

English 7 Essential Curriculum

Genre	Theme
Autobiography	Facing Injustice
Realistic Fiction	Perseverance
Speculative Fiction	Thrills and Chills

OVERVIEW

English 7 students learn how to make purposeful and deliberate choices when responding to diverse media and formats. Students proficiently read grade-appropriate complex literary and informational texts while further developing the ability to cite textual evidence to support analyses when responding to text in written and spoken modes. Students analyze both the structure and content of complex, grade-appropriate text. English 7 students expand their understanding of argument by addressing counterclaims in written and spoken responses.

Perseverance

Though this unit focuses on realistic fiction, a plausible and relevant story, providing opportunities for students to make thematic connections to texts of diverse media and formats. Cross-curricular connections are encouraged as students encounter characters who persevere against great odds, learning their true capabilities in order to reach their full potential

Facing Injustice

Students develop an understanding of historical fiction, while making thematic connections to literary and literary nonfiction texts in which an individual deals with both internal and external conflicts, while learning his or her true character. Students analyze, reflect, and make application to their own lives. Cross-curricular connections are encouraged.

Thrills and Chills

Students examine poetry, plays, and short stories as the foundation for the unit, understanding how speculative topics addressed in anchor texts share common themes: the good and bad in human nature, moral and ethical controversies, and the dichotomy of anxiety and pleasure in suspense. Furthermore, students pair fictional pieces with informational texts about suspense, horror, and the unknown in order to understand the validity of the themes and real-world applications.

READING LITERATURE

Key Ideas and Details

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objectives

Students will:

- Analyze how texts reflect genre-specific traits (autobiography, realistic fiction, speculative fiction).
- Analyze the relationship between the historical events in the autobiography and the author’s personal story.
- Analyze the devices the author uses to develop the autobiography.
- Analyze internal and/or external conflicts that motivate characters to grow.
- Explain the relationship between a biography, autobiography, or memoir and its historical and/or social context.
- Analyze words and phrases that create tone.
- Respond effectively to critical and analytical text-dependent questions
- Draw conclusions or make generalizations about the text.
- Analyze relationships between and among characters, settings, and events.
- Analyze the author’s purposeful use of language.
- Analyze internal and/or external conflicts that motivate characters and those that advance the plot.
- Analyze the events of the plot in various genres: exposition, rising action, climax, falling action and resolution.
- Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters.
- Determine details that create the setting and/or mood in the text or a portion of the text
- Connections among the characters, the setting, and the mood in the text or a portion of the text.
- Select multiple examples of evidence that confirms the important ideas and messages of a literary text.
- Identify multiple pieces of evidence to suggest logically what might be true about characters, setting, plot, etc.

RL.7.2 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.

Objectives

Students will:

- Analyze main ideas and universal themes:
 - Experiences, emotions, issues, and ideas in a text that give rise to the theme
 - Message, moral, or lesson learned from the text.
- Identify and explain personal connections to the text such as connections between personal experiences and the theme or main ideas.
- Employ effective note-taking strategies when identifying main ideas and supporting details in order to produce an objective summary of the text or portions of the text.

- Examine significant details of character and plot development, repeated words, ideas, and/or symbols through a text.

RL.7.3 Analyze how particular elements of a story or drama interact.

Objectives

Students will:

- Understand elements of fiction.
- Understand elements of drama.
- Analyze how the actions of the character(s) affect the plot.
- Analyze internal and/or external conflicts that motivate characters and those that advance the plot
- Analyze the events of the plot: exposition, rising action, climax, falling action, resolution.
- Make connections between or among elements of plot or drama structure and characters to determine their effect upon each other.

Craft and Structure

RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Objectives

Students will:

- Analyze how the actions of the character(s) affect the plot.
- Use context to determine the meaning of words.
- Examine the author’s purpose in using sound elements of words.
- Analyze specific words and phrases that contribute to meaning.
 - Significant words and phrases (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning
 - Denotations of above-grade-level words used in context
 - Connotations of grade-appropriate words and phrases in context
- Analyze words and phrases that create tone.
- Demonstrate how figurative language contributes to meaning.
- Recognize how the author uses poetic devices to evoke response.
- Analyze how sensory language contributes to meaning.
- Analyze how repetition and exaggeration contribute to meaning.
- Analyze the events of the plot: exposition, rising action, climax, falling action, resolution.

RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Objectives

Students will:

- Examine how parts of dramatic structure or poetic forms connect to other parts of the text to clarify meaning.

- Analyze how structural elements of poetry (stanza, sonnets, repetition, rhyme scheme) provide meaning.
- Examine how parts of dramatic structure help clarify or fulfill the author's purpose.

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Objectives

Students will:

- Determine how characters response within a text (verbal and nonverbal) reflect the reader's understanding of the character.
- Analyze how actions or dialogue of characters in a text reflect conflicting ideas or views about a particular situation or person.

Integration of Knowledge and Ideas

RL.7.7 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).

Objectives

Students will:

- Demonstrate knowledge of elements of fiction.
- Demonstrate knowledge of elements of drama.
- Determine areas of differences and provide supporting details.
- Demonstrate knowledge of elements of poetry.
- Employ effective note-taking strategies when viewing or listening to text.
- Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text.
- Demonstrate knowledge of techniques available to produce an audio, filmed, or staged version of a literary text.
- Explain the effects produced through audio, filmed, or staged versions of a literary text.
- Use details presented in diverse media and formats.

RL. 7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Objectives

Students will:

- Distinguish between historical fiction and an historical account.
- Apply knowledge of the time period and the author's perspective.
- Apply knowledge of the time period and the author's purpose.

Range of Reading and Text Complexity

RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Objectives

Students will:

- Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.
- Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.
- Set personal goals and conference regularly with adults to improve reading.

READING INFORMATIONAL TEXT

Key Ideas and Details

RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objectives

Students will:

- Analyze words and phrases that create tone.
- Respond effectively to critical and analytical text-dependent questions.
- Draw conclusions or make generalizations about the text.
- Analyze the author’s purposeful use of language.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Objectives

Students will:

- Synthesize main ideas to determine a central idea.
- Analyze main ideas and universal themes:
 - Experiences, emotions, issues, and ideas in a text that give rise to the theme
 - Message, moral, or lesson learned from the text.
- Determine the relevancy of the theme to society.
- Determine how transitional words and phrases are used to convey sequential detail.
- Demonstrate understanding of elements of objectivity when conveying meaning.
- Employ effective note-taking strategies when identifying main ideas and supporting details in order to produce an objective summary of the text or portions of the text.

Craft and Structure

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Objectives

Students will:

- Determine the purpose of an individual, event, or idea within an informational text.
- Determine the relationships between or among individuals, events or ideas within a text.
- Draw conclusions about the relationships among individuals, events, or ideas within a text.
- Examine the effect created by the relationships between or among individuals, events or ideas within a text.
- Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect.

RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Objectives

Students will:

- Use context to determine the meaning of words.
- Analyze specific words and phrases that contribute to meaning.
 - Significant words and phrases (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning
 - Denotations of above-grade-level words used in context
 - Connotations of grade-appropriate words and phrases in context
- Analyze words and phrases that create tone.
- Demonstrate how figurative language contributes to meaning.
- Recognize how the author uses poetic devices to evoke response.
- Analyze how sensory language contributes to meaning.
- Analyze how repetition and exaggeration contribute to meaning.

RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Objectives

Students will:

- Analyze the author's use of organizational aids contributes to meaning.
- Determine the general organizational pattern of a grade-appropriate informational text (e.g., transition words and phrases indicating chronological order, cause/effect, problem solution, etc.).
- Examine how the identified important sections of the text add to the development of ideas in the text.

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Objectives

Students will:

- Analyze how the author develops his point of view.
- Analyze evidence used to support the author's point of view.
- the author's point of view.

- Evaluate the author’s credibility.
- Determine how the author uses counterarguments to elevate/validate his/her assertion.

RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Objectives

Students will:

- Employ effective note-taking strategies when viewing or listening to text.
- Demonstrate knowledge of various media capabilities when listening to or viewing dramatization of a literary text.
- Draw conclusions about the positive and negative aspects of a text, audio, or visual version of the same text.

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Objectives

Students will:

- Demonstrate knowledge of the organizational pattern of an argument.
- Assess the value of the argument based upon supported claims.
- Assess the credibility and accuracy of evidence.

RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Objectives

Students will:

- Analyze text for how the author develops main ideas and supporting details.
- Explain how the focus on different information alters a reader’s understanding of a topic.
- Explain how conclusions drawn about information alters a reader’s understanding of a topic.
- Use knowledge of point of view and bias.

Range of Reading and Text Complexity

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Objectives

Students will:

- Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.
- Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.
- Set personal goals and conference regularly with adults to improve reading.

Writing

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

Objectives

Students will:

- Develop claims that represents a specific stand.
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Use clear reasons and relevant evidence from the text to support claims.
- Use clear reasons and relevant evidence when using outside resources to develop and support claim/s.
- Evaluate the credibility of outside resources when using outside resources.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Objectives

Students will:

- Adapt planning and prewriting to address the demands of an informative text, including:
 - refining the focus of a topic
 - gathering information on a specific topic
 - examining information to determine the ideas and concepts
 - effectively organizing of information within an established structure
 - including appropriate text features to aid understanding.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. 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.

W.7.6. 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.

Objectives

Students will:

- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Apply computer literacy and keyboarding skills at the Intermediate level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.”
- Use keyboard and mouse effectively and efficiently.
- Use technology responsibly.
- Use technology to enhance learning and collaboration.
- Use technology for communication.
- Use technology to locate, evaluate, and organize information.
- Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions.

Research to Build and Present Knowledge

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Objectives

Students will:

- Follow an inquiry process.
- Define a problem, formulate questions, and refine a problem and/or question.
- Locate and evaluate resources.
- Find data and/or information within a variety of print or digital sources.
- Use a variety of formats to prepare the findings/conclusions for sharing.
- Share findings and/or conclusions through a variety of print and multimedia venues.

W.7.8 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.

Objectives

Students will:

- Locate and evaluate resources.
- Develop search terms vocabulary and searching strategies.
- Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions.
- Evaluate and analyze the quality, accuracy, and sufficiency of notes.
- Use appropriate bibliographic information.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Objectives

Students will:

- Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”).

Range of Writing

W.7.10 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.

Objectives

Students will:

- Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.
- Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.
- Set personal goals and conference regularly with adults to improve reading.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Objectives

Students will:

- Probe and reflect on ideas , topics , or issues within the text, drawing explicitly from evidence in the text.
- Demonstrate rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (Reading Standard ~ Craft and Structure)

SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (Writing Standard 1 connection)

Presentation of Knowledge and Ideas

SL.7.4. 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.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Objectives

Students will:

- Apply an understanding of the formation and the function of phrases and clauses i.e., verb, prepositional, and appositive phrases independent versus dependent (noun, adjective, and adverb) clauses.
- Describe the use of a phrase or clause in a specific sentence.
- Analyze professional, peer, and their own writing for their use of phrases and clauses.
- Apply an understanding of how clauses create relationships between and among ideas in a sentence.
- Apply an understanding of how sentence types create relationships between and among ideas.
- Use clauses to clarify the relationships among claims, reason, and evidence.
- Use a variety of clauses to convey sequence.
- Analyze the use of simple, compound, complex, and compound-complex sentences in professional, peer, and their own writing.
- Apply an understanding of the relationship between the placement of phrases and clauses and clarity of meaning.
- Strengthen writing by editing for correct punctuation to separate coordinate adjectives.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Objectives

Students will:

- Use a comma to separate coordinate adjectives.
- Spell correctly.

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Objectives

Students will:

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Objectives

Students will:

- Use context as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase.

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Objectives

Students will:

- Interpret figures of speech in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations of words with similar denotations.

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

