

ENGLISH 7 COMMON TASKS

Unit One: Identity

- 7.1.1 Present a brief speech to the class that highlights an aspect of a person's identity.*
- 7.1.2 Explain how a character is revealed through interactions with other characters.
- 7.1.3 Write a personal narrative about a significant influence on your identity.
- 7.1.4 Write an argument about a central idea or an issue raised by a text.

Unit Two: A Sense of Place

- 7.2.1 Compare how a fictional text and a nonfiction text portray the same subject.
- 7.2.2 Write a short story that shows how setting helps shape character.
- 7.2.3 Explain how an author develops a theme in a narrative.*
- 7.2.4 Research the history of a nearby place and present an argument about its value or importance.

Unit Three: Perspectives

- 7.3.1 Write an analysis of how an author uses narrative to influence readers' understanding of history.*
- 7.3.2 Write a narrative that explores a different perspective than one offered in a text.
- 7.3.3 Write an essay that explains at least two different perspectives on an issue or problem of interest.
- 7.3.4 Evaluate how objectively a subject is presented in an informational video segment.

Unit Four: Expressions

- 7.4.1 Create an original work that presents or supports an argument.
- 7.4.2 Write an analysis of how an author uses language to establish a particular tone.
- 7.4.3 Analyze how the performance of a written text affects the impact of the words.*
- 7.4.4 Prepare and perform a scene from *A Midsummer Night's Dream*.

** Teachers who wish to make more time for re-teaching a common task may choose to omit these starred tasks or blend them into others, but the relevant skills and concepts must be incorporated into instruction during the unit.*

Unit 7.1: Identity

In Unit 1, students consider how a variety of factors shapes our actions, thoughts, and decisions. The questions of who we are and how we become ourselves are especially relevant to seventh grade students, and focusing on what makes up the identities of complex characters allows students to consider how they define themselves. The words we select to describe ourselves and express our ideas become increasingly important as we mature and develop more nuanced opinions. This attention to language and expression is central to the tasks of the unit as students read complex texts, think critically about ideas, and hone their ability to use language with clarity and precision.

Enduring Understandings

- Identity is a complex concept that brings together many disparate parts.
- Our sense of identity becomes more complicated and nuanced as we read and experience new things.
- Writers use language to act upon and react to the world around them.
- We are constantly creating and refining the self we want to inhabit.

Students begin by creating a portfolio to track their progress as readers, writers, and critical thinkers. Students have multiple opportunities to engage in the Core Learning Practices as they

Essential Questions

- How do we decide who we are, and who we want to be?
- How do the things we read and experience change our understanding of the world and our place in it?
- How do factors beyond our control contribute to our sense of identity?
- Do our thoughts and actions define us, or does our self-definition determine our thoughts and actions?

explore character development and consider how an individual's identity can be shaped by interactions with others. Turning this reflection inward, they also examine factors that contribute to their own evolving sense of self. They continue to explore and develop various aspects of voice through narrative, argument, and explanatory writing. Students also enhance their ability to use language in front of an audience and consider how the spoken word differs from the written word. Grammar, usage, and vocabulary study draw from the texts read, thus providing a context for understanding and then informing effective writing practices.

Advanced English 7 Texts

Unit 1: Identity

Throughout the year, students should read and discuss a combination of classic literature and contemporary works from a diverse group of writers. Students need to read a variety of non-print texts and print texts from different genres, including fiction, nonfiction, poetry, and short stories. Employ literature circles to provide students with a structured choice of texts. [Close reading](#) coupled with inquiry based discussion leads to effective writing. Since advanced readers use multiple strategies to create meaning, understand the nuances of language, and connect reading to their own lives, seek content that is provocative, ambiguous, complex, and emotionally challenging.

“To become college and career ready, students must grapple with [works of exceptional craft](#) and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing.”

