

Clinton-Glen Gardner School District



Curriculum Management System

Language Arts

Grades 7

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #220**

Board Approved: August 23, 2017

**Grade 7
English Language Arts**

Scope and Sequence

Quarter I	
<p>Writing Informative/Explanatory: Letter/Essay Narrative: Short Story</p>	<p>Reading Literature: Short Story Informational Text: Social/Cultural Nonfiction</p>
<p>21st Century Skills (The ones that apply for this unit are in bold)</p>	
<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 	
<p>21st Century Themes (The ones that apply for this unit are in bold)</p>	
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	
<p>Technology Infusion</p>	
<p>http://www.state.nj.us/education/, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting</p>	
<p>Differentiation</p>	
<p><u>Encourage independent reading:</u> Students are not only expanding their knowledge as good readers, they are also building reading stamina.</p> <p><u>Design product-driven reading and writing instruction:</u> Plan units that are product-driven. Lessons have an essential question that instruction seeks to address in the unit. It should become the epicenter of instruction, thus allowing for mastery. Students become stakeholders when they know the instructional objectives and learning outcome.</p> <p><u>Pre-reading and pre-writing strategies:</u> Infuse pre-reading and pre-writing strategies to build schema. "What I know, what I want to know, and</p>	

what I learned" (KWL), quick-writes, and vocabulary activities before reading and writing are very useful for tapping into students' prior knowledge and making connections in learning. Quick-writes also provide excellent seed ideas for writing. Expand students' word choice by previewing text vocabulary before reading and providing opportunities for students to find at least three synonyms for unfamiliar words.

Making meaning: Provide instruction in basic reading strategies using reciprocal teaching practice that includes predicting, visualizing, questioning, clarifying, and summarizing. As students master these strategies, have them read in small groups of three or four, applying the strategies to their readings. Students should be encouraged to rotate roles.

Text annotation: Teach students to mark or highlight text for main ideas and also for answers to specific questions. Text annotation is an excellent method to make meaning and provide evidence to support answers.

Ask text-based evidence questions Challenge students to provide specific evidence to support their answers. Use t-chart graphic organizers to have them identify specific lines from a text and explain their thoughts about the lines.

Provide additional BSI support outside of the regular LAL class meeting time.

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Quarter II

Writing

Argumentative: Email/Business Letter

Informative/Explanatory: Literary/Character Analysis, Summary

Reading

Literature: Historical Fiction

Informational Text: Historical Nonfiction (Civil Rights)

21st Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. **Critical Thinking & Problem Solving**
3. Communication & Collaboration
4. **Media Literacy**
5. **Information Literacy**
6. Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

1. **Global Awareness**
2. Financial, Economic, Business and Entrepreneurial Literacy
3. **Civic Literacy**
4. Health Literacy
5. Environmental Literacy

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Quarter III

Writing

Argumentative: Response Essay (from quote/excerpt)

Informative/Explanatory: Research-based Essay

Narrative: Poetry (lyrical)

Reading

Literature: Historical Fiction, Poetry

Informational Text: Memoir/Historical Nonfiction (Holocaust)

21st Century Skills (The ones that apply for this unit are in bold)

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2. Critical Thinking & Problem Solving
3. Communication & Collaboration
4. Media Literacy
- 5. Information Literacy**
6. Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

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Quarter IV

Writing

Argumentative: Literary Analysis
 Narrative: Fictional Narrative

Reading

Literature: Realistic Fiction, Short Story
 Informational Text:

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2. Critical Thinking & Problem Solving
3. Communication & Collaboration
4. Media Literacy
- 5. Information Literacy**
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Bolded writing genres are explicitly taught during the marking period.

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 7 English Language Arts	Topic: Social and Cultural Identity	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 1: The predominant focus of this unit of study is to present students with an understanding of how writers utilize and implement aspects of their cultural identity when formulating prose and poetry. A masterful implementation of this unit will expose students to a great deal of international literature as a means of expanding students' understandings of this concept of cultural identity. In addition to sophisticated analysis of text, a writing component should also be interwoven into this text, as students create narrative vignettes that paint pictures of their own cultural traditions, pastimes, and beliefs.	Essential Questions, Conceptual Understandings

