



Grade Level: 7

Subject: Language Arts

Updated 8/2022

Unit: 6+1 Writing and 6 Word Memoir

Standards:

7.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

7.W.4: Apply the writing process to –

- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
- Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.

Lesson	Objective	Vocabulary	Materials/Activities
Ideas	Students understand the trait of “ideas” and complete focus writing activities.	<ul style="list-style-type: none"> • ideas • Writing Traits • memoir 	<ul style="list-style-type: none"> • 6+1 PowerPoint • Notes • Watch 6 Word Memoir Ted Talk • Begin 6 Word Memoir to convey a specific idea about themselves
Organization	Students understand the importance of organization in writing.	<ul style="list-style-type: none"> • organization 	<ul style="list-style-type: none"> • 6+1 PowerPoint • Notes • Students organize their writing.
Word Choice	<p>Students consider the effects of proper word choice when writing.</p> <p>Students identify a word’s connotation and denotation.</p>	<ul style="list-style-type: none"> • word choice • connotation • denotation 	<ul style="list-style-type: none"> • 6+1 PowerPoint • Notes • RIP Word Activity • “Friends” clip • Dead Words



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			<ul style="list-style-type: none"> • “Stegothesaurus” Word choice • Review memoir to revise word choices
Voice	Students identify the author’s voice in pieces of writing.	<ul style="list-style-type: none"> • voice • tone 	<ul style="list-style-type: none"> • “Umbrella” music clips • Read “The Rough Faced Girl” – Canvas discussion of tone
Sentence Fluency and Conventions	<p>Students create writing that flows by using transitional sentences and words.</p> <p>Students avoid grammar, usage, and mechanics errors when writing.</p>	<ul style="list-style-type: none"> • Sentence fluency • conventions • transitions 	<ul style="list-style-type: none"> • 6+1 PowerPoint • Notes • Snowball writing—start a story, throw the paper, grab a new paper and continue to story, and repeat
Email with 6+1	Writers compose an email to their teacher using the 6+traits.		<ul style="list-style-type: none"> • Email Template
Editing and Publishing	Students edit memoir writing, focusing on the 6+1 Writing Traits; students will evaluate their own writing using the 6+1 memoir.		<ul style="list-style-type: none"> • 6 Word Memoir PPT and clip • 6+1 Notes and rubric • Students complete and publish a final draft



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Unit: Research and Credibility

Standards:

7.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

- Formulate a research question
- Gather relevant information from multiple sources, using search terms effectively, and annotate sources
- Assess the credibility and accuracy of each source
- Quote or paraphrase the information and conclusion of others
- Avoid plagiarism and follow a standard format for citation
- Present information, choosing from a variety of formats

7.SL.4.1 Students will present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson	Objective	Vocabulary	Materials/Activities
Plagiarism (Estimated 3 periods)	<p>Researchers will understand what plagiarism is.</p> <p>Students will learn MLA format citations</p>	•	<ul style="list-style-type: none"> • Plagiarism and Citation ppt • Touching Spirit Bear novel, “Hunting a Killer” article, and zoo website for practice citations • MLA citation handout • “The Punishable Perils of Plagiarism” Ted Talk • Citation practice worksheet • Plagiarism escape room
Credibility	Students will identify what attributes make a source credible and why.	•	<ul style="list-style-type: none"> • Online Safety and Credibility ppt • YouTube Safety video • Wikipedia clip • Alien websites for practice
Search Terms	Students will learn how to use effective search terms	•	<ul style="list-style-type: none"> • Bing Search Term video • Google Search Activity: Google Like a Boss
Research Practice	Students will formulate a research question, use effective search terms, assess the credibility of a source, and create an MLA citation	•	<ul style="list-style-type: none"> • TSB topics • Fact Sheet Handout • MLA citation handout



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	for a <i>Touching Spirit Bear</i> research topic.		
Present Findings	Students will present their research findings to the class in a Jigsaw Presentation.	•	•



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Unit: Touching Spirit Bear and Informative Writing

Standards:

