

**New Paltz Central School District  
English Language Arts  
Seventh Grade**

Time	Essential Questions/Content	Standards/Skills	Assessments
September	<p><b><u>Unit 1: Courage and Determination in Short Stories and Poetry</u></b></p> <ul style="list-style-type: none"> <li>• What is courage? How is it different from bravery and determination?</li> <li>• How do authors express different elements of courage in their literature?</li> <li>• How do you support an argument using specific examples from the text?</li> <li>• How do authors use literary devices to enhance their poems and short stories?</li> </ul>	<ul style="list-style-type: none"> <li>• Draw conclusions and make inferences based on explicit and implied information with supporting evidence</li> <li>• Read and interpret poems</li> <li>• Define the characteristics of different genres:               <ul style="list-style-type: none"> <li>○ Poetry</li> <li>○ Short Story</li> <li>○ Biography</li> </ul> </li> <li>• Identify literary elements of different genres:               <ul style="list-style-type: none"> <li>○ Symbolism</li> <li>○ Conflict</li> <li>○ Theme</li> <li>○ Rising action, climax, resolution</li> </ul> </li> <li>• Consider author’s viewpoint, purpose, and style</li> <li>• Recognize and visualize descriptive language and imagery</li> <li>• Understand figurative language</li> <li>• Understand importance of time in setting</li> <li>• Identify key passages</li> <li>• Write body paragraphs of thematic essay</li> <li>• Explain connections between and among texts to extend the meaning of each individual text</li> <li>• Revise drafts to improve content and mechanics</li> <li>• Use teacher conference and peer review</li> <li>• Present clear analysis, using examples, details, and reasons from the text to support thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Test</li> <li>• Compare/contrast essay</li> </ul>

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<p><b>October - November</b></p>	<p><b><u>Unit 2: <i>The Cay</i></u></b></p> <ul style="list-style-type: none"> <li>• How do characters grow and change throughout a novel?</li> <li>• What is the author’s purpose (theme)?</li> <li>• What causes prejudice and how is it perpetuated?</li> <li>• How does outside information help us understand a work of realistic fiction?</li> <li>• How do different authors examine different subjects?</li> <li>• How do authors craft a “round” character who is capable of change and growth?</li> <li>• What are the functions of setting and how do they enhance the success of a literary work?</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• Types of conflict</li> <li>• Character traits</li> <li>• Social, cultural, ethnic, and historical perspectives</li> <li>• Point of view</li> <li>• Validity and accuracy of information</li> </ul>	<ul style="list-style-type: none"> <li>• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• 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.</li> <li>• Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.</li> <li>• Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <ul style="list-style-type: none"> <li>○ Produce text (print or nonprint) that explores a variety of cultures and perspectives.</li> </ul> </li> <li>• Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> <li>• 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.</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Media Literacy project</li> <li>• Thematic literary essay</li> <li>• Reading recall quizzes</li> <li>• Vocabulary tests</li> <li>• Mini-research project</li> <li>• Literature logs</li> </ul>

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		<ul style="list-style-type: none"> <li>○ Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>○ 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.</li> <li>● Identify the ways in which characters change and develop throughout a story.</li> <li>● Infer character traits.</li> <li>● Identify different perspectives (such as social, cultural, ethic, historical) on an issue presented in more than one text.</li> <li>● Recognize how one’s own point of view contributes to forming an opinion about information and ideas.</li> <li>● Evaluate examples, details, or reasons used to support ideas.</li> <li>● Use paraphrase and quotation correctly.</li> <li>● Compare and contrast characters in more than one literary text.</li> </ul>	
December - January	<u>Unit 3: <i>The Miracle Worker</i></u>		

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<b>January - February</b>	<p><b><u>Unit 4: Literature Circles</u></b></p> <ul style="list-style-type: none"> <li>• What are the elements of a meaningful literary discussion?               <ul style="list-style-type: none"> <li>○ How does an efficient literature circle run?</li> <li>○ How does literature provoke discussions?</li> <li>○ What are effective questions?</li> </ul> </li> <li>• How does literature provoke thought about social issues?               <ul style="list-style-type: none"> <li>○ What is family?</li> <li>○ What is normal? Does normal matter?</li> <li>○ What life lessons are conveyed to the reader through the characters' and their families' experiences?</li> </ul> </li> <li>• How do different novels address similar themes?</li> <li>• How do I analyze literature in order to have a meaningful discussion?               <ul style="list-style-type: none"> <li>○ What should I look for in a noteworthy passage?</li> <li>○ How can I pictorially represent characters and scenes?</li> <li>○ How do I gain understanding of unfamiliar words and how should this information be assessed?</li> <li>○ How does descriptive language enhance writing?</li> <li>○ How do I determine the elements of the plot triangle?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that one text may generate multiple interpretations</li> <li>• Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent</li> <li>• Write interpretive and responsive essays of approximately three pages to               <ul style="list-style-type: none"> <li>○ express opinions and support them through specific references to the text</li> <li>○ demonstrate understanding of plot and theme</li> <li>○ identify and describe characters and their motivations</li> <li>○ analyze the impact of the setting</li> <li>○ explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback affects meaning</li> <li>○ draw conclusions and provide reasons for the conclusions</li> <li>○ compare and contrast characters, setting, mood, and voice in more than one literary text performance</li> <li>○ make connections between literary text and personal experience or knowledge</li> </ul> </li> <li>• Present clear analysis, using examples, details, and reasons from text</li> </ul>	<ul style="list-style-type: none"> <li>• Journal/Reader response logs</li> <li>• Vocabulary assessments</li> <li>• Thematic essay</li> <li>• Poster               <ul style="list-style-type: none"> <li>○ Advertising book</li> <li>○ Symbolic analysis representing character</li> </ul> </li> <li>• Facilitator evaluation of daily discussions</li> <li>• Book review</li> <li>• Self and group assessments</li> <li>• Determine and analyze relevant quotes</li> <li>• Group presentations</li> <li>• Nonfiction research and presentation related to novel</li> <li>• Mini research project</li> <li>• Literature logs</li> </ul>

