

English Language Arts Grade 7 Year Plan Sample

Time Frame and	Context, Theme,	Comprehend and Respond Focus	Compose and Create Focus	Assess and Reflect	Resources	Division ELA
Unit Type	and Big Ideas	OD TAY!	00740	Focus	T	Assessments
September -	<u>Context:</u> Personal	CR7.1 View, listen to, read,	CC7.1 Create various visual, oral,	AR7.1 Set and	Literacy in Action	
October (approx.	and Philosophical	comprehend, and respond to a	written, and multimedia	achieve short-term	- My Choice, My	
8 weeks)		variety of texts that address	(including digital) texts that	and long-term goals		
	<u>Theme:</u> Find Your	identity.	explore identity.	to improve viewing,	Find Your Own	
Multi-genre	Own Path			listening, reading,	Path	
Thematic		CR7.2 Select and use	CC7.3 Select and use the	representing,		
	Big Ideas:	appropriate strategies to	appropriate strategies to	speaking, and		
	Who do you	construct meaning before,	communicate meaning before,	writing strategies.		
	admire and	during, and after	during, and after			
	respect? Why?	viewing, listening, and reading.	speaking, writing and other	AR7.2 Appraise		
	When are you at		representing activities.	own and others'		
	your best? What	CR7.3 Use syntactic,		work for clarity and		
	are you doing?	semantic/lexical/morphological,	CC7.4 Use syntactical,	correctness.		
	What would	graphophonic cues	semantic/lexical/morphological,			
	happen if you used	to construct	graphophonic, to construct and			
	all of your natural	and confirm meaning when	to communicate meaning.			
	talent? What	viewing, listening, and reading.	5			
	makes	3. 3.	CC7.5 Create and present a			
	participating in an	CR7.4 View and demonstrate	variety of representations			
	activity appealing?	comprehension and	including visual and multimedia			
	When and how	interpretation of visual and	presentations			
	does an activity or	multimedia texts with	and enhance communication with			
	challenge bring out	specific features and complex ideas	appropriate graphic			
	the best in you?	including the visual components of	organizers, charts, circle graphs,			
	What do you need	media.	timelines, maps, and sound effects.			
	from others to do		, p .,			
	your personal	CR7.5 Listen critically to	CC7.6 Use oral language to			
	best? Are you	understand and analyze oral	interact purposefully and			
	currently doing	information and ideas from a wide	appropriately with others in			
	your best? What do	range of texts.	pairs, small groups,			
	you need to do so	100000	and large group situations.			
	you will have no	CR7.6 Read and demonstrate	and mos of oab ordanions.			
	regrets?	comprehension and	CC7.7 Use oral language to			
		interpretation of grade-	effectively express information			



		appropriate texts.	and ideas of some complexity in		
			formal and		
		CR7.7 Read independently and	informal situations.		
		demonstrate comprehension.			
			CC7.8 Write to describe a person;		
		CR7.8 Read grade 7 appropriate	to narrate an imaginary incident or		
		texts to increase fluency and	story; to explain and inform in a		
		expression.	news		
			story; a factual account , and a		
			business letter; to persuade in a		
			letter and in interpretation of a		
			text.		
		Possible Assessment Evidence:	Dagible Aggagement Evidence	Doggible Aggaggment	
			Possible Assessment Evidence:	Possible Assessment	
		• conferences	• conversations	Evidence:	
		• exit slip	• conferences	• conferences	
		comprehension check-in	factual account	• goal setting	
		 listening activity 	 representation of 	sheet	
		viewing activity	self/learning	tracking	
		 performance task 		progress	
November and	<u>Context:</u>	CR7.1 View, listen to, read,	CC7.1 Create various visual, oral,	AR7.1 Set and	Mysteries, Uncanny
December	Imaginative and	comprehend, and respond to a	written, and multimedia texts	achieve short-term	Incidents, &
(approx. 8 weeks)	Literary	variety of texts that address	that explore identity.	and long-term goals	
		identity.		to improve viewing,	Happenings TRC
Multi-genre	<u>Theme:</u> Mysteries,		CC7.3 Select and use the	listening, reading,	Kit
Thematic	Uncanny Incidents,	CR7.2 Select and use	appropriate strategies to	representing,	
	and Unusual	appropriate strategies to	communicate meaning before,	speaking, and	
	Happenings	construct meaning before,	during, and after	writing strategies.	
		during, and after viewing,	speaking, writing and other		
	Big Ideas:	listening, and reading.	representing activities.	AR7.2 Appraise	
	What are some of			own and others'	
	the unsolved	CR7.3 Use pragmatic, textual,	CC7.4 Use pragmatic, textual,	work for clarity and	
	mysteries and	syntactic,	syntactical,	correctness.	
	unexplained events	semantic/lexical/morphological,	semantic/lexical/morphological,		
	of our world?	graphophonic,	graphophonic, and other cues		
	Why do people find	and other cues to construct	to construct and to communicate		
	mysteries	and confirm meaning when	meaning.		



