

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 7.4: Expressions

In this unit, students consider the way we express ourselves and how our means of expression reveal something about who we are. Students study how poets and playwrights express their ideas in their works, examining how the authors use language to achieve a particular effect.

Since poetry is such a compact form of expression, word choice is extremely important. Students consider why every word counts and how poets make word choices for specific purposes—to create a particular sound, to paint certain images, to evoke intended connotations.

Reading a Shakespearean comedy, *A Midsummer Night's Dream*, allows students to examine humor, analyze language, and interpret the text for themselves. They make performance choices—how to communicate verbally and nonverbally; how to use props, costuming, movement—that work together to tell the story. They discover

Essential Questions

- How do we choose the most effective ways to share our perspectives with others?
- How can examining the writing of others help us to express our own ideas more fully?
- How do we find humor in so many different aspects of life?
- How do performers balance self-expression with the expectations of their audience?

Enduring Understandings

- Writers and artists strive to share the way they see and experience the world.
- The way we express ourselves reveals something about us.
- Humor pivots on the edge between the familiar and the unexpected.
- Performers constantly anticipate, assess, and respond to the reactions of their audience.

that words on page are not same as the language that only comes alive when a play is performed. Students also consider how performance of a text affects the impact of the words as they interpret the text for themselves.

Students continue to build their knowledge of language by experimenting with vocabulary and practicing conventions and usage in the context of drafting, revision, and proofreading. As they work more independently and experiment with choices, they apply and refine specific skills and strategies that reflect the complex nature of communication and human expression.

Advanced English 7 Texts

Unit 4: Expressions

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

Drama

A Midsummer Night’s Dream

William Shakespeare

Poetry

“Aardvark”

Julia Fields

“The Elephant”

Rudyard Kipling

“Good Hot Dogs/Buenos Hot Dogs”

Sandra Cisneros

“Graduation Morning”

Pat Mora

“Ode to an Artichoke/Oda a la alcachofa”

Pablo Neruda

“The Rider”

Naomi Shihab Nye

“Scaffolding”

Seamus Heaney

“A Time to Talk”

Robert Frost

“The Turtle”

Mary Oliver

Poetry Websites

Preview the websites listed below. Consider instructional use of appropriate resources.

Poetry 180

<http://www.loc.gov/poetry/180/>

Poetry Foundation

<http://www.poetryfoundation.org/>

Poetry Out Loud

<http://www.poetryoutloud.org/>

Poets.org

<http://www.poets.org/>

Anthologies

[Citizens of the World: Readings in Human Rights](#) The Great Books Foundation

[Great Books Roundtable Level 2](#) The Great Books Foundation
(replaces [Junior Great Books Series 7*](#))

The Language of Literature 7 Holt McDougal

What's So Funny?
(*Literature & Thought Series*) 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 4: Expressions

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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.