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| **Purpose of Planning** | [**Unit One**](#Giver)  (pg. 2) | [**Unit Two**](#Christmas)  **English Language Arts**  **Grade 7 Year-at-a-Glance (SAMPLE)**  (pg. 3) | [**Unit Three**](#Keckley)  (pg. 3) | [**Unit Four**](#Memoir)  (pg. 5) |
| **Build students’ knowledge:**  Illustrate how knowledge builds through texts within and across grades | *The Giver*, Lois Lowry (Literary) | [*A Christmas Carol*](http://etc.usf.edu/lit2go/160/a-christmas-carol/), Charles Dickens (Literary, non-leveled or adapted version) | [*Behind the Scenes, Or Thirty Years a Slave and Four Years in the White House*](http://etc.usf.edu/lit2go/87/behind-the-scenes/), Elizabeth Keckley (Informational) | “[How to Write a Memoir](http://theamericanscholar.org/how-to-write-a-memoir/),” *The American Scholar*, William Zinsser (Informational) |
| Students will learn about community and how belief systems are established. They will explore the ideas of humanity and choice and how people control others. | Students learn that writers use stories and tales to teach us lessons. They will come to understand how literature resonates with readers and has “staying power” to becomes a part of our language, culture, and moral code. | Students study different perspectives of the Civil War through personal accounts, primary and secondary sources, and literary reflections. They will come to understand a defining period in our country’s history. | Students will explore lives in transition and discover that hope often comes in unlikely places. Students will learn about the craft of writing from professional writers, observing firsthand the connection between reading and writing. |
| [**Increase text complexity**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2)**[[1]](#footnote-1):**  Illustrate how text complexity increases within and across grades | The readability of the anchor text falls below the text complexity grade-level band, but the meaning of the text is layered and complex, asking students to think about sophisticated social and political concepts. The related texts are similar in complexity to the anchor. | There is a range of text complexity levels in this set, the majority of these texts fit in the grades 6-8 band. To meet the CCSS, an original version of *A Christmas Carol* should be used as the anchor. Leveled versions of the text cannot be substitutes for the original text. | This set contains several text exemplars from Appendix B of the CCSS. *The Killer Angels* is from a higher grade band, and is included to challenge students. The additional related texts fall within the grades 6-8 band and are appropriate for grade 7. | The readability of the anchor text measures at the end of the grades 6-8 band. This set is included at the end because of the independent reading and writing expectations of students. |
| **Integrate standards around texts:**  Provide multiple opportunities for students to develop their literacy | The PARCC Model Content Frameworks provide an overview of how the standards can be integrated and centered around the reading of complex texts. The frameworks include:   * A [sample visual](http://www.parcconline.org/mcf/english-language-artsliteracy/structure-model-content-frameworks-elaliteracy) of how a year might be organized, * An [overview](http://www.parcconline.org/mcf/english-language-artsliteracy/parcc-model-content-framework-elaliteracy-grade-7) of the Common Core State Standard expectations in grade 7, * [Writing standards progression](http://www.parcconline.org/mcf/english-language-artsliteracy/writing-standards-progression-grade-6-grade-7) from grade 6 to grade 7, and * [Speaking and Listening standards progression](http://www.parcconline.org/mcf/english-language-artsliteracy/speaking-and-listening-standards-progression-grade-6-grade-7) from grade 6 to grade 7.   The plan below provides a sample of the specific year-long content for grade 7 based on the PARCC Model Content Frameworks. | | | |

**English Language Arts Grade 7 Year-in-Detail (SAMPLE)**

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| [**Unit One**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text**  *The Giver*, Lois Lowry (Literary) | **Related Texts**  *Literary Texts*   * Excerpts from *The* *Hunger Games*, Suzanne Collins * “Harrison Bergeron,” Kurt Vonnegut, Jr. * “The Lottery,” Shirley Jackson * “The Human Abstract,” William Blake (Poem) * “The Road Not Taken,” Robert Frost (Poem)   *Informational Texts*   * “[Individual Rights and Community Responsibilities](http://learningtogive.org/papers/paper29.html),” Pat Nanzer * Excerpts (i.e., The Preamble and First Amendment) from *Words We Live By: Your Annotated Guide to the Constitution* by Linda R. Monk (Appendix B Exemplar) * Additional texts about topics that support students’ understanding of the anchor text (as needed)   *Non-print Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * Clips from The Hunger Games, Gary Ross * [*2081*](http://finallyequal.com/), Chandler Tuttle * “[Imagine](http://www.youtube.com/watch?v=yRhq-yO1KN8),” John Lennon * Clips from *The Truman Show*, Peter Weiror *The Village*, M. Night Shyamalan | **Building Student Knowledge**  Through the study of dystopian literature and related informational texts, students will explore how belief systems are established and called into question. They will learn how their choices and actions (or lack of) affect others and the ways that people control others. They will consider the value of community when individuals suffer and the value of perfection and equality if it means giving up pain, emotions, and human connections. They will come to understand how their lives are shaped by their perceptions and the importance of knowledge and memory for living a complete life. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[2]](#footnote-2)** |
