

## Unit 1 – Identity

### Established Benchmarks:

**Reading Standards for Literature:** (All standards are taught, but the ones in **bold** are the focus for this unit.)

**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.**

**RL 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.**

RL 3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL 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.

RL 5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**RL 6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**

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).

RL 8 – (Not applicable to literature)

RL 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.

RL10 – 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.

**Reading Standards for Informational Text:** (All standards are taught, but the ones in **bold** are the focus for this unit.)

**RI 1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**RI 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.**

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- RI 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).**
- RI 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.**
- RI 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.**
- RI 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.
- RI 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).
- RI 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.**
- RI 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.**
- RI10 – 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.

**Writing Standards:** (All standards will be taught, but there should be a focus on the ones in **bold**).

- W1 – Write arguments to support claims with clear reasons and relevant evidence.
- W2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
- W3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W5 – 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.
- W6 – 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.**
- W7 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**

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**W8 – 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.**

**W9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.**

**W10 – 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.**

**Speaking & Listening:** (ALL of these standards should be taught throughout the year.)

SL 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.

SL 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.

SL 3 – Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL 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 5 – Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL 6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language:** (ALL of these standards should be taught throughout the year.)

L1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L4 – 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.

L5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L6 – 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.

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<p><b>Enduring Understanding:</b></p> <p>The search for identity is a lifelong process.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• To what extent do experiences influence identity?</li> <li>• To what extent do issues of power, conflict, and justice influence identity?</li> <li>• Is it ever necessary to change one’s identity?</li> </ul>
<p><b>Student will know.....</b></p> <p><u>Reading Literature:</u></p> <ul style="list-style-type: none"> <li>• Point of view</li> <li>• Theme</li> <li>• Setting</li> <li>• Character</li> <li>• Narrator</li> <li>• Plot to include exposition, rising action, climax, conflict, falling action, and resolution</li> <li>• Tone</li> <li>• Mood</li> <li>• Figurative language to include metaphor, simile, personification, onomatopoeia, alliteration, and hyperbole</li> <li>• Summarize, Illustrate, Analyze, Infer</li> </ul> <p><u>Reading Informational Text:</u></p> <ul style="list-style-type: none"> <li>• Text structures</li> <li>• Text Features</li> <li>• Author’s purpose</li> <li>• Textual Evidence</li> <li>• Central Idea/Message</li> </ul>	<p><b>Student will be able to.....</b></p> <p><u>Reading Literature:</u></p> <ul style="list-style-type: none"> <li>• Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> </ul> <p><u>Reading Informational Text:</u></p> <ul style="list-style-type: none"> <li>• Analyze the structure an author uses to organize a text.</li> <li>• Trace and evaluate the argument and specific claims in a text.</li> <li>• Assess arguments and claims for clear reasoning and relevant evidence.</li> </ul> <p>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.</p>

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<ul style="list-style-type: none"> <li>• Elements of an argument</li> <li>• Supporting claims</li> <li>• Author’s bias/perspective</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Structure, organization and text features for expository writing</li> <li>• Transitions</li> <li>• Writing process</li> </ul>	
<p><b>Vocabulary:</b></p> <p><i>This section refers to vocabulary from the extended text only. We strongly encourage teachers to add vocabulary from other texts chosen.</i></p> <p><u>Academic Vocabulary:</u>  Analyze, trace, evidence, evaluate, claim, summarize, point of view, bias, contrast, author’s perspective, context clues, text structures</p> <p><u>Words to Front-Load:</u>  Autobiography, biography, memoir, argument, relevant, claim, assess</p> <p><u>Vocabulary in Context:</u> (from pg. 809)  Camouflage, capitalize, disillusionment, eloquence, insinuation, integrated, retaliate, shrewdly, speculate, taunt</p> <p><u>Instructional Methods:</u>  Teach prefixes, suffixes, root words and strategies that aid in determining meaning.</p>	<p><b>Grammar Focus:</b></p> <p><i>Instructors should identify the common patterns of errors in student writing and address them in their instruction. Listed below are the skills that need explicit instruction this quarter.</i></p> <ul style="list-style-type: none"> <li>• Use capitalization correctly.</li> <li>• Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>• Use commas correctly.</li> <li>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>