- 7.RL.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
- 7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.
- 7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., *how setting shapes the characters or plot*).
- 7.RL.3.1: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.
- 7.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.
- 7.RV.3.3: Interpret figures of speech.
- 7.RL.3.2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.
- 7.RV.3.1: Analyze the impact of rhymes and other repetitions of sounds (e.g., *alliteration*) within a story, poem, or play.
- 7.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
 - Formulate a research question.
 - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
 - Assess the credibility and accuracy of each source.
 - Quote or paraphrase the information and conclusions of others.
 - Avoid plagiarism and follow a standard format for citation.
 - Present information, choosing from a variety of formats.
- 7.W.3.1: Write arguments in a variety of forms that –
 - Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 7.RN.2.2: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.
- 7.W.3.2: Write informative compositions on a variety of topics that –
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
 - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Choose language and content- specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - Establish and maintain a style appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.

Lesson	Objective	Vocabulary	Materials/Activities
Lesson 1	Readers construct responses using textual evidence to support analysis (Yes MA'AM).		<u>Touching Spirit Bear</u> by Ben Mikaelson Classroom study guide packet Classroom PP Credibility and Internet Safety clips
Lesson 2	Readers create chapter titles that capture the central idea.		Research facts sheet SCOPE "Hunting A Killer"



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Lesson 3	Readers define and identify flashback and foreshadowing and analyze how they contribute to the plot.		<p>Writer's Workshop notes Figures of Speech Notes and Scavenger Hunt + "I am Every Good Thing" Characterization chart + small group lesson Interaction of Literary Elements chart + small group lesson Informative Writing Ppt Survival Backpack group packets + Survival News article Microsoft Sway</p>
Lesson 4	Readers outline key events in the novel's plot.		
Lesson 5	Readers define and determine the meaning of symbolism in the text.		
Lesson 6	Readers interpret literary figures of speech e.g. similes, metaphors, and idioms		
Lesson 7	Readers analyze how an author develops and contrasts the points of view of different characters.		
Lesson 8	Readers analyze and interpret figurative language, mood, main idea, and theme of poetry.		
Lesson 9	Students analyze the impact of setting, conflict, and plot on character development.		
Lesson 10: Writing	Writers assess the credibility of an online source, research five facts, and avoid plagiarism by writing a citation.		
Lesson 11: Writing	Writers outline an informative essay using evidence gathered from a nonfiction source.		
Lesson 12: Writing	Writers introduce a topic clearly, previewing what is to follow.		
Lesson 13: Writing	Writers provide evidence to support their thesis and cite their sources to avoid plagiarism.		



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Lesson 14: Writing	Writers provide a strong concluding section that follows and supports information presented in their essay.		
Lesson 15: Writing	Writers will edit and revise their writing before publishing.		



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Unit: Mystery and Narrative Writing

Standards:

- 7.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.
- 7.RL.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
- 7.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.
- 7.RL.2.3 Analyze the interaction of elements in a work of literature (e.g., *how setting shapes the characters or plot*).
- 7.RL.3.1 Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.
- 7.RL.3.2 Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.
- 7.RL.4.1 Compare and contrast a written story, play 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*).
- 7.RV.3.1 Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., *alliteration*) within a story, poem, or play.
- 7.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
- 7.W.3.3 Write narrative compositions in a variety of forms that –
 - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
 - Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide an ending that follows from and reflects on the narrated experiences or events.
- 7.W.4 Apply the writing process to –
 - Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
 - Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.

