

# **ENGLISH**

## **GRADE 7**

**BOARD APPROVAL DATE: August 2021**

**BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised 2016**

## Unit Overview (Standards Coverage)

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	<p><b>RI.7.1</b> Cite textual evidence</p> <p><b>RI.7.2</b> Determine two or more central ideas</p> <p><b>RI.7.3</b> Analyze interactions in a text</p> <p><b>RI.7.4</b> Determine meaning of unknown words</p> <p><b>RI.7.5</b> Analyze text structure used</p> <p><b>RI.7.6</b> Determine author’s pt. of view or purpose</p> <p><b>RI.7.7</b> Compare/Contrast text to multimedia version</p> <p><b>RI.7.8</b> Evaluate an argument</p> <p><b>RI.7.9</b> Analyze how two or more authors write about the same topic</p> <p><b>W.7.1</b> Write arguments to support claims</p> <p><b>W.7.4</b> Produce clear and coherent writing</p> <p><b>W.7.5</b> Plan, revise, edit, rewrite, publish</p> <p><b>W.7.7</b> Conduct short research project</p> <p><b>W.7.8</b> Gather relevant information from multiple sources</p> <p><b>W.7.9</b> Draw evidence from texts to support analysis</p> <p><b>W.7.10</b> Write routinely</p>	<p>Nonfiction: Memoir/Autobiography/Biography/Narrative Non-fiction</p> <p>Research Simulation Essay</p> <p>Throughout Marking Period</p> <p>Infuse Poetry and Informational Text</p>	<p>Recognize author’s purpose &amp; point of view</p> <p>Identify style (figurative language)</p> <p>Identify voice &amp; tone (diction, connotation)</p> <p>Analyze author’s structure</p> <p>Identify logical story &amp; chronological sequencing</p> <p>Establish main idea</p> <p>Use Context clues to determine word meaning</p> <p>Use textual evidence to make inferences</p> <p>Analyze relationship between individuals, events, and idea</p> <p>Analyze similarities and differences within text and media version</p> <p>Assess claims to see if evidence is relevant and sufficient</p> <p>Establish clear thesis statement</p> <p>Use textual evidence to support claims</p> <p>Use transitional words and phrases</p> <p>Quote, Paraphrase, Summarize</p> <p>Conduct a short research simulation</p>	<p>Three week Genre-Study</p> <p>Three week Writing Workshop</p> <p>Four week skill review and/or reinforcement</p>

<p><b>Unit 2</b></p>	<p><b>RL.7.1</b> Cite textual evidence to support analysis  <b>RL.7.2</b> Determine theme or central idea  <b>RL.7.3</b> Analyze how elements in a story interact  <b>RL.7.4</b> Determine meaning of words &amp; phrases in text  <b>RL.7.6</b> Analyze how author develops point of view  <b>RL.7.7</b> Compare and contrast a written story, drama, or poem to its film version  <b>W.7.3</b> Write narratives using real or imagined experiences, descriptive details, and event sequences.  <b>W.7.4</b> Produce clear and coherent writing  <b>W.7.5</b> Plan, revise, edit, rewrite, publish  <b>W.7.9</b> Draw evidence from texts to support analysis  <b>W.7.10</b> Write routinely</p>	<p>Historical Fiction   Narrative writing   Throughout Marking Period  Infuse Poetry and Informational Text</p>	<p>Use textual evidence to identify literary elements  Use context clues to determine word meaning  Make logical inferences  Develop Plot Chart - how it is shaped and applied to theme  Identify theme and its relationship to the political and social issues of the time period  Analyze Conflict - internal/external  Setting - how it affects text (emphasize historical time period)  Determine Author’s Style  Identify textual evidence that supports Character development  Identify Point of View - 1st, 3rd (limited &amp; omniscient.)  Identify Mood &amp; Tone  Analyze similarities and differences within text and media version  Create objective summary of fictional text  Write a narrative that continues the story or novel read in class  Utilize sensory language  Include well structured event Sequences  Utilize proper Dialogue structure  Provide strong conclusion</p>	<p>Three week Genre-Study   Three week Writing Workshop   Four week skill review and/or reinforcement</p>
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<p><b>Unit 3</b></p>	<p><b>RL.7.1</b> Cite textual evidence  <b>RL.7.2</b> Determine theme or central idea  <b>RL.7.3</b> Analyze how elements shape characters and/or plot  <b>RL.7.4</b> Determine meaning of words/phrases  <b>RL.7.5</b> Analyze how form contributes to meaning  <b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators  <b>RL.7.7</b> Compare/contrast a story to its audio, film, or other medium  <b>RI.7.1</b> Cite textual evidence  <b>RI.7.2</b> Determine two or more central ideas  <b>RI.7.3</b> Analyze interactions in a text  <b>RI.7.4</b> Determine meaning of unknown words  <b>RI.7.5</b> Analyze text structure used  <b>RI.7.6</b> Determine Author’s pov or purpose  <b>RI.7.7</b> Compare/contrast text to audio/video  <b>RI.7.9</b> Analyze/Reflect two or more authors  <b>W.7.2</b> Write informative/explanatory texts to examine and convey ideas and information  <b>W.7.4</b> Produce clear and coherent writing  <b>W.7.5</b> Plan, revise, edit, rewrite</p>	<p>Young Adult Fiction or Drama                       Literary Analysis                       Throughout Marking Period                      Infuse Poetry and Informational Text</p>	<p>Textual Evidence to identify literary elements                      Analyze main idea to determine author’s purpose and point of view                      Use context clues to understand author’s meaning                      Make logical inferences                      Analyze how poem’s or drama’s form further develops it meaning                      Identify Figurative Language and its relationship to author’s style                      Identify Sound Devices to determine influence on text                      Plot Chart (how it is shaped and applied to theme)                      Establish connection between Conflict (internal/external) and character motivation                      Analyze Setting and how it drives the plot                      Identify voice &amp; tone to determine its effect on text                      Analyze character traits to follow character development                      Identify Point of View (1st, 3rd limited &amp; omniscient)and determine its effect on reader                      Analyze the relationship between mood &amp; tone</p>	<p>Three week Genre-Study                       Three week Writing Workshop                       Four week skill review and/or reinforcement</p>
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	<p><b>W.7.6</b> Use technology to publish writing  <b>W.7.10</b> Write routinely</p>		<p>Analyze Sequencing &amp; text structure to determine how sections develop ideas  Identify flashback and foreshadowing and determine its effect on the text  Analyze similarities and differences within text and media version  Write a literary analysis, comparing the text to its audio, film, or other medium.  Establish thesis statement  Use textual evidence to support claim  Use transitions effectively  Quote, paraphrase, &amp; summarize</p>	
<p><b>Unit 4</b></p>	<p><b>RL.7.1</b> Cite textual evidence  <b>RL.7.2</b> Determine theme or central idea  <b>RL.7.3</b> Analyze how elements shape characters and/or plot  <b>RL.7.4</b> Determine meaning of words &amp; phrases in text  <b>RL.7.5</b> Analyze how form or structure contributes to meaning  <b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators  <b>RL.7.7</b> Compare/contrast a story to its audio, film, or other medium</p>	<p>Theme: “Coming of Age”  Project Based  Throughout Marking Period  Infuse Poetry and Informational Text</p>	<p>Textual Evidence to identify literary elements  Use context clues to understand author’s meaning  Make logical inferences  Identify Figurative Language and its relationship to author’s style  Identify Sound Devices to determine influence on text  Plot Chart (how it is shaped and applied to theme)  Establish connection between Conflict (internal/external) and character motivation</p>	<p>Three week Genre-Study  Three week Writing Workshop  Four week skill review and/or reinforcement</p>

