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- Updated 5/2025

1st Nine Weeks Dates to remember:	6+1 Unit Research *Touching Spirit Bear*/Informative Writing Vocabulary/Grammar (yearlong)	7.W.4, 7.RC.12, 7.RC.10, 7.RC.11, 7.W.6, 7.W.7, 7.RC.13, 7.W.5, 7.CC.6, 7.RC.1, 7.RC.2, 7.RC.3, 7.RC.4, 7. RC. 5, 7.CC.1, 7.CC.2, 7.CC.3, 7.CC.5, 7.CC.7, 7.W.2, 7.W.3, 7.W.4, 7.W.1
2nd Nine Weeks Dates to remember:	Mystery Genre Study/Narrative writing Shakespeare: *A Midsummer Night's Dream*	7.RC1, 7.RC.3, 7.W.3, 7.W.4, 7.RC.2, 7.RC.3, 7.RC.13, 7.CC.1
3rd Nine Weeks Dates to remember:	Refugees/Research *A Long Walk to Water* *Cinder*	7.W.5, 7RC.1, 7.RC.2, 7.RC.3, 7.RC.4, 7.RC.5, 7.RC.6, 7.RC.7, 7.RC.8, 7.CC.1, 7.CC.3, 7.CC.8, 7.W.4, 7.CC.2
4th Nine Weeks Dates to remember:	*Cinder* (Cont.) Literature Circles	7.RC.1., 7.RC.2, 7.RC.3, 7.RC.8, 7.RC.10, 7.W.4, 7.W.5

Unit: 6+1 Writing and 6 Word Memoir

Standards:

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.RC.12: Distinguish among the connotations of words with similar denotations.

Lesson	Objective	Vocabulary	Materials/Activities

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Ideas	Students understand the trait of "ideas" and complete focus writing activities.	• ideas • writing traits • memoir	• 6+1 PowerPoint • Notes • Watch 6 Word Memoir Ted Talk • Begin 6 Word Memoir to convey a specific idea about themselves • Nonfiction: "Growth Mindset" Article
Organization	Students understand the importance of organization in writing.	• organization	• 6+1 PowerPoint • Notes • Growth Mindset article • Transition handout • Students organize their writing.
Word Choice	Students consider the effects of proper word choice when writing. Students identify a word's connotation and denotation.	• word choice • connotation • denotation	• 6+1 PowerPoint • Notes • RIP Word Activity • "Friends" clip • Dead Words • "Stegothesaurus" Word choice • Review memoir to revise word choices
Voice	Students identify the author's voice in pieces of writing.	• voice • tone	• Chicken Little: Sky is Falling (hand up, stand up) • Gummy Worm Writing Activity • Tone handout
Sentence Fluency and Conventions	Students create writing that flows by using transitional sentences and words. Students avoid grammar, usage, and mechanics errors when writing.	• Sentence fluency • conventions • transitions	• 6+1 PowerPoint • Notes • Snowball writing—start a story, throw the paper, grab a new paper and continue to story, and repeat • Slinky Test
Email with 6+1	Writers compose an email to their teacher using the 6+traits.	• Tone: Audience and Purpose	• 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.		• 6 Word Memoir PPT and clip • 6+1 Notes and rubric • Students complete and publish a final draft

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Unit: Weekly Grammar and Vocabulary

Standards:
7.RC.10: Use context to determine or clarify the meaning of words and phrases.
7.RC.11: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
7.RC.12: Distinguish among the connotations of the words with similar denotations
7.RC.13: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words
7.W.6: Demonstrate command of English grammar and usage, focusing on:
a. Verbs—Recognizing and correcting problems with subject/verb agreement
b. Phrases and Clauses—Recognizing and correcting misplaced and dangling modifiers
c. Usage—Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style
7.W.7: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling, focusing on:
a. Punctuation—using commas with subordinate clauses