Lesson	Objective	Vocabulary	Materials/Activities
Lesson 1 (Estimated 1.5 periods)	Readers examine elements specific to a genre of a literature.		<ul style="list-style-type: none"> • Mystery PPT • Mystery vocabulary
Lesson 2 (Estimated 3.5 periods)	Readers identify and explain elements of the plot in a mystery such as the setting, characters, and conflict.		<ul style="list-style-type: none"> • Mystery PPT • Mysteries of Vernacular video • “The Tenth Claw”/Will writing assignment • “Silver Blaze”/Newspaper writing assignment • “Blue Carbuncle” e-book



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	Readers recognize and understand vocabulary terms related to the mystery genre.		
Lesson 3 (Estimated 2.5 periods)	Compare and contrast character analysis. Students will compare how characters are developed in different texts. Students will write an essay comparing and contrasting two characters.		<ul style="list-style-type: none"> • “Blue Carbuncle” e-book
Lesson 4 (Estimated 1 period)	Readers study the poetry genre, focusing on plot and comparing the film version to the text.		<ul style="list-style-type: none"> • “The Highwayman” • Plot Chart • “The Highwayman” clip
Lesson 5 (Estimated 9 periods)	Readers will learn how to read a play format, using punctuation as a guide. Students will analyze characters and conflict.		<ul style="list-style-type: none"> • Reading Punctuation chart • Mystery PPT
Lesson 6 (Estimated 9 periods)	Readers identify elements in a story (mood, setting, conflict) and analyze how those elements interact.		<ul style="list-style-type: none"> • Reading Punctuation chart • Mystery PPT



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<p>Lesson 7 (Estimated 3 periods)</p>	<p>Readers choose, read, and analyze novels in specific genres. Readers/Writers display their understanding of a piece of literature by creating a response that includes analysis, and their personal response to the piece.</p>		<ul style="list-style-type: none"> • Independent Mystery Novel • Case report
<p>Lesson 8 (Estimated 1 period)</p>	<p>Writers prewrite. Writers identify and use elements specific to a genre of writing.</p>		<ul style="list-style-type: none"> • “The Necklace” + Close Read • Writer’s Workshop ppt.
<p>Lesson 9 (Estimated 1 period)</p>	<p>Writer’s brainstorm sensory descriptions for the characters and setting.</p>		<ul style="list-style-type: none"> • “The Necklace” + Close Read • Writer’s Workshop ppt.
<p>Lesson 10 (Estimated 1 period)</p>	<p>Writers correctly use dialogue in a narrative piece of writing.</p>		<ul style="list-style-type: none"> • “The Necklace” + Close Read • Writer’s Workshop ppt.
<p>Lesson 11 (Estimated 1 period)</p>	<p>Writers create rough drafts. Writers identify and use elements specific to a genre of writing. Writers use narrative techniques in their writing.</p>		<ul style="list-style-type: none"> • “The Necklace” + Close Read • Writer’s Workshop ppt.



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Lesson 12 (Estimated 1 period)	Writers edit and revise their writing looking for elements specific to mystery.		<ul style="list-style-type: none">• “The Necklace” + Close Read• Writer’s Workshop ppt.
Lesson 13 (Estimated 1 period)	Students publish their work to develop a sense of audience. Writers create final drafts using MLA formatting.		<ul style="list-style-type: none">• “The Necklace” + Close Read• Writer’s Workshop ppt.



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Unit: Shakespeare’s “A Midsummer Night’s Dream”

Standards:

- 7.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.
- 7.RL.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
- 7.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.
- 7.RL.2.3 Analyze the interaction of elements in a work of literature (e.g., *how setting shapes the characters or plot*).
- 7.RL.3.1 Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.
- 7.RL.3.2 Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.
- 7.RV.3.3 Interpret figures of speech (e.g., *literary, religious, and mythological allusions*) in context.
- 7.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
- 7.SL.1: Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.
- 7.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 7.SL.2.3: Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson	Objective	Vocabulary	Materials/Activities
Lesson 1	<p>Readers gain background knowledge on an author and time period in order to understand their influence on the piece of writing.</p> <p>Readers examine and respond to literary situations and provide evidence to support their opinions.</p> <p>Readers discuss their ideas with their classmates while following rules for considerate discussions</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Shakespeare Intro. PPT • Shakespeare/MND student study guide • <u>Midsummer Night’s Dream</u> Agree/Disagree worksheet • <u>Midsummer Night’s Dream</u> Intro. PPT
Lesson 2	<p>Readers determine the setting and its influence on the plot.</p> <p>Readers analyze characters and plot (pro/antagonist, theme, plot chart).</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Elizabethan Stage PPT • <u>A Midsummer Night’s Dream</u> play copies (MS version) • <u>Shakespeare Made Easy: A Midsummer Night’s Dream</u> • Shakespeare/MND student study guide