	<p><b>RL.7.9</b> Compare and contrast fictional portrayal to historical period</p> <p><b>RL.7.10</b> Read and comprehend literature, including stories, dramas, and poems, in the with scaffolding as needed.</p> <p><b>RI.7.1</b> Cite textual evidence</p> <p><b>RI.7.2</b> determine two or more central ideas</p> <p><b>RI.7.3</b> Analyze interactions in a text</p> <p><b>RI.7.4</b> Determine meaning of unknown words</p> <p><b>RI.7.5</b> Analyze text structure used</p> <p><b>RI.7.6</b> Determine author’s pt. of view or purpose</p> <p><b>RI.7.7</b> Compare/contrast a text to its audio, film, or other medium</p> <p><b>RI.7.8</b> Evaluate an argument</p> <p><b>RI.7.9</b> Analyze how two or more authors write about the same topic</p> <p><b>W.7.1</b> Write arguments to support claims</p> <p><b>W.7.4</b> Produce clear and coherent writing</p> <p><b>W.7.5</b> Plan, revise, edit, rewrite, publish</p> <p><b>W.7.7</b> Conduct short research project</p> <p><b>W.7.8</b> Gather relevant information from multiple sources</p> <p><b>W.7.9</b> Draw evidence from texts to support analysis</p> <p><b>W.7.10</b> Write routinely</p>		<p>Analyze Setting and how it drives the plot</p> <p>Identify voice &amp; tone to determine its effect on text</p> <p>Analyze how an author develops and contrasts the different points of view of different characters</p> <p>Identify Point of View (1st, 3rd limited &amp; omniscient)and determine its effect on reader</p> <p>Analyze how mood &amp; tone affect the development of the message</p> <p>Analyze Sequencing &amp; text structure to determine how sections develop ideas</p> <p>Identify flashback and foreshadowing and determine its effect on the text</p> <p>Complete a project based on skills learned this year (teacher’s choice)</p>	
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**This document outlines in detail the answers to following four questions:**

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 1 ELA/Grade 7		
Content & Practice Standards (write in full)	Career Readiness, Life Literacies & Key Skills:	Critical Knowledge & Skills
<ul style="list-style-type: none"> <li>● RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>● RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>● RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>● RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> <li>● RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> <li>● RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</li> <li>● RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</li> </ul>	<p>By end of Grade 8: Career Awareness and Planning</p> <ul style="list-style-type: none"> <li>● An individual’s strengths, lifestyle goals, choices, and interests affect employment and income.</li> <li>● Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals.</li> <li>● Early planning can provide more options to pay for post-secondary training and employment.</li> <li>● Employee benefits can influence your employment choices.</li> <li>● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.</li> <li>● There are resources to help an individual create a business plan to start or expand a business.</li> <li>●</li> <li>● By end of Grade 8: Creativity and Innovation</li> <li>● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</li> </ul> <p>By end of Grade 8: Critical Thinking and Problem-Solving</p> <ul style="list-style-type: none"> <li>● Multiple solutions exist to solve a problem.</li> <li>● An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</li> <li>● Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.</li> <li>● There are tradeoffs between allowing information to be public and keeping information private and secure.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will close read to identify textual evidence making relevant connections to support their analysis of the text.</li> <li>● Students will use textual evidence to make inferences.</li> <li>● Students will identify central ideas in text.</li> <li>● Students will analyze the development of the central idea through character motivation and the course of events and actions over the course of the text.</li> <li>● Students will create an objective summary of the text.</li> <li>● Students will analyze interactions between characters, plot, and setting by determining how the setting is driving the characters actions and how events unfold. Students will discuss characters’ motivation and how it drives plot.</li> <li>● Students will use context clues to discern the meaning of unknown words.</li> <li>● Students will use context clues to understand figurative language and its meaning in the text.</li> <li>● Students will discuss impact of word choice on text meaning and tone.</li> <li>● Students will analyze structure author uses to organize text, and discuss how major sections contribute to the whole text and development of ideas.</li> <li>● Students will examine author’s point of view or purpose and determine how the author distinguishes his or her viewpoint from others on the same subject.</li> </ul>