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 7 English Language Arts	Topic: Social and Cultural Identity	
		Goal 1: The predominant focus of this unit of study is to present students with an understanding of how writers utilize and implement aspects of their cultural identity when formulating prose and poetry. A masterful implementation of this unit will expose students to a great deal of international literature as a means of expanding students' understandings of this concept of cultural identity. In addition to sophisticated analysis of text, a writing component should also be interwoven into this text, as students create narrative vignettes that paint pictures of their own cultural traditions, pastimes, and beliefs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Sept .- Oct.	<p>1.1. Utilize close, active reading strategies as presented through modeling to interact with an informational text. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1, RI.7.2, RI.7.4, RI.7.6, RI.7.8, RI.7.10)</p> <p>1.2. Recognize differences in structure and features in fiction and non-fiction text. (RI.7.5)</p> <p>1.3. Describe and analyze the distinct elements of</p>	<p>Essential Questions: How does one's culture contribute to individual identity? How does cultural ignorance cause stereotyping? Why do we tell/write stories?</p> <p>Conceptual Understandings: One's identity is an amalgam of personal and cultural experiences. Stereotyping is the result of either intentional or unintentional cultural ignorance. Narratives are carefully structured depictions of diverse human experiences.</p>	<p>Learning Activities: What is a vignette? Teacher-modeled writing evaluation Poetry and short story analysis Writing conferences Peer editing Targeted figurative language responses Student-lead textually-based discussion Presentations on cultural identity Comma rules Analyzing compositional risks in prose: colon, italicized words, ellipsis, etc Grammar games Word study & vocabulary building Root words Nonfiction articles—reading, analysis, discussion Analyzing mood SmartBoard games to introduce/review content Song connections & analyses</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 7 English Language Arts	Topic: Multiculturalism/Civil Rights	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
program	<p>2.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text to support thesis in writing. (RL.7.1)</p> <p>2.2. Determine theme through analyzing the central idea of a text as determined by the events that occur within the text. (RL.7.2)</p> <p>2.3. Determine the way in which elements of a story interact (e.g., how</p>	<p>Essential Questions: How can literature personalize historical events and facilitate understanding of people's lives? How can historical/multicultural literature promote empathy and facilitate the understanding of self and others? How does our cultural perspective inform/influence our ideas about the "truths" of history? How does the past influence the present and, even the future?</p> <p>Conceptual Understandings: Assumptions can lead to stereotypes and unfair judgments about individuals and groups.</p> <p>Stereotypes, biases, and societal norms have a profound impact on people's behavior; questioning them can have positive/negative repercussions for the individual (or group).</p>	<p>Learning Activities: Role playing Argumentative business letter/email Media Bias Mock Trial Investigating Gothic Literature The unreliable narrator Finding fair solutions Britain's Got Talent-Video Response Expository Essay Jim Crow Laws-investigate Close reading Characterization Symbolism Recognizing and deciphering allusions The urban legend Interviewing Compilation of information Appearance vs. Reality</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 7 English Language Arts	Topic: Multiculturalism/Civil Rights	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 2: This unit is filled with a plethora of resources, both primary and secondary, print and media, which give a historical perspective on our nation's past. Focusing primarily on racial issues, it covers themes such as fairness, justice, equality, and even disability. Students will be challenged both academically and emotionally as they come face to face with many sordid tales from our nation's past.	Essential Questions, Conceptual Understandings
	<p>setting shapes characters or plot). (RL.7.3)</p> <p>2.4. Utilize context clues and prior knowledge to extend vocabulary while comparing and contrasting to other texts. (RL.7.4)</p> <p>2.5. Collaborate with the students in flexible groupings to discuss the text and topics related to the text, particularly as they relate to the student, other texts and world events. (SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c,</p>	<p>Historical information is shaped by many influences.</p>	<p>Assessment Models:</p> <p>Quizzes Group Discussions Anticipatory Set-Moral decisions Literature study questions Reading Response Journal Writing Response Journal Responding to Writing Prompts Published Argumentative Letter/Email Published Character Analysis Vocabulary Exercises Sentence Meaning Novel Test Grammar Tests Vocabulary Tests</p> <p>Additional Resources:</p> <p>Nancie Atwell-<i>Lessons That Change Writers</i> <i>Membean Online Vocabulary Program</i></p>

