

EAST ALLEN COUNTY SCHOOLS

- **Bundle 3**
- **Grade 7**
- **Language Arts**

Big Idea: Development

Literature Study

Enduring Understandings	Essential Questions
The setting, plot, and characters in a story all interact together.	What can you learn about your own writing from reading good literature?
Good writer's support their ideas with evidence.	Why does the setting of a story matter?
Good readers and writers learn from each others ideas about text.	How can readers benefit from discussing literature with others?
Summarizing helps readers understand the main idea of text.	How do summaries show that readers understand text?

CC/Learning Targets		
RL.1	SL.1	7.5.6
RL.3	7.3.9	7.6.6
RL.7	7.5.5	
RI.10	7.6.4	
L.4	7.6.5	

Core Vocabulary
elaboration superficial details

Links to Technology
- Dictionary (app) - Snack Words (app) - Speed Typing (app) - Free App Hits (app)

Bundle Performance Task(s)
After reading various books for literature study, the students will remain in their groups to create a graphic short story based upon a chapter from the book. Each group member will create a minimum of three frames (including details, dialogue, and pictures) for the story. Key elements of the graphic short story frames must include characters, setting, and plot. Once finished, the students will share and explain the graphic short story with the class. (Suggestion for presentation would be to group students from the different books together to present.) A possible assessment rubric is provided in the Appendix under curriculum for each performance task. As an extension , the students will use iMovie to create a trailer for their graphic short story.

**Grade 7
LA Bundle 3
Quarter 2
Oct. – Nov.**

Recommended Read-Alouds

G7 - Bundle 3

Big Idea: Development		
Title	Author	Relates to...
Picture Books		
<i>High as a Hawk</i>	T.A. Barron	Character v. Nature
<i>Ming Lo Loves the Mountain</i>	Jon Scieszka	Character v. Nature
<i>Old Henry</i>	Joan Blos	Character v. Society
<i>Wings</i>	Christopher Myers	Character v. Society
<i>Have a Good Day Cafe</i>	Frances and Ginger Park	Character v. Society, Culture
<i>Night Tree</i>	Eve Bunting	Setting
<i>Koala Lou</i>	Mem Fox	Setting
<i>Chewy Louie</i>	Howard Schneider	Summarizing
<i>When Jessie Came Across the Sea</i>	Amy Hest	Voice, Mood, Tone, Setting
Poetry		
<i>Hailstones and Halibut Bones</i>	Mary O'Neill	
<i>Stopping by Woods on a Snowing Evening</i>	Robert Frost	
Novels		
<i>Witch of Blackbird Pond</i>	Elizabeth George Speare	Development
<i>Becoming Naomi Leon</i>	Pam Munoz Ryan	Development
<i>The Schwa Was Here</i>	Neal Shusterman	Development

Recommended Read-Alouds

G7 - Bundle 3



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DREAM IT. DO IT.

Reading Workshop

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CC/Learning Targets	Resource of Ideas	Evidence of Learning
RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> -<i>Guided Readers and Writers</i>, p. 319, p. 133 -Literature <ul style="list-style-type: none"> “An American Childhood,” p.120-126 “The Scholarship Jacket,” p. 218-224 “Charles,” p.255 -PiTR <ul style="list-style-type: none"> Literature Circles Resource Binder pp. 119 (Forecaster), 122 (Detective) 	<ul style="list-style-type: none"> -Class Discussion -Small Reading Group Discussion -Written Response (Select from “After Reading” Questions in Literature)
RL.3 (7.3.8) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<ul style="list-style-type: none"> -Best Practices Toolkit p.B2 (setting map), p. B22 (spider map) -Best Practices Toolkit p.D32 (Setting 7.3.9) -<i>Night Tree</i> by Eve Bunting -<i>Koala Lou</i> by Mem Fox -<i>High as a Hawk</i> by T.A. Barron -<i>Ming Lo Moves the Mountain</i> by Arnold Lobel -<i>Old Henry</i> by Joan Blos -<i>Wings</i> by Christopher Myers -<i>Have a Good Day Café</i> by Frances and Ginger Park -<i>When Jessie Came Across the Sea</i> by Amy Hest -Sticky Notes (app) -Literature <ul style="list-style-type: none"> Mood, Tone, and Style pp. 438-443 “Dark They Were, and Golden-Eyed” pp. 444-461 -<i>InterActive Reader & Writer</i> “Dark They Were, and Golden –Eyed” pp. 82-100 -PiTR <ul style="list-style-type: none"> Literature Circles Resource Binder p. 121 (Magician) 	<ul style="list-style-type: none"> -Discussion -W-R Notebook -Teacher Observation in Strategic Reading Groups/Observational Notes -Create a map to show a book’s setting and explain how the events at each location influence the problem and resolution (Best Practices Toolkit). -Create a spider map (<i>Literature</i> p. 44) -<i>InterActive Reader & Writer</i> Assessment pp. 101-102