<ul style="list-style-type: none"> <li>● RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> <li>● W.7.1. Write arguments to support claims with clear reasons and relevant evidence.       <ul style="list-style-type: none"> <li>● A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>● B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>● C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>● D. Establish and maintain a formal style/academic style, approach, and form.</li> <li>● E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> </li> <li>● W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>● W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</li> </ul>	<ul style="list-style-type: none"> <li>● Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</li> <li>● Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest.</li> <li>● Digital technology and data can be leveraged by communities to address effects of climate change.</li> </ul> <p>By end of Grade 8: Global and Cultural Innovation</p> <ul style="list-style-type: none"> <li>● Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction</li> </ul> <p>By end of Grade 8: Information and Media Literacy</p> <ul style="list-style-type: none"> <li>● Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</li> <li>● Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</li> <li>● The mode of information can convey a message to consumers or an audience.</li> <li>● Sources of information are evaluated for accuracy and relevance when considering the use of information.</li> <li>● There are ethical and unethical uses of information and media.</li> <li>● Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will view alternate mediums of text and compare/contrast the various portrayals of subject.</li> <li>● Students will trace and evaluate arguments for sound evidence and relevancy to claim.</li> <li>● Students will examine and reflect how two or more authors present the same topic with focus on different evidence.</li> <li>● Students will formulate an argument supporting their claims with sound reasons and evidence.</li> <li>● Students will write in a formal style for academic reasons.</li> <li>● Students will develop and organize a voice and style of writing appropriate to the task, purpose, and audience by focusing on details, word choice, and sentence fluency.</li> <li>● Students will peer edit looking for expression of ideas, sentence development, fluency, and share advice in small group setting.</li> <li>● Students will utilize multiple sources (text and electronic) in developing a research investigation by supporting their claims with evidence.</li> <li>● Students will avoid plagiarism and use standard format for citation.</li> <li>● Students will take evidence from text to support analysis, reflection, or research.</li> <li>● Students will write routinely to perfect their craft.</li> </ul>
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<p>approach, focusing on how well purpose and audience have been addressed.</p> <ul style="list-style-type: none"> <li>● W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> <li>● W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>● W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>● A. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</li> <li>● B. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</li> </ul> </li> <li>● W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a</li> </ul>	<ul style="list-style-type: none"> <li>● Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</li> </ul>	
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<p>day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
<b>Unit 1 ELA GRADE 7</b>		
<b>Stage 1 – Desired Results</b>		
<b>UNIT SUMMARY</b>	<b>CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)</b>	
<p><i>The unit purpose is explore reading Nonfiction texts, associated skills, and writing a research simulation essay. After reading memoirs, autobiographies, biographies, and narrative non-fiction text, students will research author’s purpose, main idea, and use of inference using two pieces of informational text. In writing, students will identify and use textual evidence to support their claims, while focusing on creative voice, tone, and style.</i></p>	<p><u>Elements of Literature</u>                      MobyMax  <u>Scope</u> magazines                      Assorted leveled novels                      Commonlit.org                      Readworks.org                      K12reader.com</p>	
<b>UNDERSTANDINGS</b>		
<p>Students will understand the author’s purpose, main idea, and use of inference in two sources of nonfiction text.</p>		
<b>Students will know...</b>	<b>Students will be able to...</b>	
<p><i>What content will be covered that students must master?</i>                      Students will master reading comprehension of nonfiction text on their reading level.</p>	<p><i>What should students be able to accomplish to demonstrate understanding?</i>                      The students will complete a research simulation essay identifying and using textual evidence to support their claim, while focusing on creative voice, tone and style.</p>	
<b>Stage 2 – Assessment Evidence</b>		
<p>Performance Tasks:  <i>What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?</i>  <i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i></p> <p>Students will complete activities that transition literary skills to real world applications. These include but are not limited to peer interviews, webquests, media analysis, book discussions.</p>	<p>Other Evidence (<b>Alternate Assessments</b>):  <i>What other means of assessment will be used throughout this unit?</i>                      Cold read assessments                      Skill tests                      Common formative assessments                      Book talks                      Exit tickets                      Learning Logs</p>	
<b>Stage 3 – Learning Plan</b>		
<p>• <i>Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)</i></p> <p>• <i>Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.</i></p>		

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*

• *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

*What pre-assessments will you use to check students prior knowledge, skill levels, and potential misconceptions?*

*Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?*

*Does the learning plan reflect principles of learning and best practices?*

*Is there tight alignment with Stages 1 and 2?*

*Is the plan likely to be engaging and effective for all students?*

#### **PROGRESS MONITORING**

*How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?*

*What are potential rough spots and student misunderstandings?*

*How will students get the feedback they need?*

*What supports are needed for students to be successful? Re-teach, small group instruction, etc.*

#### **EXPLANATION:**

The work is intended to introduce students to literary nonfiction at grade-level text complexity, with scaffolding as needed. In order to grow as a reader, students need to be challenged beyond their current reading level. Students will be required to show growth in their reading comprehension. Through many sources of assessment (graphic organizers, rubrics, book talks, reader's/writer's notebooks, peer/teacher conferences, questioning, exit tickets, etc.) students will demonstrate grade-level proficiency in reading and writing. Through rigorous and relevant activities, students will gain real world experience in global awareness and environmental literacy.

