.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.1.5.7.G	Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.

Important Standards Addressed in the Unit:

CC.1.4.7.A	Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.4.7.X	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.7.A	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.7.E	Adapt speech to a variety of contexts and tasks.
CC.1.5.7.F	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Misconceptions:

- Mistakes in writing and speaking are not important.

- Mistakes in writing and speaking bear no consequences.

Proper Conceptions:

- Usage errors distract the reading from the purpose of the writing.
- The world judges / evaluates people based on how they write and speak.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
• Common Grade 7 usage errors. • Differences of standard versus nonstandard English. • Differences of formal versus informal English.	• Identify common usage errors in one's own writing and to select correct formal, standard usage. • Identify common usage errors in the writing of peers. • Orally communicate usages errors to an audience of peers.	• Communication • Critical thinking • Competent

Academic Vocabulary:

• Formal English • Informal English	• Nonstandard English • Standard English	

Evidence: Assessments and Performance Task(s)

- Journal Assessments
- Test & Quizzes
- Oral Presentations

Interdisciplinary Connections:
- None

Resources:
- Textbook
- Handouts / Study Guides
- Related texts chosen by teacher

Created By:
Alioth / Barber

		Course: English
		Grade Level: 7
		Unit: Journal Non-Fiction

Course/Subject: English	Grade: 7	Unit 12: Journal Non-Fiction	Suggested Timeline: 4-5 weeks

Grade Level Summary	Teaching English is the art of oral communication: reading, writing, listening, and speaking.
Grade Level Units	Unit 1: The Writing Process Unit 2: Effective Sentences Unit 3: Short Story: Fiction Unit 4: Mini-Research Project Unit 5: Punctuation Marks Unit 6: Student-Led Conferencing Unit 7: Dramatic Play Unit 8: Parts of Speech Conventions Unit 9: Poetry Unit 10: Research Project Unit 11: Usage Errors **Unit 12: Journal: Non-Fiction**

Unit Title	Journal Non-Fiction
Unit Summary	In this unit, students will read and respond to a series of journal entries. Writers have various means of creating tension and conflict in their writing, including sentence structure, imagery, and active voice. Students are recognizing the means of creating this tension/conflict and employing it in their own journal writing.

Unit Essential Questions:	Key Understandings:
1. What literary devices does the author use to create conflict and tension in a journal?	1. Imagery can create conflict and tension in a journal. 2. Sentence structure can create conflict and tension in a journal. 3. Active voice should be the writer's main form when writing sentences. 4. Passive voice, at times, should be used for clarification.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
CC.1.3.7.A	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.
CC.1.3.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7.C	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
CC.1.3.7.G	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).
CC.1.4.7.C	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.7.D	Organize ideas concepts, and information using strategies such as definition, classification, comparison / contrast, and cause /effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.7.E	Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.
CC.1.4.7.F	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Important Standards Addressed in the Unit:

CC1.4.6.X	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
CC.1.4.7.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.
CC.1.4.7.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Misconceptions:	Proper Conceptions:
• A work of non-fiction has no literary value.	• Reading non-fiction promotes student success through the development of background knowledge and improved writing skills.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
• Imagery evokes the senses, allowing the reader to visualize the writer's created world. • Sentence structure helps keep the pace when writers describe action scenes. • The active voice should be a writer's main form when writing sentences. • The discipline of note-taking is fundamental to the drafting process. • Rough drafts of formal writing need to be revised and proofread.	• Find evidence of imagery. • Determine when sentence structure promotes reading pace. • Recognize active voice and employ it in one's own writing. • Recognize passive voice and note when it's necessary for clarity. • Complete graphic organizers which contribute to overall understanding of plot, characters, vivid language, and vocabulary. • Create a series of journal entries which imitate the author's style in a work of non-fiction.	• Communication • Critical Thinking • Competent • Collaboration • Creativity

Academic Vocabulary:

• active voice • compare • complex sentence	• compound sentence • contrast • imagery	• non-fiction • passive voice • simple sentence

Evidence: Assessments and Performance Task(s)

- journal assessments
- test—comprehension, elements, and their interactions
- formal evidence-based written assessment

Interdisciplinary Connections:
- Reading classes—elements of non-fiction

Additional Resources:
- textbook
- related articles
- teacher-designed resources
- videos

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