fascinating? What is there about people that lead them to pursue a mystery? What makes a good mystery story, play, or poem?	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. CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts. CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts. CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts. CR7.8 Read grade 7 appropriate texts to increase fluency and expression.	cc7.5 Create and present a variety of representations including visual and multimedia presentations. cc7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations. cc7.7 Use oral language to effectively express information and ideas of some complexity in formal and informal situations. 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. cc7.9 Experiment with a variety of text forms and techniques.		
	Possible Assessment Evidence:	Possible Assessment Evidence:	Possible Assessment Evidence:	



(approx 7 weeks) Technological variety of texts that address efficacy. Inquiry or Theme: Technological variety of texts that address efficacy. CC7.2 Create and present a that explore efficacy. CC7.2 Create and present a listening, reading, Survive to improve viewing, listening, reading, Saskatchewan						
Inquiry or Interdisciplinary Inquiry or Ecoze/Survive Big Ideas: How do we depend on the environment? What are some problems facing 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? CR7.5 Listen critically to miderate mening the environment? What are some things that you and your peers can do to show your respect and care for the environment? CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts. CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts. CR7.7 Use oral language to efficacy. CR7.2 Create and present a tecacher-guided inquiry project related to a topic, theme, or issue studies in English language arts. CR7.3 Select and use the appropriate strategies to communicate meaning before, dark with appent to the environment? What are some things that you and your peers can do to show your respect and care for the environment? What are some things that you and while respect and care for the environment? CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts. CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts.	January –	Context:	CR7.1 View, listen to, read,	CC7.1 Create various visual, oral,	AR7.1 Set and	Literacy in Action:
Interdisciplinary Theme: Interdisciplinary Theme: Ecozoe/Survive Big Ideas: How do we depend on the environment? What are some problems facing 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 your most? Why should people care about the environment? What your most? Why should people care about the environment? What are some things that you and your perse can do to show your respect and care for the environment? CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts. CR7.6 Read and demonstrate comprehension and interpretation of gradeappropriate texts. CR7.6 Read and demonstrate comprehension and interpretation of gradeappropriate texts. CR7.6 Read and demonstrate comprehension and allarge group situations. CR7.6 CR7.7 Use oral language to effectively express information and large group situations. CR7.7 Use oral language to effectively express information and large group situations.	February	Environmental	comprehend, and respond to a	written, and multimedia texts	achieve short-term	Ecozone
Inquiry or Intene: Interdisciplinary or Big Ideas: Big Ideas: How do we depend on the environment? What are some problems facing 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 out on show your respect and out on show your respect and care for the environment? What are some things that you and your peers can do to show your respect and care for the environment? What are some things that you and your peers can do to show your respect and care for the environment? What are some things that you and your peers can do to show your respect and care for the environment? What are some things that you and your peers can do to show your respect and care for the environment? What are some things that you and your peers can do to show your respect and care for the environment? What are some things that you and your peers can do to show your respect and care for the environment? What are some things that you and and analyze or all interpretation of grade-appropriate texts. CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts. CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts. CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts. CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts.	(approx 7 weeks)	Technological	variety of texts that address	that explore efficacy.	and long-term goals	Survive
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interpretation of grade- appropriate texts. CC7.7 Use oral language to effectively express information				=		
appropriate texts. CC7.7 Use oral language to effectively express information		environment?	_	and large group situations.		
effectively express information						
			appropriate texts.			
CR7.7 Read independently and and ideas of some complexity in						
			CR7.7 Read independently and	and ideas of some complexity in		