#### **Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students**

• *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*

• *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*

• *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

#### **Gifted & Talented:**

**Skills groups and practice via small group instruction and/or MobyMax individualized learning path**

- **Word Work**
- **Projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans**

**Tier I:**

- **Word work**
- **Differentiated literacy centers**
- **Small group instruction formed through formative assessment and progress monitoring data**

**Tier II:**

- **Additional Guided Reading and/or teacher supported small group time based on targeted intervention**
- **Skills small group instruction based on formative assessment and progress monitoring data**

**Tier III:**

- **Leveled Literacy Intervention (LLI)**
- **Phonics First**
- **English lab and MobyMax individualized learning path**

**ELL:**

**Supports- Google translate, native language dictionary, etc.**

- **Additional guided reading time based on targeted intervention**
- **Skills groups and practice via small group instruction and/or MobyMax individualized learning path**
- **Phonics First small group instruction**
- **Use of graphic organizers to complete assignments**
- **Use of audible and books on tape**
- **Use of word walls**
- **Alternate assessments that demonstrate non- verbal understanding**
- **Use of visuals and manipulatives**

**504s:**

- **Supports legal document.**
- **Extended time on tests and assignments.**
- **Verbal, visual, and technological aids.**
- **Audio, Visual materials.**

**SPED:**

- **Learning Ally**
- **Additional guided reading time based on targeted intervention**
- **Skills groups and practice via small group instruction and/or MobyMax individualized learning path**

- **Phonics First small group instruction**
- **Use of graphic organizers to complete assignments**
- **Appropriate text**

Unit 2 ELA/Grade 7		
Content & Practice Standards	Career Readiness, Life Literacies & Key Skills:	Critical Knowledge & Skills
<ul style="list-style-type: none"> <li>● RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>● RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li>● RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>● RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</li> <li>● W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>● A. Engage and orient the reader by</li> </ul> </li> </ul>	<p>By end of Grade 8: Career Awareness and Planning</p> <ul style="list-style-type: none"> <li>● An individual's strengths, lifestyle goals, choices, and interests affect employment and income.</li> <li>● Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.</li> <li>● Early planning can provide more options to pay for post-secondary training and employment.</li> <li>● Employee benefits can influence your employment choices.</li> <li>● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.</li> <li>● There are resources to help an individual create a business plan to start or expand a business.</li> <li>●</li> <li>● By end of Grade 8: Creativity and Innovation</li> <li>● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</li> </ul> <p>By end of Grade 8: Critical Thinking and Problem-Solving</p> <ul style="list-style-type: none"> <li>● Multiple solutions exist to solve a problem.</li> <li>● An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</li> <li>● Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.</li> <li>● There are tradeoffs between allowing information to be public and keeping information private and secure.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will close read to identify textual evidence making relevant connections to support their analysis of the text.</li> <li>● Students will use textual evidence to make inferences.</li> <li>● Students will identify theme in text.</li> <li>● Students will analyze the development of the theme through character motivation and the course of events and actions over the course of the text.</li> <li>● Students will create an objective summary of the text.</li> <li>● Students will analyze interactions between characters, plot, and setting by determining how the setting is driving the characters actions and how events unfold. Students will discuss characters' motivation and how it drives plot.</li> <li>● Students will use context clues to discern the meaning of unknown words.</li> <li>● Students will use context clues to understand figurative language and its meaning in the text.</li> <li>● Students will discuss impact of word choice on text meaning and tone by analyzing the impact of rhyme or repetition of words sounds on specific verse of poem or section of a story/drama.</li> <li>● Students will examine how the author develops different character point of view through setting, character actions, word choice.</li> <li>● Students will view alternate mediums of text and compare/contrast the effects of the techniques used.</li> </ul>

<p>establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <ul style="list-style-type: none"> <li>● B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>● D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>● E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul> <ul style="list-style-type: none"> <li>● W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>● W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li> <li>● W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<ul style="list-style-type: none"> <li>● Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</li> <li>● Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest.</li> <li>● Digital technology and data can be leveraged by communities to address effects of climate change.</li> </ul> <p>By end of Grade 8: Global and Cultural Innovation</p> <ul style="list-style-type: none"> <li>● Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction</li> </ul> <p>By end of Grade 8: Information and Media Literacy</p> <ul style="list-style-type: none"> <li>● Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</li> <li>● Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</li> <li>● The mode of information can convey a message to consumers or an audience.</li> <li>● Sources of information are evaluated for accuracy and relevance when considering the use of information.</li> <li>● There are ethical and unethical uses of information and media.</li> <li>● Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will continue a narrative story using the author’s established style, setting, and characters while maintaining the integrity of the story.</li> <li>● Students will continue the narrative techniques such as dialog, pacing, and descriptive details.</li> <li>● Students will develop characters through the use of characterization, plot, and setting.</li> <li>● Students will write in a formal style for academic reasons.</li> <li>● Students will develop and organize a voice and style of writing appropriate to the task, purpose, and audience by focusing on details, word choice, and sentence fluency.</li> <li>● Students will peer edit looking for expression of ideas, sentence development, fluency, and share advice in small group setting.</li> <li>● Students will take evidence from text to support the continuation of the storyline.</li> <li>● Students will write routinely to perfect their craft.</li> </ul>
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<ul style="list-style-type: none"> <li>• A. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</li> <li>• B. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</li> <li>• W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</li> <li>•</li> <li>•</li> </ul>	
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**Unit 2 ELA/Grade 7**

**Stage 1 – Desired Results**

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>The unit purpose is to use knowledge of historical time period while reading Historical Fiction texts, determine theme and central idea, then write a narrative essay. After reading Historical Fiction, students will create an objective summary, then continue the story through a narrative essay. In writing, students will continue the established author’s style, setting, and characters with the purpose of maintaining the integrity of the story.</i></p>	<p><u>Elements of Literature</u>                      MobyMax                      Scope magazines                      Assorted leveled novels                      Commonlit.org                      Readworks.org                      K12reader.com</p>

**UNDERSTANDINGS**

Students will understand the relationships between theme, central idea, author’s style, setting, and characters in two sources of historical fiction text.