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	(Estimated 5 periods) *Note: Lesson 2 occurs simultaneously with lessons 3- due to double periods		
Lesson 3	Readers identify, analyze, and use various figures of speech.	•	<ul style="list-style-type: none"> • Figurative Language PPT • Pun worksheet
Lesson 4	Readers identify and analyze elements of a story (theme, plot)	•	<ul style="list-style-type: none"> • Elements of a Story PPT • Theme & Plot WS
Lesson 5	Readers analyze and interpret difficult texts. Writers follow specific forms.	•	<ul style="list-style-type: none"> • Shakespeare Makeover worksheets and play copies
Lesson 6	Readers analyze the theme of two of Shakespeare's sonnets.	•	<ul style="list-style-type: none"> • Shakespeare in Love: Sonnet lesson and copies



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Unit: *A Long Walk to Water*

Standards:

7.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.

7.RL.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.

7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., *how setting shapes the characters or plot*).

7.RL.3.1: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.

7.RL.3.2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.

7.RL.4.2: 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.

7.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.

7.RN.2.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RN.2.2: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.

7.RN.2.3: 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*).

7.RN.4.2: Compare and contrast a print or digital 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*).

7.RV.2.5: Consult general and specialized reference materials, both print and digital (e.g., *dictionary, thesaurus, style guide*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.7.RV.3.3

7.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.7.SL.2.2

7.SL.2.4: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

7.SL.3.1: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and explain how the ideas clarify a topic, text, or issue under study.

7.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

- Formulate a research question.
- Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
- Assess the credibility and accuracy of each source.
- Quote or paraphrase the information and conclusions of others.
- Avoid plagiarism and follow a standard format for citation.
- Present information, choosing from a variety of formats.



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Lesson	Objective	Vocabulary	Materials/Activities
Lesson 1 (Estimated 5 periods)	<p>Readers research a refugee to build background by visiting the UNHCR website.</p> <p>Readers synthesize multiple sources to develop a better understanding of a refugee's experience.</p> <p>Readers blend quotes into their research using one of three techniques.</p> <p>Readers present their information using technology.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Refugee profile ppts • UNHCR website • Note and synthesizing sheet • Blending Quotes ppt lesson and stations (optional) • Refugee Profile template
Lesson 2 (Estimated 1 period)	<p>Readers build background knowledge by learning about an author.</p> <p>Readers understand how setting impacts a story.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Author clip • Photos from South Sudan for inferences • Timeline of South Sudan's History
Lesson 3 (Estimated 1 period)	<p>Readers recognize the features of nonfiction and can determine a central idea.</p> <p>Readers recognize symbolism and use information gathered while reading nonfiction in order to understand the effect in a piece of fiction.</p> <p>Readers recognize and understand the impact that a person/group's culture can play in his/her life.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Facial Scarification article



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<p>Lesson 4 (Estimated 3 periods)</p>	<p>Readers will recognize how an author uses historical events to inspire fiction.</p> <ul style="list-style-type: none"> • “Thirst” • “Swimming for Her Life” • “Selam’s Story” 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • “Thirst” –Scope • “Swimming for her Life”—Scope • Selam’s Story—Charity:Water video • History vs. Fiction –One Note (assessment piece)
<p>Lesson 5 (Estimated 1 period)</p>	<p>Readers understand various types of conflict and can analyze how a type of conflict is presented in a piece of literature.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • LWW powerpoint + discussion
<p>Lesson 6 (Estimated 1 period)</p>	<p>Readers identify the central idea of a piece of media and can apply knowledge gained by viewing a video to the analysis of a piece of literature.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • “Keeping Walking” Ted Talk + Sketch Note poster
<p>Lesson 7</p>	<p>Writers can develop a central idea in poetry.</p> <p>Writers can perform a poem using eye contact, clear pronunciation, and appropriate volume and pacing.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Two Voice Poem ppt • Example clips • Two Voice Poem Organizer (partner work)
<p>Lesson 8 (Estimated 1 period)</p>	<p>Readers apply knowledge gained by viewing a nonfiction piece to their understanding of the novel.</p> <p>Readers identify key/important elements in a nonfiction piece.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Evidence Tracker



