

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 7.2: A Sense of Place

Unit 2 helps students understand the subtle (and sometimes not so subtle) connections between place and self in literature and in their own lives. Written and visual texts encourage students to explore how setting—physical location, the people with whom we associate, and feelings of belonging—influences character. [Through self-reflection](#), students also examine how sense of place develops and changes as we experience different environments.

Students use texts as well as their own experiences and observations to refine their understanding of how place influences identity. As students add to their portfolios, they reflect on the work that best exemplifies their growth as

writers and thinkers. They compare artistic decisions and techniques of established authors of fictional worlds with those who recreate real settings and events. As they read anchor texts and literature circle selections, students illustrate how various places that characters interact with reflect larger themes of the work. Students sharpen their narrative skills by creating an original

Essential Questions

- How is our identity shaped by where we're from and where we want to go?
- How do our expectations and behaviors change as we move from place to place?
- How do writers create entire worlds . . . using only words?
- How do we find places where we feel we belong, and how do we cultivate and protect that feeling?

Enduring Understandings

- The places we inhabit become part of our identity.
- How we relate to new places depends on our previous experiences.
- Writers use a wide variety of techniques to transport readers to places they have never visited in reality.
- Feeling a sense of belonging is a powerful need that can drive human behavior.

story that illustrates the influence of place. They also conduct research on a real place to discover more about its significance today and in previous time periods—how it has changed over time, and how it has influenced the lives of those connected to it.

Students continue to build on previous skills and knowledge to enhance written, verbal, and nonverbal communication. Attention to language use and conventions is an integral part of each task. Grammar, usage, and vocabulary study draw from the texts of the unit, thus providing a context for understanding and informing effective writing practices.

Advanced English 7 Texts

Unit 2: A Sense of Place

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>The Call of the Wild</i>	Jack London
<i>A Connecticut Yankee in King Arthur’s Court</i>	Mark Twain
<i>The Evolution of Calpurnia Tate</i>	Jacqueline Kelly
<i>The Glory Field</i>	Walter Dean Myers
<i>Hatchet</i>	Gary Paulsen
<i>Lizzie Bright and the Buckminster Boy</i>	Gary D. Schmidt
<i>Mortal Engines</i>	Philip Reeve
<i>Red Glass</i>	Laura Resau
<i>The Red Umbrella</i>	Christina Diaz Gonzalez
<i>Waiting for Normal</i>	Leslie Connor

Nonfiction

<i>Warriors Don’t Cry</i>	Melba Patillo Beals
from <i>Barrio Boy</i>	Ernesto Galarza
“Colter’s Way”	Sebastian Junger
“From Short Story to the Big Screen”	<i>The Language of Literature</i>
“Homeless”	Anna Quindlen
“I am a Native of North America”	Chief Dan George
“An Interview with Ray Bradbury”	<i>The Language of Literature</i>
“The Melting Pot”	Anna Quindlen
“Wolf”	Loren Eiseley

Poetry

"The Bat"	Theodore Roethke
"Birthplace"	Michael Cirelli
"The Fort"	Marie Howe
"Miracles"	Walt Whitman
"Mooses"	Ted Hughes
"The New Colossus"	Emma Lazarus
"The Pasture"	Robert Frost

Short Stories

"Amigo Brothers"	Piri Thomas
"At Her Father's and Her Mother's Place"	Natalya Baranskaya
"Bums in the Attic"	Sandra Cisneros
"Dark They Were, and Golden-Eyed"	Ray Bradbury
"El Diablo de la Cienega"	Geoffrey Becker
"An Hour with Abuelo"	Judith Ortiz Cofer
"A Retrieved Reformation"	O. Henry

Drama

It's A Wonderful Life (selected scenes)	Frank Capra, dramatized by Anthony E. Palermo
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Anthologies

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

*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 2: A Sense of Place

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 7.2 Texts list.

Fiction

<i>Becoming Naomi Leon</i>	Pam Munoz Ryan
<i>The Cay</i>	Theodore Taylor
<i>The Great Gilly Hopkins</i>	Katherine Paterson
<i>kira-kira</i>	Cynthia Kadohata
<i>Living Up the Street</i>	Gary Soto
<i>Pictures of Hollis Woods</i>	Patricia Reilly Giff
<i>Song of the Trees</i>	Mildred Taylor
<i>Walk Two Moons</i>	Sharon Creech

Nonfiction

<i>Zlata’s Diary: A Child’s Life in Sarajevo</i>	Zlata Filipovic
from <i>Barrio Boy</i>	Ernesto Galarza
“The Eternal Frontier”	Julia Alvarez
“Homeless”	Anna Quindlen
“I am a Native of North America”	Chief Dan George
from <i>Immigrant Kids</i>	Russell Freedman
“The Melting Pot”	Anna Quindlen

Poetry

“The Bat”	Theodore Roethke
“Before the World Intruded”	Michele Rosenthal
“The Fort”	Marie Howe
“Invocation”	Denise Levertov
“The New Colossus”	Emma Lazarus
“The Pasture”	Robert Frost

Short Stories

“Ashputtle”	retold by Jakob and Wilhelm Grimm
“An Hour with Abuelo”	Judith Ortiz Cofer
“Last Cover”	Paul Annixter
“The Third Wish”	Joan Aiken
“Waters of Gold”	retold by Laurence Yep

Drama

It’s A Wonderful Life (selected scenes)	Frank Capra, dramatized by Anthony E. Palermo
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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.