| **Text Complexity Rationale**  While the readability of the anchor text falls below the text complexity grade-level band, the meaning of the text is layered and complex, asking students to think about sophisticated social and political concepts. The related texts are similar in complexity to the anchor. Students should be able to read the words of these texts independently, but teacher scaffolding and support through collaborative group and discussions will help students fully understand the texts. | **Reading**  RL.7.1, RL.7.2., RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.10  RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.10 |
| **Writing**  W.7.1a-e, W.7.2a-f, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9a-b, W.7.10 |
| **Sample Research [[3]](#footnote-3)**  Create structured independent reading of additional dystopian novels. Have students complete assignments with their text and then present information to the class. For students reading similar texts, create opportunities for discussion. Some example texts:   * *Hunger Games*, Suzanne Collins * *Unwind*, Neal Shusterman * *Divergent*, Veronica Roth * *Uglies*, Scott Westerfeld * *Feed*, M.T. Anderson * *1984*, George Orwell | **Speaking and Listening**  SL.7.1a-d, SL.7.2, SL.7.4, SL.7.5, SL.7.6 |
| **Language**  L.7.1a, L.7.2a-b, L.7.3a, L.7.4a-d, L.7.5a-c, L.7.6 |

**English Language Arts Grade 7 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Two**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text**  [*A Christmas Carol*](http://etc.usf.edu/lit2go/160/a-christmas-carol/), Charles Dickens (Literary, non-leveled or adapted version) | **Related Texts**  *Literary Texts*   * “[The Gift of the Magi](http://etc.usf.edu/lit2go/131/the-four-million/2387/the-gift-of-the-magi/),” O. Henry (Appendix B Exemplar) * “The Treasure of Lemon Brown,” Walter Dean Myers * [A Reader’s Theatre version of *A Christmas Carol*](http://www.scholastic.com/scopemagazine/Issues/121012/Reproducibles.html#play) (*SCOPE Magazine*, Scholastic)   *Informational Texts*   * “[Charles Dickens: Six Things He Gave the Modern World](http://www.bbc.co.uk/news/magazine-16184487),” Alex Hudson (*BBC News*) * Additional texts about topics that support students’ understanding of the anchor text, including Victorian England (as needed)   *Non-print Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics*   * Live drama or filmed version of *A Christmas Carol* ([example](http://christmascarol.esolebooks.com/activities/video/complete.html)) * Excerpts from an audio version of *A Christmas Carol*  (As it is adapted, **only use in addition** to reading the original text) ([example 1](http://www.bbc.co.uk/schoolradio/subjects/english/a_christmas_carol)) ([example 2](http://pages.bloomsbury.com/achristmascarol)) * [Original Manuscript of *A Christmas Carol* with Dickens’ revisions](http://documents.nytimes.com/looking-over-the-shoulder-of-charles-dickens-the-man-who-wrote-of-a-christmas-carol) (*New York Times*) (Writing focus: Discuss Dickens’ [revisions](http://cityroom.blogs.nytimes.com/2009/12/01/a-christmas-rewrite-as-dickens-edits-dickens/) and the effect his edits had on the final story, similar to [the readers of the *New York Times*](http://cityroom.blogs.nytimes.com/2009/12/24/on-the-recordsa-166-year-old-manuscript-reveals-her-secrets/).) | **Building Student Knowledge**  Students learn that writers use stories and tales to teach us lessons. For this particular set, students continue to explore the power of choice and the redemption that can be found in selflessness and valuing people over material possessions. They will come to understand how literature that resonates with readers has “staying power,” influencing other writers and becoming a part of our language, culture, and moral code. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[4]](#footnote-4)** |
| **Reading**  RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.7, RL.7.9, RL.7.10  RI.7.1, RI.7.5, RI.7.6, RI.7.8 |
| **Text Complexity Rationale**  While there is a range of text complexity levels in this set, the majority of these texts fit in the grades 6-8 band. To meet the CCSS, an unabridged, non-adapted version of *A Christmas Carol* should be used as the anchor. Several leveled, easier versions of the text exist. These cannot be substitutes for the original text. Students may view or listen to an adapted version of the story through film or audio and discuss the differences and value of the original text. | **Writing**  W.7.1a-e, W.7.2a-f, W.7.3a-e, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9a-b, W.7.10 |