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	Readers conduct focused discussions.		
Lesson 9 (Estimated 1 period)	Readers conduct mini research assignments on topics relevant to the reading. Readers identify the central idea of a website or article.	•	• LW ppt/discussion guide
Lesson 10		•	• Fact sheet with citation guide
Lesson 11	Assessment piece: --makerspace --essay --one pager poster	•	<ul style="list-style-type: none"> • Evidence tracker sheet + novel • Playdoh, legos, makerspace materials + Flip Grid • Essay: Word • One Pager graphic sheets • Standard rubric



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Unit: Argument Reading and Writing

Standards:

- 7.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.
- 7.RN.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
- 7.RN.2.2:** Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.
- 7.RN.3.2:** 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.
- 7.RN.3.3:** Determine an author’s perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.
- 7.RN.4.1:** 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, noting instances of bias and stereotyping.
- 7.RN.4.3:** Analyze 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.
- 7.RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 7.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
- 7.W.3.1:** Write arguments in a variety of forms that –
- Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- 7.W.4:** Apply the writing process to –
- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
 - Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.
- 7.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly.
- 7.SL.2.2:** Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 7.SL.3.2:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 7.ML.2.1:** Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.

Lesson	Objective	Vocabulary	Materials/Activities
Lesson 1 (Estimated 1 period)	Students will learn about arguments and will develop the needed vocabulary for reading, writing, and analyzing arguments.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Argument Introduction PPT • Argument and Evidence Vocabulary sheet



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<p>Lesson 2</p>	<p>Students will learn about and consider the different types of evidence presented in an argument.</p> <p>Students will evaluate the use of evidence in an argumentative text.</p> <p>Students will cite textual evidence to support analysis.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Types of Evidence PPT • Types of Evidence Chart Worksheet • “Trophy Hunting” article
<p>Lesson 3 (Estimated 1 period)</p>	<p>Students will trace an argument to evaluate its claim, evidence, and counterargument.</p> <p>Students will identify examples of faulty reasoning in an argument.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Tracing an argument organizer • “Benefits of Being a Multisport Athlete” article • “Why Should Children Play Sports?” + faulty reasoning slide
<p>Lesson 4 (Estimated 1.5 periods)</p>	<p>Students will evaluate an argument by identifying the main claim, supporting reasons, evidence, counterargument, and rebuttal.</p> <p>Students will compare two pieces over the same topic and analyze which is more effective.</p> <p>Students will cite textual evidence to support analysis.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • “Should your school get rid of sports?” No and Yes articles • Scavenger Hunt organizer • Inside/Outside circles strategy • Writer’s Workshop/Argument ppt
<p>Lesson 5 (Estimated 1 period)</p>	<p>Students will use mentor texts and a writer’s workshop guide to write a thesis statement.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • “Should your school get rid of sports?” No and Yes articles • Scavenger Hunt organizer • Inside/Outside circles strategy • Writer’s Workshop/Argument ppt



