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 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.

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**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.
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

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

### Nonfiction

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<thead>
<tr>
<th>Title</th>
<th>Author</th>
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<tbody>
<tr>
<td>Warriors Don’t Cry</td>
<td>Melba Patillo Beals</td>
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<tr>
<td>from Barrio Boy</td>
<td>Ernesto Galarza</td>
</tr>
<tr>
<td>“Colter’s Way”</td>
<td>Sebastian Junger</td>
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<td>“From Short Story to the Big Screen”</td>
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<tr>
<td>“Homeless”</td>
<td>The Language of Literature</td>
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<tr>
<td>“I am a Native of North America”</td>
<td>Anna Quindlen</td>
</tr>
<tr>
<td>“An Interview with Ray Bradbury”</td>
<td>Chief Dan George</td>
</tr>
<tr>
<td>“The Melting Pot”</td>
<td>The Language of Literature</td>
</tr>
<tr>
<td>“Wolf”</td>
<td>Anna Quindlen</td>
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<td></td>
<td>Loren Eiseley</td>
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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            Frank Capra,
(selected scenes)                 dramatized by Anthony E. Palermo

Anthologies

Citizens of the World: Readings   The Great Books Foundation
   in Human Rights
Decisions, Decisions              Perfection Learning
   (Literature & Thought Series)
Great Books Roundtable Level 2    The Great Books Foundation
   (replaces Junior Great Books Series 7*)
The Language of Literature 7      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.
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.

“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

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**

_Becoming Naomi Leon_  
_Pam Munoz Ryan_

_The Cay_  
_Theodore Taylor_

_The Great Gilly Hopkins_  
_Katherine Paterson_

_kira-kira_  
_Cynthia Kadohata_

_Living Up the Street_  
_Gary Soto_

_Pictures of Hollis Woods_  
_Patricia Reilly Giff_

_Song of the Trees_  
_Mildred Taylor_

_Walk Two Moons_  
_Sharon Creech_

**Nonfiction**

_Zlata’s Diary: A Child’s Life in Sarajevo_  
_Zlata Filipovic_

_from Barrio Boy_  
_Ernesto Galarza_

_“The Eternal Frontier”_  
_Julia Alvarez_

_“Homeless”_  
_Anna Quindlen_

_“I am a Native of North America”_  
_Chief Dan George_

_from Immigrant Kids_  
_Russell Freedman_

_“The Melting Pot”_  
_Anna Quindlen_
Poetry

“The Bat”
“The Before the World Intruded”
“The Fort”
“Invocation”
“The New Colossus”
“The Pasture”

Theodore Roethke
Michele Rosenthal
Marie Howe
Denise Levertov
Emma Lazarus
Robert Frost

Short Stories

“Ashputtle”
“An Hour with Abuelo”
“Last Cover”
“The Third Wish”
“Waters of Gold”

retold by Jakob and Wilhelm Grimm
Judith Ortiz Cofer
Paul Annixter
Joan Aiken
retold by Laurence Yep

Drama

It’s A Wonderful Life
(selected scenes)

Frank Capra,
dramatized by Anthony E. Palermo

Anthologies

Citizens of the World: Readings in Human Rights
Decisions, Decisions (Literature & Thought Series)
Great Books Roundtable Level 2
The Language of Literature 7

The Great Books Foundation
Perfection Learning Corporation
The Great Books Foundation
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.
   a) 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.
   b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
   c) 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.
   d) 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.
   a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
   b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
   c) 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.