Common Core State Standards

Fiction

<i>Adam of the Road</i>	Elizabeth J. Gray
<i>The Adventures of Tom Sawyer</i>	Mark Twain
<i>Catherine, Called Birdy</i>	Karen Cushman
<i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>	Laura Amy Schlitz
<i>Nothing But the Truth</i>	Avi
<i>The Sword in the Stone</i>	T.H. White
<i>The Wednesday Wars</i>	Gary D. Schmidt
<i>Where the Lilies Bloom</i>	Vera and Bill Cleaver

Nonfiction

<i>Gifted Hands: The Ben Carson Story</i>	Ben Carson
<i>Julian Nava: My Mexican American Journey</i>	Julian Nava
<i>The Story of My Life</i>	Helen Keller
“The Difference a City Year Makes”	<i>The Boston Herald</i>
“Knots in My Yo-Yo String”	Jerry Spinelli
“My Furthest-Back Person”	Alex Haley
“Names/Nombres”	Julia Alvarez
“On Women’s Right to Vote”	Susan B. Anthony
“Offerings at the Wall”	Smithsonian Institution

Poetry

<u>"Dusting"</u>	Julia Alvarez
"If I Can Stop One Heart from Breaking"	Emily Dickinson
from "Song of Myself"	Walt Whitman
<u>"Thumbprint"</u>	Eve Merriam
"To You"	Langston Hughes
"The World is Not a Pleasant Place to Be"	Nikki Giovanni

Short Stories

"The Cat and the Coffee Drinkers"	Max Steele
"A Crown of Wild Olive"	Rosemary Sutcliff
"Harrison Bergeron"	Kurt Vonnegut, Jr.
"One Ordinary Day, with Peanuts"	Shirley Jackson
"Seventh Grade"	Gary Soto
"Thank You Ma'am"	Langston Hughes
"The War of the Wall"	Toni Cade Bambara
"The White Umbrella"	Gish Jen
"Zebra"	Chaim Potok

Drama

<i>A Christmas Carol</i>	Charles Dickens
	adapted by Frederick Gaines

Anthologies

<u><i>Citizens of the World: Readings in Human Rights</i></u>	The Great Books Foundation
<u><i>Great Books Roundtable Level 2</i></u> (replaces <u><i>Junior Great Books Series 7*</i></u>)	The Great Books Foundation
<i>The Language of Literature 7</i>	Holt McDougal
<i>Who Am I? (Literature & Thought Series)</i>	Perfection Learning Corporation

*Continue to use *Junior Great Books Series 7* if available in your school; no longer available for order through The Great Books Foundation.

On-level English 7 Texts

Unit 1: Identity

Throughout the year, students should read and discuss a combination of classic literature and contemporary works from a diverse group of writers. Students need to read a variety of non-print texts and print texts from different genres, including fiction, nonfiction, poetry, and short stories. Employ Literature circles to provide students with a structured choice of texts. Instruct students to use strategies before, during, and after reading to interact with texts. Provide opportunities for students to make predictions and connections as well as to question, clarify, visualize, and evaluate their reading. [Close reading](#) coupled with inquiry based discussion leads to effective writing.

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Common Core State Standards

In addition to the titles listed below, you may choose to use any of the titles listed on the Advanced English 7.1 Texts list.

Fiction

<i>Cousins</i>	Virginia Hamilton
<i>Freak the Mighty</i>	Rodman Philbrick
<i>The Midwife’s Apprentice</i>	Karen Cushman
<i>My Name is Brian</i>	Jeanne Betancourt
<i>The Outsiders</i>	S. E. Hinton
<i>Red Kayak</i>	Priscilla Cummings
<i>Savvy</i>	Ingrid Law
<i>The Sign of the Chrysanthemum</i>	Katherine Paterson
<i>Welcome Home, Jellybean</i>	Marlene Fanta Shyer

Nonfiction

<i>My Life in Dog Years</i>	Gary Paulsen
“The Difference a City Year Makes”	<i>The Boston Herald</i>
“Knots in My Yo-Yo String”	Jerry Spinelli
“My Furthest-Back Person”	Alex Haley
“Names/Nombres”	Julia Alvarez
“On Women’s Right to Vote”	Susan B. Anthony
“Offerings at the Wall”	Smithsonian Institution