Grade Level: 7

Subject: Language Arts

	Writers will write an introduction.		
Lesson 6 (Estimated 1 period)	Students will write body paragraphs that follow and thesis statement and cite evidence from a source.	•	<ul style="list-style-type: none"> • MAEAM strategy for writing paragraphs • “The Real Cost of Cheap Fashion” article + political cartoon • Writer’s Workshop/Argument ppt
Lesson 7	Students will identify examples of stereotypes in an argument.	•	<ul style="list-style-type: none"> • Stereotype PPt slide + clips of teacher stereotypes • “Is Tech Messing with Your Brain” article
Lesson 8	Students will determine how authors writing about the same topic emphasize different evidence. Students will analyze the evidence to form an argument and thesis.	•	<ul style="list-style-type: none"> • “Is Technology Ruining Friendships” and “YouTube Made me Do It” articles • Jamboard • Outline graphic organizer • Writers Workshop/Argument ppt
Lesson 9 (Estimated 1 period)	Writers will outline an argument using a thesis statement as a guide. Students will cite textual evidence to support their reasons. Writers will write conclusions that follow the outline and support the claim.	•	<ul style="list-style-type: none"> • “Is Technology Ruining Friendships” and “YouTube Made me Do It” articles • Jamboard • Outline graphic organizer • Writers Workshop/Argument ppt
Lesson 10: Performance Task	Students will use close reading and note taking strategies to gather evidence to form an argument. Students will analyze and synthesize information from various articles to create a	•	<ul style="list-style-type: none"> • “Here’s How Plastic Straws are Wrecking Our Oceans” –clip (Source 1) • “How Straw Bans Affect the Disability Community” –clip (Source 2) • “The Plastic Problem” (Source 3) • “Are Plastic Bag Bans Garbage” (Source 4) • Outline Graphic Organizer • Socratic Smackdown Strategy: ppt + score card + roles/teams • Write essay using the writer’s workshop lessons as final assessment



Grade Level: 7

Subject: Language Arts

	claim and supporting evidence.		
Lesson 11 (Estimated 2 periods)	<p>Students will collaboratively outline an argument pulling evidence from multiple sources to support their reasoning.</p> <p>Students will acknowledge the other side in a counterargument.</p> <p>Students will present their arguments in a Socratic Smackdown using sound reasoning, sufficient evidence, and following the rules of considerate discussion.</p>	•	•
Lesson 12 (Estimated 2 periods)	Students will write arguments that use sound reasoning, cite sufficient textual evidence, acknowledge the other side, and follow an organized structure.	•	•



Grade Level: 7

Subject: Language Arts

Unit: *Cinder*

Standards:

- 7.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.
- 7.RL.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
- 7.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.
- 7.RL.2.3:** Analyze the interaction of elements in a work of literature (e.g., *how setting shapes the characters or plot*).
- 7.RL.3.1:** Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.
- 7.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8.
- 7.RN.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
- 7.RN.2.3:** 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*).
- 7.RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 7.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- 7.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
- 7.W.4:** Apply the writing process to –
- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
 - Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.
- 7.W.5:** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
- Formulate a research question.
 - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
 - Assess the credibility and accuracy of each source.
 - Quote or paraphrase the information and conclusions of others.
 - Avoid plagiarism and follow a standard format for citation.
 - Present information, choosing from a variety of formats.
- 7.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 7.SL.2.2:** Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 7.SL.2.4:** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 7.SL.2.5:** Acknowledge new information expressed by others, and consider it in relation to one's own views.
- 7.ML.1:** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
- 7.ML.2.1:** Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.



Grade Level: 7

Subject: Language Arts

Lesson	Objective	Vocabulary	Materials/Activities
Anticipatory Set (Estimated 1 period)	Students will sort world leaders, problems, wars into categories to make predictions about the novel.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Word Sort Cards • Anticipatory Video
Chapters 1-4 (Estimated 5 periods)	Students use textual evidence to support inferences made about characters. Students will complete close reading activities to gather textual evidence. Students identify and analyze conflict. Students use graphic organizers to chart the plot and setting of a story. Students will participate in a variety of online activities and responses.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Study Guide Questions • Plot Chart (One Note Page) • Character Database (One Note Page) • Discussion Topics
Mini Research (Virus—Blog 1) (Estimated 1 period to research, ½ period to present)	Students conduct small research projects. Students create a citation using a specific format. Students paraphrase text taken from an online source. Students identify key points from a nonfiction piece.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Research Fact Sheets (Blog One) • MLA Citation Pages