Students will know...	Students will be able to...
<p><i>What content will be covered that students must master?</i></p>	<p><i>What should students be able to accomplish to demonstrate understanding?</i></p>

Students will master reading comprehension of historical fiction text on their reading level.	The students will complete a narrative essay continuing the established author’s style, setting, and characters with the purpose of maintaining the integrity of the story.
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**Stage 2 – Assessment Evidence**

<p>Performance Tasks:  <i>What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?</i></p> <p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i></p> <p>Students will complete activities that transition literary skills to real world application. These include but are not limited to peer interviews, webquests, media analysis, book discussions.</p>	<p>Other Evidence (<b>Alternate Assessments</b>):  <i>What other means of assessment will be used throughout this unit?</i></p> <p>Cold read assessments  Skill tests  Common formative assessments  Book talks  Exit tickets  Learning Logs</p>
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**Stage 3 – Learning Plan**

- *Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*
- *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*
- *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*
- *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

*What pre-assessments will you use to check student’s prior knowledge, skill levels, and potential misconceptions?*  
*Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?*  
*Does the learning plan reflect principles of learning and best practices?*  
*Is there tight alignment with Stages 1 and 2?*  
*Is the plan likely to be engaging and effective for all students?*

**PROGRESS MONITORING**  
*How will you monitor students’ progress toward acquisition, meaning-making, and transfer, during lesson events?*  
*What are potential rough spots and student misunderstandings?*  
*How will students get the feedback they need?*  
*What supports are needed for students to be successful? Re-teach, small group instruction, etc.*

**EXPLANATION:**

The work is intended to introduce students to literary Historical Fiction at grade-level text complexity, with scaffolding as needed. In order to grow as a reader, students need to be challenged beyond their current reading level. Students will be required to show growth in their reading comprehension. Through many sources of assessment (graphic organizers, rubrics, book talks, reader's/writer's notebooks, peer/teacher conferences, questioning, exit tickets, etc.) students will demonstrate grade-level proficiency in reading and writing. Through rigorous and relevant activities, students will gain real world experience in historical literacy in order to apply it to present situations.

**Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students**

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

**Gifted & Talented:**

**Skills groups and practice via small group instruction and/or MobyMax individualized learning path**

- **Word Work**
- **Projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans**

**Tier I:**

- **Word work**
- **Differentiated literacy centers**
- **Small group instruction formed through formative assessment and progress monitoring data**

**Tier II:**

**Additional Guided Reading and/or teacher supported small group time based on targeted intervention**

- **Skills small group instruction based on formative assessment and progress monitoring data**

**Tier III:**

- **Leveled Literacy Intervention (LLI)- (MS only)**
- **Phonics First**
- **English lab and MobyMax individualized learning path**

**ELL:**

- L1 supports- Google translate, native language dictionary, etc.
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of audible and books on tape
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

**504s:**

- Supports legal document.
- Extended time on tests and assignments.
- Verbal, visual, and technological aids.
- Audio, Visual materials.

**SPED:**

- Learning Ally
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Appropriate text

Unit 3 ELA/Grade 7		
Content & Practice Standards	Career Readiness, Life Literacies & Key Skills:	Critical Knowledge & Skills
<ul style="list-style-type: none"> <li>● RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>● RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li>● RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li> <li>● RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>● RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</li> <li>● RL.7.1. Cite several pieces of textual evidence and make relevant connections to support</li> </ul>	<p>By end of Grade 8: Career Awareness and Planning</p> <ul style="list-style-type: none"> <li>● An individual's strengths, lifestyle goals, choices, and interests affect employment and income.</li> <li>● Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.</li> <li>● Early planning can provide more options to pay for post-secondary training and employment.</li> <li>● Employee benefits can influence your employment choices.</li> <li>● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.</li> <li>● There are resources to help an individual create a business plan to start or expand a business.</li> <li>●</li> <li>● By end of Grade 8: Creativity and Innovation</li> <li>● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</li> </ul> <p>By end of Grade 8: Critical Thinking and Problem-Solving</p> <ul style="list-style-type: none"> <li>● Multiple solutions exist to solve a problem.</li> <li>● An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</li> <li>● Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.</li> <li>● There are tradeoffs between allowing information to be public and keeping information private and secure.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will close read to identify textual evidence making relevant connections to support their analysis of the text.</li> <li>● Students will use textual evidence to make inferences.</li> <li>● Students will identify theme in text.</li> <li>● Students will analyze the development of the theme through character motivation and the course of events and actions over the course of the text.</li> <li>● Students will create an objective summary of the text.</li> <li>● Students will analyze interactions between characters, plot, and setting by determining how the setting is driving the characters actions and how events unfold. Students will discuss characters' motivation and how it drives plot.</li> <li>● Students will use context clues to discern the meaning of unknown words.</li> <li>● Students will use context clues to understand figurative language and its meaning in the text.</li> <li>● Students will discuss impact of word choice on text meaning and tone by analyzing the impact of rhyme or repetition of words sounds on specific verse of poem or section of a story/drama.</li> <li>● Students will determine the meaning of a poem or drama by analyzing its form or structure.</li> <li>● Students will examine how the author develops different character point of view through setting, character actions, word choice.</li> </ul>