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	SL.7.1.d) 2.6. Deliver an appropriate speech using specific pre-determined requirements. (SL.7.6) 2.7. Publish an argumentative piece to support claims with reasons and relevant evidence. (W.7.1) 2.8. Create an original character analysis using textual evidence to support claims. (W.7.1) 2.9. Introduce claim(s),		<i>Easy Grammar Series</i> <i>The Watsons Go to Birmingham 1963 / Curtis</i> <i>Roll of Thunder</i> <i>Bud, Not Buddy</i> <i>The Skin I’m In</i> <i>The Help</i> (Film) Bury My Heart at Wounded Knee Jim Crow Laws: reflect on it New Kids / Hauser Short Story/ Essay Resources: “The Barber” “The Merchant of Venice” (excerpt) “So That Nobody Has To Go To School If They Don’t Want To” by Roger Sipher “How a Southerner Licked Intolerance”- Ernest Cohine Poetry/Song Resources: “I Too Sing America” Langston Hughes “I Hear America Singing” Walt Whitman “Sonnet 18” Shakespeare http://www.webenglishteacher.com/

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	<p>acknowledge alternate/opposing claims, and organize reasons/evidence logically. (W.7.1.a)</p> <p>2.10. Support claim(s) using accurate, credible sources and demonstrating an understanding of the topic/ text. (W.7.1.b)</p> <p>2.11. Use words, phrases, and clauses to clearly communicate and clarify relationships among claim(s), reasons, and evidence. (W.7.1.c)</p>		<p>http://owl.english.purdue.edu/</p> <p>http://dictionary.reference.com/</p> <p>http://www.kellygallagher.org/</p> <p>http://www.youtube.com/watch?v=kt3Utn4mjeg&feature=related</p> <p>http://www.slideshare.net/tranceking/presentations/3</p>	

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	<p>2.12. Establish and maintain a formal style/academic style, approach, and form in writing. (W.7.1.d)</p> <p>2.13. Compose a concluding statement or section that supports the argument presented. (W.7.1.e)</p> <p>2.14. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (W.7.4)</p>		

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.15. Revise and edit writing focusing on improvement based on feedback from peers and teachers. (W.7.5)</p> <p>2.16. Use technology as necessary to produce, revise, and edit writing tasks as well as collaborate with peers and teacher. (W.7.6)</p> <p>2.17. Use textual evidence from literary and/or informational texts to support analysis in any and all formats. (W.7.9, W.7.9.a, W.7.9.b)</p>		

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	<p>2.18. Regularly compile samples of writing whose topics are chosen by student or teacher. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (single sitting or day or two) for a range of discipline specific tasks, purposes, and audiences. (W.7.10)</p> <p>2.19. Identify and adjust to audience when writing and speaking.</p>		

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	(L.7.1) 2.20. Appropriately use a comma to separate coordinate adjectives. (L.7.2.a) 2.21. Use correct spelling. (L.7.2.b) 2.22. Consult reference materials, use context clues, Greek or Latin affixes or roots, and reference materials both print and digital (dictionary, thesaurus, glossary) to determine or verify word meanings or its part of speech. (L.7.4, L.7.4.a, L.7.4.b,		

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	<p style="color: red;">L.7.4.c, L.7.4.d)</p> <p>2.23. Recognize and interpret figures of speech in context. (L.7.5.a)</p> <p>2.24. Use word relationships to deepen comprehension of individual words. (L.7.5.b)</p> <p>2.25. Examine and distinguish the connotations of words with similar meanings. (L.7.5.c)</p> <p>2.26. Build a working vocabulary of grade-appropriate and</p>		

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	<p>academic language. (L.7.6)</p> <p>2.27. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>2.28. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>2.29. Write arguments focused on discipline</p>		

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	specific content and establish and maintain a formal/academic style, approach, and form. (WHST.7.1)		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 7 English Language Arts	Topic: How Shared History Helps Shape Individual Identity	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 3: Our third unit of study furthers the theme of identity that was introduced earlier. Through a targeted and guided analysis of literary nonfiction and historical fiction, students will begin to grapple with the way shared history permeates individual identity. Research-based writing will allow students to explore the way a specific historical event has shaped their own understanding of life, while also reflecting on how worldwide traumas, such as the Holocaust, continue to resonate with people all over the planet to this day. The complexity of this task should not be diminished, as the modeling of both reading and writing strategies will be particular to this specified area of literature.	Essential Questions, Conceptual Understandings