| **Sample Research**  Students will investigate Charles Dickens’ influence on modern society. They will research references and adaptations to his works, the effect of *A Christmas Carol* on our modern Christmas traditions, etc. Students will create a written report and formal presentation of findings, and then lead a discussion about their research, emphasizing the evidence gathered for the report. | **Speaking and Listening**  SL.7.1a-d, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6 |
| **Language**  L.7.1a, c; L.7.2a-b; L.7.3a; L.7.4a-d, L.7.5a-c, L.7.6 |
| **Possible Teacher Resources**  “[Teaching Dickens with the New York Times](http://learning.blogs.nytimes.com/2012/01/12/teaching-dickens-with-the-new-york-times/),” Katherine Schulten and Shannon Doyne (The Learning Network, *New York Times*) | | | |

**English Language Arts Grade 7 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Three**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text** [*Behind the Scenes, Or Thirty Years a Slave and Four Years in the White House*](http://etc.usf.edu/lit2go/87/behind-the-scenes/), Elizabeth Keckley | **Related Texts**  *Literary Texts*   * Excerpts from *The Killer Angels*, Michael Shaara (Appendix B Exemplar) * “The People Could Fly,” Virginia Hamilton (Appendix B Exemplar) * “[I, Too, Sing America](http://www.poetryfoundation.org/poem/177020),” Langston Hughes (Appendix B Exemplar, Poem) * *“*[*O Captain! My Captain!*](http://www.poetryfoundation.org/poem/174742)*,”* Walt Whitman (Appendix B Exemplar, Poem)   *Informational Texts*   * Amendments [XIII](http://www.ourdocuments.gov/doc.php?doc=40), [XIV](http://www.ourdocuments.gov/doc.php?doc=43), and [XIV](http://www.ourdocuments.gov/doc.php?doc=44) of the US Constitution or the [annotated](#Constitution) version * *Abraham Lincoln and Frederick Douglass: The Story Behind an American Friendship*, Russell Freedman * Excerpts from *Harriet Tubman: Conductor on the Underground Railroad*, Ann Petry (Appendix B Exemplar) * “[Chapter 11](http://www.americanliterature.com/author/frederick-douglass/book/a-narrative-on-the-life-of-frederick-douglass-an-american-slave/chapter-11)” from *Narrative of the Life of Frederick Douglass, an American Slave*, Frederick Douglass (Appendix B Exemplars) * “[Letter from Frederick Douglass](http://boards.ancestry.com/topics.ethnic.afam.slaveinfo/255/mb.ashx)” * “[Speech on the Death of William Lloyd Garrison](http://www.ibiblio.org/ebooks/Douglass/Douglass_Garrison.pdf),” Frederick Douglass   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * Clips from *Glory*, Edward Zwick * “[Lincoln Announces Freedom](http://www.pbs.org/wgbh/americanexperience/features/bonus-video/abolitionists-lincoln-announces-freedom/)” from *The Abolitionists*, PBS * “[A Eulogy to the Movement](http://www.pbs.org/wgbh/americanexperience/features/bonus-video/abolitionists-eulogy-movement/)” from *The Abolitionists*, PBS | **Building Student Knowledge**  Students will learn more about of the lives of former slaves during and after the Civil War. They will explore different perspectives through personal accounts, primary and secondary sources, and literary reflections. Students will also learn more about the personal lives of the Lincolns. They will come to understand more fully a defining period in our country’s history, which challenged our Constitution and foundational beliefs and saw great leaders emerge from adversity. This set connects to social studies. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[5]](#footnote-5)** |
| **Reading**  RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.9, RL.7.10  RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8, RI.7.9, RI.7.10 |
| **Text Complexity Rationale**  This set contains several text exemplars from Appendix B of the CCSS. *The Killer Angels* is from a higher grade band, and is included to challenge students, but it will require some additional scaffolding and support. The additional related texts fall within the 6-8 grade band and are appropriate for grade 7. | **Writing**  W.7.1a-e, W.7.2a-f, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9a-b, W.7.10 |
| **Sample Research**  Students will investigate historical accounts of the time period (including the anchor and related texts) and compare and contrast those against fictional portrayals (either from the related texts or additional texts). They will then write a report about how authors of fiction use or alter history and present their findings through a multimedia presentation. | **Speaking and Listening**  SL.7.1a-e, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6 |
| **Language**  L.7.1a-c, L.7.2a-b, L.7.3a, L.7.4a-d, L.7.5a-c, L.7.6 |
| **Possible Teacher Resources**  [*The Gathering Storm Exhibit for the Classroom*](https://email.nls.k12.la.us/horde-toaster/imp/•%09http:/www.civilwar.org/education/teachers/lesson-plans/the-gathering-storm/the-gathering-storm-for.html), The Civil War Trust  [*The Abolistionists*](http://www.pbs.org/wgbh/americanexperience/films/abolitionists/), PBS and “[William Lloyd Garrison and the Liberator](http://www.ushistory.org/us/28a.asp),” USHistory.org | | | |