<p>analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>● RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>● RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>● RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>● RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> <li>● RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> <li>● RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</li> <li>● RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing</li> </ul>	<ul style="list-style-type: none"> <li>● Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</li> <li>● Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest.</li> <li>● Digital technology and data can be leveraged by communities to address effects of climate change.</li> </ul> <p>By end of Grade 8: Global and Cultural Innovation</p> <ul style="list-style-type: none"> <li>● Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction</li> </ul> <p>By end of Grade 8: Information and Media Literacy</p> <ul style="list-style-type: none"> <li>● Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</li> <li>● Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</li> <li>● The mode of information can convey a message to consumers or an audience.</li> <li>● Sources of information are evaluated for accuracy and relevance when considering the use of information.</li> <li>● There are ethical and unethical uses of information and media.</li> <li>● Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will view alternate mediums of text and compare/contrast the effects of the techniques used.</li> <li>● Students will analyze the development of the two or more central idea through character motivation and the course of events and actions over the course of the text.</li> <li>● Students will create an objective summary of the text.</li> <li>● Students will analyze interactions between characters, plot, and setting by determining how the setting is driving the characters actions and how events unfold. Students will discuss characters’ motivation and how it drives plot.</li> <li>● Students will discuss impact of word choice on text meaning and tone.</li> <li>● Students will analyze structure author uses to organize text, and discuss how major sections contribute to the whole text and development of ideas.</li> <li>● Students will examine author’s point of view or purpose and determine how the author distinguishes his or her viewpoint from others on the same subject.</li> <li>● Students will view alternate mediums of text and compare/contrast the various portrayals of subject.</li> <li>● Students will trace and evaluate arguments for sound evidence and relevancy to claim.</li> <li>● Students will examine and reflect how two or more authors present the same topic with focus on different evidence.</li> <li>● Students will demonstrate their understanding of the elements of literature by writing a literary</li> </ul>
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<p>different interpretations of facts.</p> <ul style="list-style-type: none"> <li>● W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>● A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>● B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style academic style, approach, and form.</li> <li>● F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> </li> <li>● W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>● W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</li> <li>●</li> <li>●</li> </ul>	<p>analysis. They will identify similarities and differences in how two authors develop themes in each text.</p> <ul style="list-style-type: none"> <li>● Students will write in a formal style for academic reasons.</li> <li>● Students will develop and organize a voice and style of writing appropriate to the task, purpose, and audience by focusing on details, word choice, and sentence fluency.</li> <li>● Students will peer edit looking for expression of ideas, sentence development, fluency, and share advice in small group setting.</li> <li>● Students will use technology to draft, revise, edit, and publish writing.</li> <li>● Students will utilize multiple sources (text and electronic) in developing a research investigation by supporting their claims with evidence.</li> <li>● Students will avoid plagiarism and use standard format for citation.</li> <li>● Students will take evidence from text to support analysis, reflection, or research.</li> <li>● Students will write routinely to perfect their craft.</li> </ul>
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<p>and audience have been addressed.</p> <ul style="list-style-type: none"> <li>● W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> <li>● W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>		
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**Unit 3 ELA GRADE 7**

**Stage 1 – Desired Results**

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>The unit's purpose is to study Young Adult Fiction or Drama, and create a literary analysis essay. While reading YA or Drama, students will identify textual evidence in preparation for literary analysis. They will utilize a thesis sandwich, key model, and other graphic organizers. Students will analyze the text form, sound devices, figurative language, voice, and tone, as well as flashback and foreshadowing to determine the author's purpose and meaning. The student will write a literary analysis essay identifying a theme from each text and analyzing how each theme is developed.</i></p>	<p><u>Elements of Literature</u>                      MobyMax                      Scope magazines                      Assorted leveled novels                      Commonlit.org                      Readworks.org                      K12reader.com</p>

**UNDERSTANDINGS**

Students will understand the elements of Young Adult Literature or Drama, and how themes can cross multiple texts, then create a literary analysis of their findings.

Students will know...	Students will be able to...
<p>Students will master reading comprehension of Young Adult fiction or Drama on their reading level.</p>	<p><i>What should students be able to accomplish to demonstrate understanding?</i>                      Students will complete a literary analysis of two pieces of fictional text.</p>

**Stage 2 – Assessment Evidence**

<p>Performance Tasks:</p>	<p>Other Evidence (<b>Alternate Assessments</b>):  <i>What other means of assessment will be used throughout this unit?</i>                      Cold read assessments                      Skill tests</p>
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<p><i>What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?</i></p> <p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i></p> <p>Students will complete activities that transition literary skills to real world application. These include but are not limited to peer interviews, webquests, media analysis, book discussions.</p>	<p>Common formative assessments Book talks Exit tickets Learning Logs</p>
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**Stage 3 – Learning Plan**

- *Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*
- *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*
- *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*
- *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

*What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?  
Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?  
Does the learning plan reflect principles of learning and best practices?  
Is there tight alignment with Stages 1 and 2?  
Is the plan likely to be engaging and effective for all students?*

**PROGRESS MONITORING**

*How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?  
What are potential rough spots and student misunderstandings?  
How will students get the feedback they need?  
What supports are needed for students to be successful? Re-teach, small group instruction, etc.*

**EXPLANATION:**

The work is intended to introduce students to literary Young Adult fiction and/or Drama at grade-level text complexity, with scaffolding as needed. In order to grow as a reader, students need to be challenged beyond their current reading level. Students will be required to show growth in their reading comprehension. Through many sources of assessment (graphic organizers, rubrics, book talks, reader's/writer's notebooks, peer/teacher conferences, questioning, exit tickets, etc.) students will demonstrate grade-level proficiency in reading and writing. Through rigorous and relevant activities, students will gain real world experience in global awareness and environmental literacy.