Reading Workshop

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RL.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).	<ul style="list-style-type: none"> -“Exploring the Titanic” - Media Documentary –Online Video Clips -“The Jabberwocky” Poem - Informational article – Industrial Revolution 	<ul style="list-style-type: none"> -Class Discussion -W-R Notebook -Venn Diagram
7.3.9	Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.	Best Practices Toolkit p. D14, D15, D32, D33, D62 <ul style="list-style-type: none"> - Mood and Tone Lesson - Character, Setting, and Plot Rap 	<ul style="list-style-type: none"> -Class Discussion -W-R Notebook -Small Group Discussion of Setting Relevance in Independent Reading Book
Correlating CC/Learning Targets		Teacher Notes	
RI.1 RI.10 RL.2 RL.4	RL.6 RL.10 7.3.2 7.3.3	Additional Resources for PiTR Literature Circles: Teacher’s Guide pp. 115-131-Rubrics, p. 131- Projects, Teacher’s Guide (Non-fiction) p. 53-Student Evaluation All embedded apps included in this curriculum are free.	

DREAM IT. DO IT.

Writing Workshop

G7 - Bundle 3

CC/Learning Targets		Resource of Ideas	Evidence of Learning
(7.5.5)	<p>Write summaries of reading materials that:</p> <ul style="list-style-type: none"> include the main ideas and most significant details. use the student's own words, except for quotations. reflect underlying meaning, not just superficial details. 	<ul style="list-style-type: none"> -Guiding Readers and Writers p.362 (synthesizing) -Best Practices Toolkit pp.B3 (Cornell Notes) -Chewy Louie by Howie Schneider -Gist Template -Literature "Brer Possum's Dilemma" and "Waters of Gold," pp.696-710 -PiTR Literature Circles Resource Binder p. 120 (Journalist) 	<ul style="list-style-type: none"> -W-R Notebook -Writing Conferences/Observational Notes -Complete "Reader Response Starters" (Best Practices Toolkit) -Complete Analysis Frames (Best Practices Toolkit)
(7.5.6)	<p>Use varied word choices to make writing interesting and more precise.</p>	<ul style="list-style-type: none"> -<i>Launching the Writer's Workshop</i> pp. 75-83 (word choice) -<i>Traits of Writing: The Complete Guide for Middle School</i> Ch. 7, pp. 179-218 -Best Practices Toolkit p. C4 -<i>The Boy Who Loved Words</i> by R. Schotter -<i>Hello Ocean</i> by Pam Munoz Ryan -word connotation -Poetry word choice -Strategies for Spelling Perfectionists -<i>Language Network</i> p. 302, Ch. 19 	<ul style="list-style-type: none"> -Discussion -Writing Samples/Rubric -Writing Conferences/Observational Notes -W-R Notebook -Create Language Choice Charts (Best Practices Toolkit pp. C4, A57)
Correlating CC/Learning Targets		Teacher Notes	
W.4 W.5 W.6 W.9	W.10	All embedded apps included in this curriculum are free.	

Language and Word Study

G7 - Bundle 3

CC/Learning Targets	Resource of Ideas	Evidence of Learning
<p>SL.1</p> <p>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.</p> <p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring discussions back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>-EACS Literature Study Documents</p> <p>-PiTR Teacher Guide pp. 131-153-Literature Study Resource Binder p. 115-138 – Literature Study</p>	<p>-Group Discussion -Literature Study Jobs -Small Group Discussion -Culminating Project</p>
<p>(7.6.4)</p>	<p>Parts of Speech -<i>Fantastic! Wow! And Unreal! A Book About Interjections and Conjunctions</i> by Ruth Heller (parts of speech) -<i>The Planet Without Pronouns</i> by Justin McCory Martin</p>	<p>-Students find examples of the four types of sentences in print and categorize them in a chart, poster, or PowerPoint. -Quiz/Test</p>

