

**English Language Arts Grade 7 Year Plan Sample**

Time Frame and Unit Type	Context, Theme, and Big Ideas	Comprehend and Respond Focus	Compose and Create Focus	Assess and Reflect Focus	Resources	Division ELA Assessments
September – October (approx. 8 weeks)  Multi-genre Thematic	<p><b>Context:</b> Personal and Philosophical</p> <p><b>Theme:</b> Find Your Own Path</p> <p><b>Big Ideas:</b> Who do you admire and respect? Why? When are you at your best? What are you doing? What would happen if you used all of your natural talent? What makes participating in an activity appealing? When and how does an activity or challenge bring out the best in you? What do you need from others to do your personal best? Are you currently doing your best? What do you need to do so you will have no regrets?</p>	<p><b>CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity.</b></p> <p><b>CR7.2 Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.</b></p> <p><b>CR7.3 Use syntactic, semantic/lexical/morphological, graphophonic cues to construct and confirm meaning when viewing, listening, and reading.</b></p> <p><b>CR7.4 View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features and complex ideas including the visual components of media.</b></p> <p><b>CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts.</b></p> <p><b>CR7.6 Read and demonstrate comprehension and interpretation of grade-</b></p>	<p><b>CC7.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity.</b></p> <p><b>CC7.3 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing and other representing activities.</b></p> <p><b>CC7.4 Use syntactical, semantic/lexical/morphological, graphophonic, to construct and to communicate meaning.</b></p> <p><b>CC7.5 Create and present a variety of representations including visual and multimedia presentations and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.</b></p> <p><b>CC7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations.</b></p> <p><b>CC7.7 Use oral language to effectively express information</b></p>	<p><b>AR7.1 Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.</b></p> <p><b>AR7.2 Appraise own and others' work for clarity and correctness.</b></p>	<p><b>Literacy in Action</b> – My Choice, My Voice Find Your Own Path</p>	

		<p>appropriate texts.</p> <p><b>CR7.7 Read independently and demonstrate comprehension.</b></p> <p><b>CR7.8 Read grade 7 appropriate texts to increase fluency and expression.</b></p>	<p>and ideas of some complexity in formal and <b>informal situations.</b></p> <p><b>CC7.8 Write</b> to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story; <b>a factual account</b>, and a business letter; to persuade in a letter and in interpretation of a text.</p>			
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• exit slip</li> <li>• comprehension check-in</li> <li>• listening activity</li> <li>• viewing activity</li> <li>• performance task</li> </ul>	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conversations</li> <li>• conferences</li> <li>• factual account</li> <li>• representation of self/learning</li> </ul>	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• goal setting sheet</li> <li>• tracking progress</li> </ul>		
<p>November and December (approx. 8 weeks)</p> <p>Multi-genre Thematic</p>	<p><u>Context:</u> Imaginative and Literary</p> <p><u>Theme:</u> Mysteries, Uncanny Incidents, and Unusual Happenings</p> <p><u>Big Ideas:</u> What are some of the unsolved mysteries and unexplained events of our world? Why do people find mysteries</p>	<p><b>CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity.</b></p> <p><b>CR7.2 Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.</b></p> <p><b>CR7.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning when</b></p>	<p><b>CC7.1 Create various visual, oral, written, and multimedia texts that explore identity.</b></p> <p><b>CC7.3 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing and other representing activities.</b></p> <p><b>CC7.4 Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</b></p>	<p><b>AR7.1 Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.</b></p> <p><b>AR7.2 Appraise own and others' work for clarity and correctness.</b></p>	<p>Mysteries, Uncanny Incidents, &amp; Unusual Happenings TRC Kit</p>	

	<p>fascinating? What is there about people that lead them to pursue a mystery? What makes a good mystery story, play, or poem?</p>	<p><b>viewing, listening, and reading.</b></p> <p><b>CR7.4 View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features</b> and complex ideas including the visual components of media.</p> <p><b>CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts.</b></p> <p><b>CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts.</b></p> <p><b>CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts.</b></p> <p><b>CR7.8 Read grade 7 appropriate texts to increase fluency and expression.</b></p>	<p><b>CC7.5 Create and present</b> a variety of representations including visual and <b>multimedia presentations.</b></p> <p><b>CC7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations.</b></p> <p><b>CC7.7 Use oral language to effectively express information</b> and ideas of some complexity in <b>formal</b> and informal <b>situations.</b></p> <p><b>CC7.8 Write</b> to describe a person; to narrate an imaginary incident or story; <b>to explain and inform in a news story</b>; a factual account, and a business letter.</p> <p><b>CC7.9 Experiment with a variety</b> of text forms and <b>techniques.</b></p>			
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• exit slip</li> <li>• comprehension check-in</li> <li>• listening activity</li> <li>• viewing activity</li> <li>• performance task</li> </ul>	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conversations</li> <li>• conferences</li> <li>• news story</li> <li>• mulit-media representation</li> </ul>	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• goal setting sheet</li> <li>• tracking progress</li> </ul>		