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 7 English Language Arts	Topic: How Shared History Helps Shape Individual Identity	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 3: Our third unit of study furthers the theme of identity that was introduced earlier. Through a targeted and guided analysis of literary nonfiction and historical fiction, students will begin to grapple with the way shared history permeates individual identity. Research-based writing will allow students to explore the way a specific historical event has shaped their own understanding of life, while also reflecting on how worldwide traumas, such as the Holocaust, continue to resonate with people all over the planet to this day. The complexity of this task should not be diminished, as the modeling of both reading and writing strategies will be particular to this specified area of literature.	Essential Questions, Conceptual Understandings
Jan. - April	<p>3.1. Utilize close, active reading strategies as presented through modeling to interact and make relevant connections with an informational text. By the end of the year, read and comprehend literacy nonfiction at grade level text-complexity or above, with scaffolding as needed. (RI.7.1, RI.7.2, RI.7.4, RI.7.6, RI.7.9, RI.7.10)</p> <p>3.2. Recognize differences in structure and features in fiction and non-fiction text. (RL.7.5, RI.7.5)</p> <p>3.3. Describe and analyze</p>	<p>Essential Questions:</p> <p>How does one’s understanding of a historical event impact the formation of one’s identity?</p> <p>How might an author present a skewed depiction of history?</p> <p>How does a writer convey information clearly and accurately to deepen the reader’s understanding of a topic?</p> <p>Conceptual Understandings:</p> <p>Individual differences (including cultural persuasion) influence one’s perception of historical events.</p> <p>Recorded history may differ from actual history depending on the author’s bias, intentional or otherwise.</p> <p>Informational writing conveys accurate information to increase the readers’ knowledge of a subject, to help readers better understand a</p>	<p>Learning Activities:</p> <p>How to craft a thoughtful introduction</p> <p>How to document and use research-based citations in writing</p> <p>Reading between the lines: inference game</p> <p>PowerPoint mini-lectures on the Holocaust and related historical events</p> <p>Grammar games (types of sentences, etc)</p> <p>Comma rules</p> <p>Group and whole class analysis of shorter literary works</p> <p>Evaluating teacher-modeled writing</p> <p>Writing conferences</p> <p>Poetry writing</p> <p>Text-based classroom discussion</p> <p>Analysis of form and function of non-fiction text</p> <p>The significance of setting</p> <p>Types of narrators: authentic, unreliable, etc</p> <p>Sona connections and analyses</p>

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		Goal 4: Content sophistication reaches its apex with this culminating unit. Using a challenging whole-class text to ground analysis of form, style, and content), students will refine their understanding of the literary trope 'coming-of-age' through a combination of reading, discussion, and analytical writing. In addition, building on the previous unit's composition of vignettes, students will utilize the whole class novel as a mentor text when crafting a longer narrative that also centers on this concept of coming-of-age. By the completion of this unit, students will be prepared for the rigorous texts and tasks that await them in eighth grade.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

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April - June	4.1. Identify and define setting in the story in order to analyze how the setting affects the mood of the story and the reader's experience. (RL.7.3) 4.2. Define character and characterization while identifying and defining types of characters, including: protagonist, antagonist, round, flat, static, dynamic. (RL.7.3) 4.3. Identify different types of point of view and analyze the effect of point of view on the	Essential Questions: How does fiction speak to contemporary adolescent issues? How does a deeper understanding of the protagonist allow the reader to empathize with others' perspectives? How do writers craft vivid, engaging narratives? Conceptual Understandings: Fiction serves as a creative expression of lifelike characters encountering lifelike problems. Point of view allows a reader to engage with an experience foreign to his or her own. A narrative writer conveys meaning through deliberate use of literary elements and narrative techniques.	Learning Activities: Figurative language scavenger hunt Targeted close reading activities Tracing foil characters in fiction Poetry and short story analysis & discussion Song connections Evaluating teacher-modeled writing Peer editing Publishing writing Analyzing symbolism Delving deeper: irony and paradox Reading to understand metaphors Grammar mini-lessons & games Vocabulary building & workshop Journal writing Text-relevant discussion Analyzing lyrical prose

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	<p>reader. (RL.7.6)</p> <p>4.4. Identify and define the parts of the plot line in order to create and analyze a plot line for a specific text. (RL.7.3)</p> <p>4.5. Identify and define a variety of conflict types, including: person v. person, person v. self, person v. society, person v. nature (including fate), internal/external conflicts. (RL.7.3)</p>	<p>Time is the main organizational structure of narrative writing.</p>	<p>Picture prompt response & discussion Student presentations of content Introduction to Shakespeare</p> <p>Assessment Models: Writing drafts Journal writing Discussion & classroom participating Exit slips/tickets Group work Mini-presentations on assigned chapters "Murkiest" moment from reading Reading quizzes Reading logs Vocabulary work (sentences, etc) Grammar mini-projects End of novel test Narrative writing sample Analytical/Argumentative writing on novel</p>