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## Assessment Evidence

**Formative Tasks:**

*Instructors should formatively assess their standards daily to track student progress and guide instruction. **Strategies and tools for the use of formative assessments can be found at:***

[\*\*Tools for Formative Assessments\*\*](#)

[\*\*Tools and Strategies for Formative Assessments\*\*](#)

Develop tasks that reflect performance and summative evidence of mastery.

- Text-based questions
- Close reading
- Read extended text
- Respond to vocabulary
- Respond to evidence-based selected response
- Routine, daily writing.

See livebinder.com for suggested lessons and resources.

**Threshold:**

69 and below on Summative Assessments

Suggested Re-Teach Options:

- Study Island (web-based, available 2013-14)
- Textbook Resource Manager (Re-teach options)
- Test-corrections
- Small-group instruction
- Conferencing

**Writing Tasks:**

*The instructor is expected to follow the PARCC Model Frameworks. Listed below are suggested writing activities.*

Align with PARCC Model Framework expectations:

- 4–6 expository pieces of writing per “Informational Text” quarter, with focus on informing and explaining.
- 1-2 narrative pieces of writing per “Informational Text” quarter.

**Summative Tasks:**

RL.6, RI.8, RI.5, RI.9 Text-dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece.

Mini-summative Assessments on selected texts throughout the quarter.

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<ul style="list-style-type: none"> <li>• PARCC “Evidences” suggest topics to include author’s point of view; drawing inferences; emphasizing different evidence; and advancing different interpretations of text.</li> <li>• Routine, daily, purposeful writing.</li> <li>• Text-based writing to demonstrate content and process knowledge.</li> </ul> <p>Suggested Writing:</p>	<p>District Formative Assessment-Writing Task–Part A– ¾ through quarter - Essay Writing District Formative Assessment – Part B – end of quarter – all multiple choice</p>
<h2 style="margin: 0;">Resources</h2>	
<p><b><u>Extended Text that ALL students MUST read:</u></b> <i>The Noble Experiment</i> from the Autobiography <i>I Never Had It Made</i> by Jackie Robinson as told to Alfred Duckett, Pg. 808.</p> <p>Suggested pieces to accompany extended text are listed below. Students should read a minimum of 2-3 literature texts and a minimum of 1-2 informational texts per unit.</p> <p><u>Literature Texts:</u>  “Seventh Grade” by Gary Soto – pg. 32  “Young Arthur” retold by Robert D. SanSouci – pg. 662  “A Retrieved Reformation” by O.Henry – pg. 228  “Thank You, M’am” by Langston Hughes – pg. 62  “Charles” by Shirley Jackson – pg. 250  “Four Skinny Trees” by Sandra Cisneros – pg. 604</p> <p><u>Informational Texts:</u>  Historical Sports Articles – “Jackie Robinson Makes Headlines” – pg 822</p>	<p><u>Suggested Activities:</u></p> <p>Visit <a href="http://livebinders.com">livebinders.com</a> for resources.</p> <p><a href="http://ThisIBelieve.org">ThisIBelieve.org</a></p>

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<p>Personal Essay by Jullia Alvarez – “Names/Nombres” – pg. 780 <u>“The Two Fridas”</u> by Frida Kahlo</p>	
<b>Scaffolding / Intervention Strategies:</b>	
<p><u>Below Grade Level:</u></p> <p>Kagan strategies such as Think-Pair-Share and Numbered Heads Together Textbook differentiated strategies, bottom of pages in TE*</p>	<p><u>Above Grade Level:</u></p> <p>“Critical Thinking” Responses in textbook.*</p>

\**Literature*, McDougal Littell