<p>January – February (approx.. 7 weeks)</p> <p>Inquiry or Interdisciplinary</p>	<p><b>Context:</b> Environmental Technological</p> <p><b>Theme:</b> Ecozoe/Survive</p> <p><b>Big Ideas:</b> How do we depend on the environment? What are some problems facing the environment? What do you think will happen to the environment during your lifetime? Of all the ways that we may be doing harm to the Earth, which concerns you most? Why should people care about the environment? What are some things that you and your peers can do to show your respect and care for the environment?</p>	<p><b>CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address efficacy.</b></p> <p><b>CR7.2 Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.</b></p> <p><b>CR7.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning when viewing, listening, and reading.</b></p> <p><b>CR7.4 View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features and complex ideas including the visual components of media.</b></p> <p><b>CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts.</b></p> <p><b>CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts.</b></p> <p><b>CR7.7 Read independently and</b></p>	<p><b>CC7.1 Create various visual, oral, written, and multimedia texts that explore efficacy.</b></p> <p><b>CC7.2 Create and present a teacher-guided inquiry project related to a topic, theme, or issue studies in English language arts.</b></p> <p><b>CC7.3 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing and other representing activities.</b></p> <p><b>CC7.4 Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</b></p> <p><b>CC7.5 Create and present a variety of representations including visual and multimedia presentations.</b></p> <p><b>CC7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations.</b></p> <p><b>CC7.7 Use oral language to effectively express information and ideas of some complexity in</b></p>	<p><b>AR7.1 Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.</b></p> <p><b>AR7.2 Appraise own and others' work for clarity and correctness.</b></p>	<p>Literacy in Action: Ecozone Survive</p> <p>Saskatchewan Science 7 -outcomes IE7.1-IE7.4 -outcome EC7.1</p> <p>Websites</p>	
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		<p><b>demonstrate comprehension of a variety of specialized information texts.</b></p> <p><b>CR7.8 Read grade 7 appropriate texts to increase fluency and expression.</b></p>	<p><b>formal and informal situations.</b></p> <p><b>CC7.8 Write</b> to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story; a factual account, and a business letter; <b>to persuade in a letter and in interpretation of a text.</b></p> <p><b>CC7.9 Experiment with a variety of text forms and techniques.</b></p>			
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• exit slip</li> <li>• comprehension check-in</li> <li>• listening activity</li> <li>• viewing activity</li> <li>• performance task</li> </ul>	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conversations</li> <li>• conferences</li> <li>• persuasive letter</li> <li>• inquiry process</li> </ul>	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• goal setting sheet</li> <li>• tracking progress</li> </ul>		
<p>February – March (3 weeks)</p> <p>Author/Genre Study</p>	<p><u>Context:</u> Personal Philosophical</p> <p><u>Theme:</u> Courage</p> <p><u>Big Ideas:</u> When have you needed courage in your life? Do you believe that you have the ability to do anything you want to do in life? Do you have a vision for your future? What can we learn</p>	<p><b>CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity.</b></p> <p><b>CR7.2 Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.</b></p> <p><b>CR7.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning when</b></p>	<p><b>CC7.1 Create various</b> visual, oral, written, and multimedia texts <b>that explore identity.</b></p> <p><b>CC7.3 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing and other representing activities.</b></p> <p><b>CC7.4 Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</b></p>	<p><b>AR7.1 Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.</b></p> <p><b>AR7.2 Appraise own and others' work for clarity and correctness.</b></p>	<p>Hatchet by Gary Paulsen - TRC</p>	



	<p>about courage from characters, both real and fictional, who triumph through determination, talent, or strength? Is it courageous sometimes to simply decide not to do something?</p>	<p><b>viewing, listening, and reading.</b></p> <p><b>CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts.</b></p> <p><b>CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts.</b></p> <p><b>CR7.8 Read grade 7 appropriate texts to increase fluency and expression.</b></p>	<p><b>CC7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations.</b></p> <p><b>CC7.7 Use oral language to effectively express information and ideas of some complexity in formal and informal situations.</b></p> <p><b>CC7.8 Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story; a factual account, and a business letter; to persuade in a letter and in interpretation of a text.</b></p> <p><b>CC7.9 Experiment with a variety of text forms and techniques.</b></p>			
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• exit slip</li> <li>• comprehension check-in</li> </ul>	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conversations</li> <li>• conferences</li> <li>• description of person</li> <li>• imaginary incident or story</li> </ul>	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• goal setting sheet</li> <li>• tracking progress</li> </ul>		
<p>March – May (approx.. 8 weeks)</p> <p>Multi-genre Thematic</p>	<p><u>Context:</u> Social, Cultural, Historical</p> <p><u>Theme:</u> Voices Through the Ages – Reconstruction the Past</p>	<p><b>CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address social responsibility.</b></p> <p><b>CR7.2 Select and use appropriate strategies to construct meaning before,</b></p>	<p><b>CC7.1 Create various visual, oral, written, and multimedia texts that explore social responsibility.</b></p> <p><b>CC7.3 Select and use the appropriate strategies to communicate meaning before,</b></p>	<p><b>AR7.1 Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.</b></p>	<p>Literacy in Action: Speak Out</p> <p>Social Studies Curriculum outcomes: IN7.2, IN7.3</p>	