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		demonstrate comprehension of	formal and informal situations.		
		a variety of specialized			
		information texts.	CC7.8 Write to describe a person;		
			to narrate an imaginary incident or		
		CR7.8 Read grade 7 appropriate	story; to explain and inform in a		
		texts to increase fluency and	news story; a factual account, and a		
		expression.	business letter; to persuade in a		
		_	letter and in interpretation of a		
			text.		
			CC7.9 Experiment with a variety		
			of text forms and techniques.		
		Possible Assessment Evidence:	Possible Assessment Evidence:	Possible Assessment	
		• conferences	• conversations	Evidence:	
		. 20 . 12 .	• conferences	• conferences	
		1		goal setting	
		comprehension check-in	persuasive letter inquire process	sheet	
		listening activity	 inquiry process 		
		viewing activity		• tracking	
7.1		performance task	607.1.6	progress	
February – March	Context: Personal	CR7.1 View, listen to, read,	CC7.1 Create various visual, oral,	AR7.1 Set and	Hatchet by Gary
(3 weeks)	Philosophical	comprehend, and respond to a	written, and multimedia texts that	achieve short-term	Paulsen - TRC
A .1 ./G	m) o	variety of texts that address	explore identity.	and long-term goals	
Author/Genre	Theme: Courage	identity.		to improve viewing,	
Study	- · · · · · · · · · · · · · · · · · · ·		CC7.3 Select and use the	listening, reading,	
	Big Ideas: When	CR7.2 Select and use	appropriate strategies to	representing,	
	have you needed	appropriate strategies to	communicate meaning before,	speaking, and	
	courage in your	construct meaning before,	during, and after	writing strategies.	
	life?	during, and after viewing,	speaking, writing and other		
	Do you believe that	listening, and reading.	representing activities.	AR7.2 Appraise	
	you have the			own and others'	
	ability to do	CR7.3 Use pragmatic, textual,	CC7.4 Use pragmatic, textual,	work for clarity and	
	anything you want	syntactic,	syntactical,	correctness.	
	to do in life? Do	semantic/lexical/morphological,	semantic/lexical/morphological,		
	you have a vision	graphophonic,	graphophonic, and other cues		
	for your future?	and other cues to construct	to construct and to communicate		
	What can we learn	and confirm meaning when	meaning.		



	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?	viewing, listening, and reading. CR7.6 Read and demonstrate comprehension and interpretation of gradeappropriate texts. CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts. CR7.8 Read grade 7 appropriate texts to increase fluency and expression.	CC7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations. CC7.7 Use oral language to effectively express information and ideas of some complexity in formal and informal situations. 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. CC7.9 Experiment with a variety of text forms and techniques.		
		 Possible Assessment Evidence: conferences exit slip comprehension check-in 	 Possible Assessment Evidence: conversations conferences description of person imaginary incident or story 	Possible Assessment Evidence:	
March – May (approx 8 weeks) Multi-genre Thematic	Context: Social, Cultural, Historical Theme: Voices Through the Ages – Reconstruction the Past	CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address social responsibility. CR7.2 Select and use appropriate strategies to construct meaning before,	CC7.1 Create various visual, oral, written, and multimedia texts that explore social responsibility. CC7.3 Select and use the appropriate strategies to communicate meaning before,	AR7.1 Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.	Literacy in Action: Speak Out Social Studies Curriculum outcomes: IN7.2, IN7.3



Big Ideas: 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?	interpretation of visual and multimedia texts with specific features and complex ideas including the visual components of media. CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts. CR7.6 Read and demonstrate comprehension and interpretation of gradeappropriate texts. CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts. CR7.8 Read grade 7 appropriate	during, and after speaking, writing and other representing activities. CC7.4 Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning. CC7.5 Create and present a variety of representations including visual and multimedia presentations. CC7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations. CC7.7 Use oral language to effectively express information and ideas of some complexity in formal and informal situations. 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.		
	CR7.8 Read grade 7 appropriate texts to increase fluency and expression.	CC7.9 Experiment with a variety of text forms and techniques.		