Grade Level: 7

Subject: Language Arts

<p>Chapters 5-9 (Estimated 6 periods)</p>	<p>Students plot the setting and understand how the setting influences the events in the story.</p> <p>Students identify key elements in the text.</p> <p>Students will use textual evidence to support all constructed responses.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Study Guide Questions • Plot Chart • Character Database • Discussion Topics
<p>Blogs (Estimated 10 periods)</p>	<p>Students research and read nonfiction texts to make historical/current event connections to the novel.</p> <p>Students analyze the conflict, characters, and setting.</p> <p>Students use textual evidence to support claims and inferences.</p> <p>Students adjust writing voice and content to fit audience and purpose.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Blogs • Research Topics • Tiered Writing Prompts (leveled by ability)
<p>Newsela Moon Articles (nonfiction) (Estimated 1 period)</p>	<p>Students identify elements of nonfiction.</p> <p>Students use textual evidence to support claims and inferences.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Newsela Nonfiction Articles about Moon
<p>Chapters 10-11 (Estimated 3 periods)</p>	<p>Students use textual evidence to support claims and inferences.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Study Guide Questions • Plot Chart • Character Data Base • Imagery Page



Grade Level: 7

Subject: Language Arts

	<p>Students identify instances of imagery in a fictional text.</p> <p>Students identify and create similes and metaphors.</p>		
Setting	<p>Students will read informational text on China.</p> <p>Students consider the impact the setting has on the plot of the story.</p> <p>Students compare and contrast the fictional portrayal of China to the fictional, future portrayal.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Setting One Note Page • Social Students Textbook Information about China
Chapters 12-14 (Estimated 4 periods)	<p>Students use textual evidence to support inferences and claims.</p> <p>Students conduct character analysis using evidence from the text.</p> <p>Students complete close reading activities to gather evidence.</p> <p>Students participate in a variety of online activities and responses.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Study Guide Questions • Plot Chart • Character Database • Discussion Topics
Chapters 15-17 (Estimated 4 periods)	<p>Students will identify elements of plot.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Study Guide Questions • Plot Chart • Character Database • Discussion Topics



Grade Level: 7

Subject: Language Arts

	<p>Students will conduct character analysis based on textual evidence.</p> <p>Students participate in a variety of online activities and responses.</p>		
<p>Chapters 18-21 (Estimated 5 periods)</p>	<p>Students use textual evidence to support claims and inferences.</p> <p>Students compose objective summaries of the text.</p> <p>Students conduct short research assignments.</p> <p>Students conduct character analysis based on textual evidence.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Study Guide Questions • Plot Chart • Character Profile Page • Discussion Topics
<p>Propaganda (Blog Post 4) (Estimated 1 period)</p>	<p>Students define and identify examples of propaganda.</p> <p>Students interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.</p> <p>Students will analyze information found in propaganda images.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Blog Post 4 • Chinese propaganda poster • Ppt + Discussion Questions



Grade Level: 7

Subject: Language Arts

<p>Chapters 22-29 (Estimated 8 periods)</p>	<p>Students use textual evidence to support claims and inferences.</p> <p>Students will identify elements of plot.</p> <p>Students conduct character analysis based on textual evidence.</p> <p>Students analyze how the setting and characters are influencing the conflict.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Study Guide Questions • Plot Chart • Character Database • Discussion Topics
<p>Theme and Conflict (Estimated 1 period)</p>	<p>Students will analyze the theme.</p> <p>Students will identify four types of conflict.</p> <p>Students analyze how the conflict influences the theme.</p> <p>Students use textual evidence to support all analysis.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Theme and Conflict One Note page
<p>Chapters 30-37</p>	<p>Students will identify elements of plot.</p> <p>Students will conduct character analysis based on textual evidence.</p> <p>Students use textual evidence to support claims and inferences.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Study Guide Questions • Plot Chart • Character Database • Discussion Topics