Language and Word Study

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		<p>-<i>Z Was Zapped</i> by Chris Van Allsburg -<i>Behind the Mask</i> by Ruth Heller -<i>Suddenly Alligator: An Adverbial Tale</i> by Rick Walton -<i>Tillie's Tuba</i> by Maria Fleming</p> <p>-Parts of Speech Interactive Game -Parts of Speech PowerPoint -Adjectives-SMART Board Activity -Adverbs-SMART Board Activity</p> <p>-<i>Literature</i>, pp. R46-R47, pp. R52-R67 -<i>Language Network</i>, Ch. 2 – Ch. 6 -<i>Grammar and Writing Workbook</i>, pp. 31-35</p> <p>Sentence Structure/Types -<i>Language Network</i>, p. 16, and Ch. 8 -<i>Grammar for Writing Workbook</i>, pp. 16-18</p>	<p>-Create a lesson plan for younger students (may be a group project).</p>
7.6.5	Demonstrate appropriate English usage (such as pronoun reference).	<p>-<i>Traits of Writing: The Complete Guide for Middle School</i> pp. 300-301</p> <p>-Pronouns-SMART Board activity</p> <p>-<i>Language Network</i>, pp. 25-26, Ch. 9 -<i>Grammar for Writing Workbook</i>, pp. 28-30, pp. 163-177</p>	<p>-Writing Samples/Various Rubrics -Writing Conferences/ Observational Notes -Quiz/Test -Research Report/Rubric</p>
7.6.6	Identify and correctly use hyphens, dashes, brackets, and semicolons.	<p>-<i>Traits of Writing: The Complete Guide for Middle School</i> p. 287</p> <p>-Semicolons</p> <p>-<i>Language Network</i> pp. 262, p. 264 -<i>Grammar and Writing Workbook</i>, pp. 202-207</p>	<p>-Quiz -Write a business letter (p. 263 in <i>Language Network</i>) -Revising activities (p. 272 in <i>Language Network</i>)</p>
L.4 (7.1.2) (7.1.3)	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 7 reading and	<p>Context Clues -Best Practices Toolkit pp. E8, E24</p>	<p>-Discussion of foreign words we commonly use in English -W-R Notebook</p>

	<p>content, choosing flexibly from a range of strategies</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its parts of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><i>-Jabberwocky: From Through the Looking Glass</i> by Lewis Carroll <i>-Tog the Ribber Granny's Tale</i> by Paul Coltman</p> <p>-Affixes and Roots</p> <p>-Literature "Seventh Grade," p. 31, 40 "Thank You, M'am," p. 63, 70 "Dirk the Protector," p. 269, 278 "It's Not About the Bike" and "23 Days in July," p. 791, 801 "The Noble Experiment," p. 809, 821 "Vocabulary and Spelling Handbook," p. R68</p> <p><u>Greek/Latin Roots</u> <i>-The Continuum of Literacy Learning</i> p. 218 (Greek/Latin roots) -Best Practices Toolkit pp. E20-E22 <i>-Cryptomania! Teleporting into Greek and Latin with the Cryptokids</i> by Edith Hope Fine</p> <p>-Latin Derivatives Website -Foreign Words and Phrases (origins of foreign words)</p> <p>-Literature, p. R70 -<i>Language Network</i> pp. 574-575, p. 635</p> <p><u>Reference Material</u> Best Practices Toolkit p. E2</p> <p>-Literature p. 266 -<i>Language Network</i> pp. 578-579</p>	<p>-Complete a "New Word Analysis" (<i>Best Practices Toolkit</i> E24)</p> <p>-Teacher Observation in Small Reading Groups/Observational Notes (<i>Teaching for Comprehension and Fluency</i> pp. 91-95)</p> <p>-Quiz/Test</p> <p>-Discussion on the meanings of various roots and how we use them to define unfamiliar words</p> <p>-Use content-area texts to look up words, categorize, and define.</p>
Correlating CC/Learning Targets		Teacher Notes	
L.1 L.2	SL.2 7.3.2	Speaking and Listening Learning Targets will be used in both Reading and Writing Workshop. All embedded apps included in this curriculum are free.	

Language and Word Study

G7 - Bundle 3

L.3
L.5
L.6
RL.10

7.3.3
7.6.2
7.6.3
7.6.6

The logo for East Allen County Schools (EACS) features the letters 'EACS' in a large, bold, sans-serif font. Each letter is filled with a diagonal hatching pattern.

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