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	<p>4.6. Analyze how particular elements of a story interact. (e.g. how characters shape plot and conflict). (RL.7.3)</p> <p>4.7. Identify, define and analyze the development of the theme over the course of the text. (RL.7.2)</p> <p>4.8. Locate and utilize textual evidence to support the analysis of the literary elements. (RL.7.1)</p>		<p>Grammar assessment</p> <p>Vocabulary tests</p> <p>Additional Resources: <i>Freak the Mighty</i> <i>Loser</i> <i>Stargirl</i> <i>Wonder</i></p> <p>Short Story Resources: "Thank You, Ma'am" by Langston Hughes "Story of An Hour" by Kate Chopin Excerpt from <u>Dandelion Wine</u> by Ray Bradbury</p> <p>Literary Nonfiction Resources: "Facebook Parenting Destroying Children's Privacy?" [CNN World] "The Boy Mir: Coming of Age in Afghanistan" by Huma Qureshi [<i>The Guardian</i>] "A Boy Learns to Milk (and Becomes a</p>

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	4.9. Utilize close readings in order to better understand word choice, usage and writing style to aid in the thorough literary analysis of a text. (RL.7.4, L.7.4, L.7.5)		Man?)” by Jessica Lahey [<i>NY Times</i>] Poetry Resources: “Abandoned Farmhouse” by Ted Kooser “Girl” by Jamaica Kincaid “Because I would not stop for Death” by Emily Dickinson “who are you, little i” by ee cummings <u>Romeo and Juliet</u> excerpt <i>Membean Online Vocabulary Program</i> <i>Easy Grammar</i> New Jersey Registered Holistic Scoring Rubric www.webenglishteacher.com owl.english.purdue.edu/owl
	4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. (RL.7.10)		
	4.11. Discuss and respond to text in a variety of		

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	<p>means, including: analytical paragraphing, journaling, pair discussions, small group discussions and large group discussions, over extended time frames produce coherent writing developed in organization and voice. (W.7.2, W.7.3, W.7.4, W.7.5, W.7.10, SL.7, SL.7.6, L.7.1, L.7.2, L.7.3)</p> <p>4.12. Analyze and compare theme, including recurring themes between pieces of realistic prose and</p>		

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	poetry. (RL 7.2) 4.13. Compare & contrast the characteristics of a realistic fiction & fantasy work. (RL.7.5) 4.14. Draw on personal experiences to better empathize with and understand the inner motivations of the character. (RL.7.6) 4.15. Identify significant moments in the plot that directly contribute to a character's deepening complexity. (RL.7.3)		

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	<p>4.16. Create well-drawn, consistent characters with discernible traits and motivations. (W.7.3.b)</p> <p>4.17. Devise a setting that both establishes mood and has a direct impact on the progression of the plot. (W.7.3.a)</p> <p>4.18. Map a plot's progression though the use of Freytag's pyramid (exposition, precipitating incident/inciting force, rising action, climax, falling action,</p>		

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	denouement). (RL.7.3, W.7.3) 4.19. Compose correctly punctuated, meaningful dialogue that functions to move the plot forward, to characterize, or to illuminate theme. (W.7.3.b, L.7.1, L.7.2) 4.20. Generate plot momentum via escalating conflict complications. (W.7.3.a) 4.21. Implicitly articulate the purpose of a story by		

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	<p>conveying theme via character, dialogue, and plot moments. (W.7.3.b)</p> <p>4.22. Frame a story around a consistent narrator's point of view. (W.7.3.a)</p> <p>4.23. Signal shifts in time and/or setting through the use of transition words, phrases and clauses. (W.7.3.c)</p> <p>4.24. Incorporate an appropriate conclusion in writing.</p>		

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	(W.7.3.e) 4.25. Select vivid, accurate diction that reflects the writer's growing vocabulary and understanding of connotation. (W.7.3.d, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6) 4.26. Use a variety of sentence types to create fluency in the prose. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.		

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	<p>(W.7.4, L.7.1, L.7.2)</p> <p>4.27. Revise, edit and publish a finished narrative product. (W.7.5., L.7.1, L.7.2)</p> <p>4.28. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>4.29. Use effective communications skills in face-to-face and online interactions with peers and adults from</p>		

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	home and from diverse cultures. (9.1.8.D.3)		