**English Language Arts Grade 7 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Four**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text**  “[How to Write a Memoir](http://theamericanscholar.org/how-to-write-a-memoir/),” *The American Scholar*, William Zinsser (Informational) | **Related Texts**  *Literary Texts*   * “[Eleven](http://williamsenglish7.wiki.lovett.org/file/view/Eleven+-+Narrative+example.pdf),” Sandra Cisneros (Appendix B Exemplar) * “[Oranges](http://www.personal.psu.edu/ram437/blogs/favorite_poem_psu/2010/10/oranges-by-gary-soto.html),” Gary Soto (Appendix B Exemplar, Poem) * “[Thank You M’am](http://www.americanliterature.com/author/langston-hughes/short-story/thank-you-mam),” Langston Hughes * Excerpts from [*Peter Pan*](http://etc.usf.edu/lit2go/86/peter-pan/), J.M. Barrie   *Informational Texts*   * Excerpts from *The Elements of Style (Illustrated)*, William Strunk, Jr. and E.B. White (e.g., “Chapter V: An Approach to Style”) * “Toolbox” and “On Writing” from *On Writing*, Stephen King * “[Short Memoirs: Six Little Words Can be Revealing](http://www.knoxnews.com/news/2008/sep/28/loaded-letters-six-little-words-can-be-revealing/),” Doug Mason   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * “[Advice from Stephen King](http://www.youtube.com/watch?v=hqp7A0B7abc),” Stephen King | **Building Student Knowledge**  How do writers present the challenges that adolescents face as they “grow up”? Students will learn about memoirs and “coming of age” literature. They will explore lives in transition and discover that hope often comes in unlikely places. Students will learn about the craft of writing from professional writers and begin to explore their own voice and style as a writer, observing firsthand the connection between reading and writing. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[6]](#footnote-6)** |
| **Reading**  RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10  RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8, RI.7.9, RI.7.10 |
| **Text Complexity Rationale**  The readability of the anchor text measures toward the end of the 6-8 grade band range. While it is suitable for this grade, especially being at the end of the year, students may still need some scaffolding in reading the text. The related texts are appropriate for this grade. | **Sample Research**  Create structured independent reading of memoirs (from within the grade band). Students will complete assignments with the texts, focused on lessons learned about writing and memoirs, either validating or disproving the anchor text. For students reading similar texts, create opportunities for discussion. Some possible memoirs:   * *Funny in Farsi*, Firoozeh Dumas * *Bad Boy: A Memoir*, Walter Dean Myers * *Chinese Cinderella*, Adeline Yen Mah * *The Circuit*, Francisco Jimenez * *At the End of Words: A Daughter’s Memoir*, Miriam Stone * *A Summer Life*, Gary Soto * *Stitches*, David Small * “C.V.” from *On Writing*, Stephen King * *Growing Up*, Russell Baker   When students are done reading their memoirs, they will present the information to the class. Then each student will write a narrative of an event or several events in their life as the beginning of a memoir. | **Writing**  W.7.1a-e, W.7.2a-f, W.7.3a-e, W.7.4, W.7.5, W.7.6, W.7.9a-b, W.7.10 |
| **Speaking and Listening**  SL.7.1a-d, SL.7.4, SL.7.5, SL.7.6 |
| **Language**  L.7.1a-c, L.7.2a-b, L.7.3a, L.7.4a-d, L.7.5a-c, L.7.6 |
| **Possible Teacher Resources**  [Writing Next](http://www.all4ed.org/files/WritingNext.pdf), Alliance for Excellent Education  Using “mentor texts” to teach writing: <http://corbettharrison.com/mentortext.html> and [www.teachmentortexts.com](http://www.teachmentortexts.com) | | | |

1. By the end of grade 7, students should demonstrate the ability to read and understand texts in the 6-8 grade band proficiently, which scaffolding as needed at the high end of the range (RL.7.10, RI.7.10). This plan provides direction for whole-class instruction with opportunities for student collaboration and rereading. Support for students outside of whole-class instruction should build student proficiency with reading grade-level texts. This might involve: for weaker readers—continued fluency work and reading of easier, related texts to support, not substitute or replace, the whole-class text; for on-level readers—continued support for students in reading the whole-class text (i.e., additional rereadings of specific passages with text-dependent questions); or, for advanced readers—extension work with more challenging texts. Students should also engage in regular independent reading of self-selected texts. [↑](#footnote-ref-1)
2. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-7-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-2)
3. “Research” throughout this plan refers to student-led inquiry activities; these are extension tasks that allow students to make connections with texts. These activities should be done after students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Additional reading and writing performance tasks with the texts are expected and indicated through the possible Reading and Writing Standards. [↑](#footnote-ref-3)
4. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-7-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-4)
5. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-7-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-5)
6. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-7-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-6)