	<p><b>Big Ideas:</b>          What was life like for people in the past?          How do scientists and historians reconstruct past lives of people?          What is important for us to know about the deeds and actions of people who lived in other times and places?          What lessons can we learn from reconstructing the past lives of people?</p>	<p><b>during, and after viewing, listening, and reading.</b></p> <p><b>CR7.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning when viewing, listening, and reading.</b></p> <p><b>CR7.4 View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features and complex ideas including the visual components of media.</b></p> <p><b>CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts.</b></p> <p><b>CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts.</b></p> <p><b>CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts.</b></p> <p><b>CR7.8 Read grade 7 appropriate texts to increase fluency and expression.</b></p>	<p><b>during, and after speaking, writing and other representing activities.</b></p> <p><b>CC7.4 Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</b></p> <p><b>CC7.5 Create and present a variety of representations including visual and multimedia presentations.</b></p> <p><b>CC7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations.</b></p> <p><b>CC7.7 Use oral language to effectively express information and ideas of some complexity in formal and informal situations.</b></p> <p><b>CC7.8 Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story; a factual account, and a <b>business letter</b>; to persuade in a letter and in interpretation of a text.</b></p> <p><b>CC7.9 Experiment with a variety of text forms and techniques.</b></p>	<p><b>AR7.2 Appraise own and others' work for clarity and correctness.</b></p>		
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<p>May – June (approx. 6 weeks)</p> <p>Multi-genre Thematic</p>	<p><u>Context:</u> Communicative</p> <p><u>Theme:</u> Lighten Up – On the Funny Side</p> <p><u>Big Ideas:</u> Do we sometimes take life too seriously? What makes something funny to one person and not funny at all to someone else? Why do people laugh when they have heard a good joke or story of misadventure? How do words, punch lines, visuals, movements, gestures, and facial expressions create humour? Why is humour often a matter of</p>	<p><b>CR7.1</b> View, listen to, read, comprehend, and respond to a variety of texts that address identity.</p> <p><b>CR7.2</b> Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.</p> <p><b>CR7.3</b> Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning when viewing, listening, and reading.</p> <p><b>CR7.4</b> View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features and complex ideas including the visual components of media.</p> <p><b>CR7.5</b> Listen critically to understand and analyze oral information and ideas from a</p>	<p><b>CC7.1</b> Create various visual, oral, written, and multimedia texts that explore identity.</p> <p><b>CC7.3</b> Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing and other representing activities.</p> <p><b>CC7.4</b> Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</p> <p><b>CC7.5</b> Create and present a variety of representations including visual and multimedia presentations.</p> <p><b>CC7.6</b> Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations.</p> <p><b>CC7.7</b> Use oral language to</p>	<p><b>AR7.1</b> Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.</p> <p><b>AR7.2</b> Appraise own and others' work for clarity and correctness.</p>	<p>Crossroads</p> <p>UbD Unit on SRPSD website</p> <p>Websites</p>	<p>DRA</p>



	individual or community preference?	<p><b>wide range of texts.</b></p> <p><b>CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts.</b></p> <p><b>CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts.</b></p> <p><b>CR7.8 Read grade 7 appropriate texts to increase fluency and expression.</b></p>	<p><b>effectively express information and ideas of some complexity in formal and informal situations.</b></p> <p><b>CC7.8 Write to describe a person; to narrate an imaginary incident or story;</b> to explain and inform in a news story; a factual account, and a business letter; to persuade in a letter and in interpretation of a text.</p> <p><b>CC7.9 Experiment with a variety of text forms and techniques.</b></p>			
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• exit slip</li> <li>• comprehension check-in</li> <li>• listening activity</li> <li>• viewing activity</li> <li>• performance task</li> </ul>	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conversations</li> <li>• conferences</li> <li>• imaginary incident or story</li> <li>• representing activity</li> <li>• speaking observation</li> </ul>	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• goal setting sheet</li> <li>• tracking progress</li> </ul>		

Resources:

\*Please refer to the Ministry Core and Additional Resource list for resources approved for your grade.

\*\*The TRC has many context kits and other resources.