Grade Level: 7

Subject: Language Arts

	<p>Students identify examples of symbolism and their meanings within the text.</p> <p>Students identify specific examples of each type of conflict within chapter 35.</p>		
<p>Multicultural Cinderella</p> <p>(Estimated 6 periods)</p>	<p>Students conduct short research assignments.</p> <p>Students create citations for all research.</p> <p>Students identify the role in culture, religion, economy, daily life, and class structure on the plot of the various texts.</p> <p>Students analyze multiple texts and synthesize information.</p> <p>Students use multimedia to present information.</p> <p>Students use multimedia to present information.</p> <p>Students use technology to produce responses to literature.</p> <p>Students complete oral presentations.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Children’s Books: “The Golden Sandal”, “The Egyptian Cinderella”, “Yeh-Shen: A Cinderella Story from China”, “Mufaro’s Beautiful Daughters” • Internet Research • Fact finding chart (One Note) <p>Assessment Piece: Novel Test (1 period to review, 1 period to take the test) Prep: Hexagonal Thinking + Kahoot Quiz</p>



Grade Level: 7

Subject: Language Arts

Unit: Literature Circles

Standards:

7.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.

7.RL.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.

7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., *how setting shapes the characters or plot*).

7.RL.3.1: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.

7.RL.3.2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.

7.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

7.RV.2.1: Use context to determine or clarify the meaning of words and phrases.

7.RV.2.5: Consult general and specialized reference materials, both print and digital (e.g., *dictionary, thesaurus, style guide*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

7.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., *alliteration*) within a story, poem, or play.

7.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

7.W.4: Apply the writing process to –

- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
- Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.

7.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

- Formulate a research question.
- Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
- Assess the credibility and accuracy of each source.
- Quote or paraphrase the information and conclusions of others.
- Avoid plagiarism and follow a standard format for citation.
- Present information, choosing from a variety of formats.

7.SL.1: Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

7.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

7.SL.2.3: Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

7.SL.2.4: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.



Grade Level: 7

Subject: Language Arts

7.SL.4.1: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
7.SL.4.2: Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.

Unit Objectives:

- 1) Read a variety of literature (7.RL.1)
- 2) Cite textual evidence to support analysis over theme, structure, literary elements, and point of view (7.RL.2.1-3, 7.RL.3.1-2)
- 3) Acquire new vocabulary from literature by using context and reference materials (7.RV.1, 7.RV.2.1/2.5, 7.RV.3.1)
- 4) Conduct short research assignments and cite sources (7.W.5)
- 5) Engage in collaborative discussion by following the rules for considerate discussion, posing and responding to questions, and completing individual roles (7.SL.1, 7.SL.2.1, 7.SL.2.3, 7.SL.2.4)

Lesson	Objective	Vocabulary	Materials/Activities
Expression Enricher	<p>Students define unknown words in a text by using context and reference materials.</p> <p>Students apply the meaning of an unknown word to the understanding of the text.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Job Pages • Job Description/Calendar • Written Response Pages • Literature Circle PowerPoint
Cultural Connector	<p>Students make connections between their novel and their own lives.</p> <p>Students conduct research.</p> <p>Students create citations for sources.</p>	<ul style="list-style-type: none"> • 	
Literary Luminary	<p>Students identify key passages in the text.</p> <p>Students explain why a passage is relevant/important to the plot.</p>	<ul style="list-style-type: none"> • 	
Sensational Summarizer	<p>Students compose objective summaries of the text.</p> <p>Students identify the central idea of a selection from a text.</p>	<ul style="list-style-type: none"> • 	



Grade Level: 7

Subject: Language Arts

	Students consider how new information adds to prior knowledge and moves the plot forward.		
Quisitive Questioner	Students create thoughtful discussion questions. Students facilitate discussions within a small group.	•	
Reading Strategy Mini Lessons	Students will read and analyze passages from their novel. Students will participate in group discussions. Students use reading strategies when analyzing, interpreting, and discussing a novel.	•	
Group Project	Students use technology to present information. Students work collaboratively. Students convey the theme, plot, conflict, characters, and setting while promoting their novel.	•	
Meetings	Students participate in small group discussions. Students present information to their classmates using proper speaking skills.	•	



Grade Level: 7

Subject: Language Arts

	<p>Students listen to and interpret information presented.</p> <p>Students objectively summarize small group discussions.</p>		
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