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		Possible Assessment Evidence:	Possible Assessment Evidence:	Possible Assessment		
		conferences	conversations	Evidence:		
		exit slip	conferences	 conferences 		
		 comprehension check-in 	business letter	 goal setting 		
		listening activity	 representing activity 	sheet		
		viewing activity	 speaking observation 	 tracking 		
		 performance task 		progress		
May – June	<u>Context:</u>	CR7.1 View, listen to, read,	CC7.1 Create various visual, oral,	AR7.1 Set and	Crossroads	DRA
(approx. 6 weeks)	Communicative	comprehend, and respond to a	written, and multimedia texts that	achieve short-term		
		variety of texts that address	explore identity.	and long-term goals	UbD Unit on SRPSD	
Multi-genre	Theme: Lighten Up	identity.		to improve viewing,	website	
Thematic	- On the Funny		CC7.3 Select and use the	listening, reading,		
	Side	CR7.2 Select and use	appropriate strategies to	representing,	Websites	
		appropriate strategies to	communicate meaning before,	speaking, and		
	Big Ideas:	construct meaning before,	during, and after speaking,	writing strategies.		
	Do we sometimes	during, and after viewing,	writing and other representing			
	take life too	listening, and reading.	activities.	AR7.2 Appraise		
	seriously?			own and others'		
	What makes	CR7.3 Use pragmatic, textual,	CC7.4 Use pragmatic, textual,	work for clarity and		
	something funny to	syntactic,	syntactical,	correctness.		
	one person and not	semantic/lexical/morphological,	semantic/lexical/morphological,			
	funny at all to	graphophonic,	graphophonic, and other cues			
	someone else?	and other cues to construct	to construct and to communicate			
	Why do people	and confirm meaning when	meaning.			
	laugh when they	viewing, listening, and reading.				
	have heard a good		CC7.5 Create and present a			
	joke or story of	CR7.4 View and demonstrate	variety of representations			
	misadventure?	comprehension and	including visual and multimedia			
	How do words,	interpretation of visual and	presentations.			
	punch lines,	multimedia texts with				
	visuals,	specific features and complex	CC7.6 Use oral language to			
	movements,	ideas including the visual	interact purposefully and			
	gestures, and facial	components of media.	appropriately with others in			
	expressions create		pairs, small groups,			
	humour?	CR7.5 Listen critically to	and large group situations.			
	Why is humour	understand and analyze oral				
	often a matter of	information and ideas from a	CC7.7 Use oral language to			



individual o	r wide range of texts.	effectively express information		
community	_	and ideas of some complexity in		
preference?	CR7.6 Read and demonstrate	formal and informal situations.		
	comprehension and	CC7.8 Write to describe a person;		
	interpretation of grade-	to narrate an imaginary incident		
	appropriate texts.	or story ; to explain and inform in a		
		news story; a factual account, and a		
	CR7.7 Read independently and	business letter; to persuade in a		
	demonstrate comprehension of	letter and in interpretation of a		
	a variety of specialized	text.		
	information texts.			
		CC7.9 Experiment with a variety		
	CR7.8 Read grade 7 appropriate	of text forms and techniques.		
	texts to increase fluency and			
	expression.			
	Possible Assessment Evidence:	Possible Assessment Evidence:	Possible Assessment	
	conferences	conversations	Evidence:	
	exit slip	 conferences 	• conferences	
	 comprehension check-in 	 imaginary incident or story 	goal setting	
	 listening activity 	 representing activity 	sheet	
	 viewing activity 	 speaking observation 	tracking	
	performance task		progress	

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.