<b>Planned Differentiation &amp; Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift &amp; Talented Students</b>
<ul style="list-style-type: none"> <li>• <i>Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.</i></li> <li>• <i>Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.</i></li> <li>• <i>Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.</i></li> </ul>
<b>Gifted &amp; Talented:</b> <ul style="list-style-type: none"> <li>• <b>Skills groups and practice via small group instruction and/or MobyMax individualized learning path</b></li> <li>• <b>Word Work</b></li> <li>• <b>Projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans</b></li> </ul>
<b>Tier I:</b> <ul style="list-style-type: none"> <li>• <b>Word work</b></li> <li>• <b>Differentiated literacy centers</b></li> <li>• <b>Small group instruction formed through formative assessment and progress monitoring data</b></li> </ul>
<b>Tier II:</b> <ul style="list-style-type: none"> <li>• <b>Additional Guided Reading and/or teacher supported small group time based on targeted intervention</b></li> <li>• <b>Skills small group instruction based on formative assessment and progress monitoring data</b></li> </ul>
<b>Tier III:</b> <ul style="list-style-type: none"> <li>• <b>Leveled Literacy Intervention (LLI)- (MS only)</b></li> <li>• <b>Phonics First</b></li> <li>• <b>English lab and MobyMax individualized learning path</b></li> <li>• <b>Maximum small group literacy instruction based on formative assessment and progress monitoring data</b></li> </ul>
<b>ELL:</b> <ul style="list-style-type: none"> <li>• <b>L1 supports- Google translate, native language dictionary, etc.</b></li> <li>• <b>Additional guided reading time based on targeted intervention</b></li> <li>• <b>Skills groups and practice via small group instruction and/or MobyMax individualized learning path</b></li> </ul>

- **Phonics First small group instruction**
- **Use of graphic organizers to complete assignments**
- **Use of audible and books on tape**
- **Use of word walls**
- **Alternate assessments that demonstrate non- verbal understanding**
- **Use of visuals and manipulatives**

**504s:**

- **Supports legal document.**
- **Extended time on tests and assignments.**
- **Verbal, visual, and technological aids.**
- **Audio, Visual materials.**

**SPED:**

- **Learning Ally**
  - **Additional guided reading time based on targeted intervention**
  - **Skills groups and practice via small group instruction and/or MobyMax individualized learning path**
  - **Phonics First small group instruction**
  - **Use of graphic organizers to complete assignments**
  - **Appropriate text**

Unit 4 ELA Grade 7		
Content & Practice Standards	Career Readiness, Life Literacies & Key Skills:	Critical Knowledge & Skills
<ul style="list-style-type: none"> <li>● RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>● RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li>● RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>● RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</li> <li>● RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same</li> </ul>	<p>By end of Grade 8: Career Awareness and Planning</p> <ul style="list-style-type: none"> <li>● An individual's strengths, lifestyle goals, choices, and interests affect employment and income.</li> <li>● Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.</li> <li>● Early planning can provide more options to pay for post-secondary training and employment.</li> <li>● Employee benefits can influence your employment choices.</li> <li>● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.</li> <li>● There are resources to help an individual create a business plan to start or expand a business.</li> <li>●</li> <li>● By end of Grade 8: Creativity and Innovation</li> <li>● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</li> </ul> <p>By end of Grade 8: Critical Thinking and Problem-Solving</p> <ul style="list-style-type: none"> <li>● Multiple solutions exist to solve a problem.</li> <li>● An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</li> <li>● Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.</li> <li>● There are tradeoffs between allowing information to be public and keeping information private and secure.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will close read to identify textual evidence making relevant connections to support their analysis of the text.</li> <li>● Students will use textual evidence to make inferences.</li> <li>● Students will identify theme in text.</li> <li>● Students will analyze the development of the theme through character motivation and the course of events and actions over the course of the text.</li> <li>● Students will create an objective summary of the text.</li> <li>● Students will analyze interactions between characters, plot, and setting by determining how the setting is driving the characters actions and how events unfold. Students will discuss characters' motivation and how it drives plot.</li> <li>● Students will use context clues to discern the meaning of unknown words.</li> <li>● Students will use context clues to understand figurative language and its meaning in the text.</li> <li>● Students will discuss impact of word choice on text meaning and tone by analyzing the impact of rhyme or repetition of words sounds on specific verse of poem or section of a story/drama.</li> <li>● Students will examine how the author develops different character point of view through setting, character actions, word choice.</li> <li>● Students will view alternate mediums of text and compare/contrast the effects of the techniques used.</li> </ul>