Poetry

<u>"Dusting"</u>	Julia Alvarez
"If I Can Stop One Heart from Breaking" from "Song of Myself"	Emily Dickinson
<u>"Thumbprint"</u>	Walt Whitman
"To You"	Eve Merriam
"The World is Not a Pleasant Place to Be"	Langston Hughes
	Nikki Giovanni

Short Stories

"A Crown of Wild Olive"	Rosemary Sutcliff
"One Ordinary Day, with Peanuts"	Shirley Jackson
"Seventh Grade"	Gary Soto
"Thank You Ma'am"	Langston Hughes
"The War of the Wall"	Toni Cade Bambara
"Zebra"	Chaim Potok

Drama

<i>A Christmas Carol</i>	Charles Dickens adapted by Frederick Gaines
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<i>The Language of Literature 7</i>	Holt McDougal
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Course Terms

Alliteration

Allusion

Author’s purpose

Central idea

Character trait

Characterization

Connotation

Contemporary

Denotation

Dialogue

Figurative language

Flashback

Foreshadowing

Formatting

Graphics

Humor

Hyperbole

Imagery

Inference

Interpretation

Irony

Metaphor

Monologue

Montage

Mood

Motivation

Multimedia

Onomatopoeia

Paraphrase

Personal narrative

Personification

Perspective

Plot structure

- Exposition
- Inciting incident
- Rising action
- Conflict (external and internal)
- Climax
- Falling action
- Resolution

Point of view

- First person
- Third person

Portfolio

Refrain

Repetition

Research question

Rhetorical devices

Rhyme

Rhythm

Self–reflection

Sensory details

Setting

Simile

6–Traits of Writing

- Ideas & Development
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions

Stanza

Subplot

Summarize

Suspense

Symbol

Theme

Tone

Topic

Voice

Works cited

Writing

Purposes

- Argument
- Informative/Explanatory
- Narrative
- Research and synthesis
- Creative

Methods of development

- Cause-Effect
- Classification
- Comparison-Contrast
- Definition

Process

- Prewriting
- Drafting
- Revising
- Editing
- Publishing

Language Standards

Teachers are expected always to teach grammar concepts and other language conventions in the context of writing; the goal is not for students to be able to memorize terms, but to be able to think clearly about ways to improve their own writing. Exercises in sentence combining, expansion, and imitation offer ways students can compose more sophisticated and effective sentences. *Separated* and *simulated* instruction may be used to introduce concepts, especially those listed as focus skills below; include *integrated* instruction to ensure that students apply these and other skills in their writing.

Common Core Language Standards for Grade 7

- L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a) Explain the function of phrases and clauses in general and their function in specific sentences.
 - b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
 - b) Spell correctly.
- L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Teachers should also consult the list of [Language Progressive Skills](#) to identify those concepts initially taught in earlier grades that are most likely to require review and re-teaching, based on students' needs. The most relevant of these may include the following:

- Produce complete sentences, recognizing and correcting fragments and run-ons (L.4.1f).
- Correctly use frequently confused words (L.4.1g).
 - The document [Commonly Confused Words](#), found in the Course Materials section of the Instruction Center course page for English 7, outlines the expected sequence for teaching and reviewing the most common of these terms. Teachers should address those words identified at grade 7 but also use student writing samples and portfolios to review words that may need further instruction and practice from earlier years.
 - The words listed for English 7, which may appear on formative assessments and final exams, include the following:

allowed/aloud	weather/whether
it's/its	ware/we're/wear/were/where
passed/past	who's/whose
than/then	

- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language (L.6.1e).
- Vary sentence patterns for meaning, reader/listener interest, and style (L.6.3a).

Vocabulary acquisition continues to be a necessary and vital part of the English curriculum. Vocabulary study not only enhances understanding of the writer’s craft—how word choice creates character, defines mood, and sets tone—but also is the key to a richer reading of all texts. Determining meaning and understanding word structure give students the tools to become independent, strategic readers of challenging texts. As students learn about the variety and richness of English, they should be encouraged to use language that is both precise and expressive.

- L.7.4** 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.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
 - 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 part of speech.
 - 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).
- L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).
- L.7.6** 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.