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		<ul style="list-style-type: none"> <li>• Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer</li> <li>• Distinguish between relevant and irrelevant information</li> <li>• Compare and contrast information from a variety of different sources</li> <li>• Read silently and aloud from a variety of genres, authors, and themes</li> <li>• Select content and choose strategies for written presentation on the basis of audience, purpose, and content</li> <li>• Write personal reactions about experiences, events, and observations about the book, using a form of social communication</li> <li>• Prepare and give presentations on informational topics</li> <li>• Listen attentively to others and build on others' ideas in conversation with peers and adults</li> <li>• Express ideas and concerns clearly and respectfully in conversations and group discussions</li> <li>• Use verbal and nonverbal skills to improve communication with others</li> </ul>	

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February - March	<p><b><u>Unit 5: Poetry/Nonfiction Article Review</u></b></p> <ul style="list-style-type: none"> <li>• How do we make meaning and demonstrate understanding from a variety of texts?</li> <li>• How do we make connections between texts?</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to collect and interpret data, facts, and ideas</li> <li>• Listen to comprehend, interpret, and respond to texts</li> <li>• Listen to analyze and evaluate information, ideas, opinions, issues, themes, and experience</li> <li>• Identify essential information for note taking</li> <li>• Connect, compare, and contrast ideas and information from two or more sources</li> <li>• Support ideas with examples and direct references to the text</li> <li>• Use a variety of graphic organizers</li> <li>• Self-assess using the New York State ELA rubric</li> <li>• Allocate time effectively during an assessment.</li> <li>• Observe rules of punctuation, capitalization, and spelling</li> <li>• Use correct grammatical construction</li> <li>• Evaluate examples, details, or reasons used to support ideas</li> <li>• Use transition words to provide clues to the organizational format; <i>for example, in addition, finally, as a result, similarly, on the other hand</i></li> <li>• Use complete simple, compound, and complex sentences, using correct subject verb agreement, verb tense, and pronouns with clear antecedents</li> </ul>	

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April - May	<p><b><u>Unit 6: <i>House on Mango Street</i></u></b></p> <ul style="list-style-type: none"> <li>• How does literature provoke thought about social issues?</li> <li>• What is the purpose of a first person narrator?</li> <li>• What is life like for an underprivileged minority teenager?</li> <li>• How can getting to know one character deeply help one understand a novel as a whole?</li> <li>• Does social networking allow one to get to know someone deeply or just on the surface?</li> <li>• How does the writer’s craft help reveal the main themes in the book?</li> <li>• Are people undeniably interconnected just because they live in the same neighborhood?</li> <li>• What are the reader’s biases and how do they affect the analysis of a text?</li> </ul>	<ul style="list-style-type: none"> <li>• Read in the following genres: realistic fiction, poetry, non-fiction</li> <li>• Analyze quotes and distinguish insightful quotes</li> <li>• Analyze, in great detail, a character and examine what role that character plays in the novel</li> <li>• Draw conclusions and make inferences based on explicit and implied information with supporting evidence</li> <li>• Synthesize across texts</li> <li>• Take notes</li> <li>• Listen for key ideas and record notes</li> <li>• Identify author’s point of view, such as first person narrator</li> <li>• Recognize the types of language appropriate to social communication; for example, jargon colloquialisms, informal, and conventions of email and social networking</li> <li>• Identify and understand the use of poetic devices in prose and poetry</li> <li>• Orally present information to peers</li> </ul>	<ul style="list-style-type: none"> <li>• “MangoFace” project based on one character</li> <li>• Vocabulary test</li> <li>• Constructed response</li> <li>• Quizzes on reading</li> <li>• Open-notebook test</li> <li>• Discussions</li> <li>• Literature logs</li> <li>• Analysis of important and relevant quotes and non-fiction material and their relationship to main text</li> </ul>