<p>period as a means of understanding how authors of fiction use or alter history.</p> <ul style="list-style-type: none"> <li>● RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</li> <li>● RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>● RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>● RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>● RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> <li>● RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> <li>● RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</li> </ul>	<ul style="list-style-type: none"> <li>● Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</li> <li>● Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest.</li> <li>● Digital technology and data can be leveraged by communities to address effects of climate change.</li> </ul> <p>By end of Grade 8: Global and Cultural Innovation</p> <ul style="list-style-type: none"> <li>● Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction</li> </ul> <p>By end of Grade 8: Information and Media Literacy</p> <ul style="list-style-type: none"> <li>● Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</li> <li>● Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</li> <li>● The mode of information can convey a message to consumers or an audience.</li> <li>● Sources of information are evaluated for accuracy and relevance when considering the use of information.</li> <li>● There are ethical and unethical uses of information and media.</li> <li>● Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will analyze and reflect on a fictional character’s portrayal to a historical period, by applying their knowledge of the time period and historical events.</li> <li>● By the end of the year, students will have a solid understanding of fictional text, poetry, and dramas, at grade level text-complexity.</li> <li>● Students will create an objective summary of the text.</li> <li>● Students will analyze interactions between characters, plot, and setting by determining how the setting is driving the characters actions and how events unfold. Students will discuss characters’ motivation and how it drives plot.</li> <li>● Students will discuss impact of word choice on text meaning and tone.</li> <li>● Students will analyze structure author uses to organize text, and discuss how major sections contribute to the whole text and development of ideas.</li> <li>● Students will examine author’s point of view or purpose and determine how the author distinguishes his or her viewpoint from others on the same subject.</li> <li>● Students will view alternate mediums of text and compare/contrast the various portrayals of subject.</li> <li>● Students will trace and evaluate arguments for sound evidence and relevancy to claim.</li> <li>● Students will examine and reflect how two or more authors present the same topic with focus on different evidence.</li> </ul>
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<ul style="list-style-type: none"> <li>● RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</li> <li>● RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> <li>● W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>● B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>● C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>● D. Establish and maintain a formal style/academic style, approach, and form.</li> <li>● E. Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>● W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>● W.7.5. With some guidance and support from</li> </ul>	<ul style="list-style-type: none"> <li>● Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</li> <li>●</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Students will demonstrate their understanding of the elements of literature by researching a topic of teacher’s choice.</li> <li>● Students will write in a formal style for academic reasons.</li> <li>● Students will develop and organize a voice and style of writing appropriate to the task, purpose, and audience by focusing on details, word choice, and sentence fluency.</li> <li>● Students will peer edit looking for expression of ideas, sentence development, fluency, and share advice in small group setting.</li> <li>● Students will use technology to draft, revise, edit, and publish writing.</li> <li>● Students will utilize multiple sources (text and electronic) in developing a research investigation by supporting their claims with evidence.</li> <li>● Students will avoid plagiarism and use standard format for citation.</li> <li>● Students will take evidence from text to support analysis, reflection, or research.</li> <li>● Students will write routinely to perfect their craft.</li> </ul>
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peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - A. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
  - B. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
- W.7.10. Write routinely over extended time

frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
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**Unit 4 ELA GRADE/COURSE**

**Stage 1 – Desired Results**

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>The unit purpose is to read and study Coming of Age fiction, and create a research project making connections between themes present in different texts and media. Students will research and analyze figurative language and its relationship to the author’s style. They will establish connections between conflict and character motivation, and how the author develops and contrasts different points of view through mood and tone. Students will then complete a project (teacher’s choice) based on skills learned throughout the year.</i></p>	<p><u>Elements of Literature</u>                      MobyMax                      Scope magazines                      Assorted leveled novels                      Commonlit.org                      Readworks.org                      K12reader.com</p>

**UNDERSTANDINGS**

Students will understand and relate to a character’s growth through his or her experiences in Coming of Age fiction.

Students will know...	Students will be able to...
<p><i>What content will be covered that students must master?</i>                      Students will master reading comprehension of Coming of Age fiction on their reading level.</p>	<p><i>What should students be able to accomplish to demonstrate understanding?</i>                      Students will complete a research project of teacher’s choice.</p>

**Stage 2 – Assessment Evidence**

Performance Tasks:	Other Evidence (Alternate Assessments):
<p><i>What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?</i></p> <p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i></p> <p>Students will complete activities that transition literary skills to real world application. These include but are not limited to peer interviews, webquests, media analysis, book discussions.</p>	<p><i>What other means of assessment will be used throughout this unit?</i></p> <p>Cold read assessments                      Skill tests                      Common formative assessments                      Book talks                      Exit tickets                      Learning Logs</p>

**Stage 3 – Learning Plan**



- *Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*
- *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*
- *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*
- *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

***What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?  
Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?  
Does the learning plan reflect principles of learning and best practices?  
Is there tight alignment with Stages 1 and 2?  
Is the plan likely to be engaging and effective for all students?***

**PROGRESS MONITORING**

***How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?  
What are potential rough spots and student misunderstandings?  
How will students get the feedback they need?  
What supports are needed for students to be successful? Re-teach, small group instruction, etc.***

**EXPLANATION:**

The work is intended to introduce students to literary Coming of Age fiction at grade-level text complexity, with scaffolding as needed. In order to grow as a reader, students need to be challenged beyond their current reading level. Students will be required to show growth in their reading comprehension. Through many sources of assessment (graphic organizers, rubrics, book talks, reader's/writer's notebooks, peer/teacher conferences, questioning, exit tickets, etc.) students will demonstrate grade-level proficiency in reading and writing. Through rigorous and relevant activities, students will gain real world experience in global awareness and environmental literacy.

**Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students**

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

**Gifted & Talented:**

- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Word Work
- Projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

**Tier I:**

- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

**Tier II:**

- Additional Guided Reading and/or teacher supported small group time based on targeted intervention
- Skills small group instruction based on formative assessment and progress monitoring data

**Tier III:**

- Additional Guided Reading and/or teacher supported small group time based on targeted intervention
- Skills small group instruction based on formative assessment and progress monitoring data

**ELL:**

- L1 supports- Google translate, native language dictionary, etc.
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of audible and books on tape
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

**504s:**

- Supports legal document.
- Extended time on tests and assignments.
- Verbal, visual, and technological aids.
- Audio, Visual materials.

**SPED:**

- **Learning Ally**
- **Additional guided reading time based on targeted intervention**
- **Skills groups and practice via small group instruction and/or MobyMax individualized learning path**
- **Phonics First small group instruction**
- **Use of graphic organizers to complete assignments**
- **Appropriate text**