Lesson	Objective	Vocabulary	Materials/Activities
Daily grammar bell work and weekly lessons (on-going throughout the year)	Writers will demonstrate command of English grammar and usage. Writers will demonstrate command of conventions and English capitalization, punctuation, and spelling.	• Subject/verb agreement • Simple sentence • Compound sentence • Complex sentence • compound-complex sentence • subject • predicate • subordinate/dependent clause • independent clause • dangling modifier • misplaced modifier	• DOL bell work pages • Grammar Monday mini lesson PowerPoint • Note sheets • MUG bell work pages • www.noredink.com • Sentence types puzzles and manipulatives
Morpheme/Root Words	Students will use common Greek or Latin affixes and	• Root words • Morphemes	• vocabulary worksheets • Be the Bard activity

(on-going throughout the year)	roots as clues to the meaning of words.	• Affixes • Suffixes • Prefixes	• Root word super heroes • Online root word review games • Root word puzzles and manipulatives • Morpheme Minute PowerPoint
Flocabulary and literary vocabulary lists (on-going throughout the year)	Students will use the relationship between particular words to better understand each of the words. Students will use context to determine or clarify the meaning of words and phrases. Students will distinguish among the connotations of words with similar denotations.	• Denotation • Connotation • Synonym • Antonym • Context clues	• Flocabulary worksheets • Novel based vocabulary worksheets • Weekly image/definition PowerPoints • Flocabulary website • Review games (flocabulary, quizziz, kahoot)

Unit: Research and Credibility

Standards:
7.W.5: Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question. b. Gather relevant information from multiple sources, using search terms effectively and annotate sources. c. Assess the credibility and accuracy of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats. (E)
7.CC.6 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)	Researchers will understand what plagiarism is. Students will learn MLA format citations	• Credibility • Paraphrasing • Plagiarism	• Plagiarism and Citation ppt • Touching Spirit Bear novel 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.	• Credibility • Relevant •	• Online Safety and Credibility ppt • YouTube Safety video • Wikipedia clip • Alien websites for practice • CRAP Test
Search Terms	Students will learn how to use effective search terms	• Search Terms	• 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 for a *Touching Spirit Bear* research topic.	• Credibility • Citation	• TSB topics • Fact Sheet Handout • MLA citation handout
Present Findings	Students will present their research findings to the class in a Jigsaw Presentation.	• Salient points (most important information) • Adequate volume and enunciation	• Flip Grid

Unit: Touching Spirit Bear and Informative Writing

Standards:
7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
7.RC.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.(E)
7.RC.3: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)
7.W.5: Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question. b. Gather relevant information from multiple sources, using search terms effectively and annotate sources. c. Assess the credibility and accuracy of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats. (E)
7.W.1: Write arguments in a variety of forms that: a. Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Establish and maintain a consistent style and tone appropriate for the purpose and audience. d. Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and

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evidence. e. Provide a concluding statement or section that follows and supports the argument presented. (E)
7.RC.5: 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.2: Write informative compositions in a variety of forms that: a. 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 aid comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. e. Establish and maintain a style appropriate for the purpose and audience. f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

Lesson	Objective	Vocabulary	Materials/Activities
Lesson 1	Readers construct responses using textual evidence to support analysis (RACE).	• **Inference** • **Cite** • **Textual evidence** • **Elaborate**	Touching Spirit Bear by Ben Mikaelsen Classroom study guide packet Classroom PP Credibility and Internet Safety clips Research fact sheet Iron Chef: Literary Terms Group Project Worst Presi Ever Project Writer's Workshop notes Circle Justice Nonfiction Article 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 POV: 6 Hats Thinking Activity Informative Writing Ppt Survival Backpack group packets + Survival News article Microsoft Sway Mars Patel Season 1 podcasts
Lesson 2	Readers can analyze the development of a central idea using the nonfiction article "Circle Justice."	• **Central idea** • **Text features** • **Inference**	
Lesson 3	Readers define and identify flashback and foreshadowing and analyze how they contribute to the plot.	• **Flashback** • **Foreshadowing** • **plot**	
Lesson 4	Readers outline key events in the novel's plot.	• **Plot**	
Lesson 5	Readers define and determine the meaning of symbolism in the text.	• **Symbolism**	
Lesson 6	Readers interpret literary figures of speech e.g. similes, metaphors, and idioms	• **Figures of Speech**	
Lesson 7	Readers analyze how an author develops and contrasts the points of view of different characters. Listeners will analyze the main ideas and supporting details in podcasts: theme,	• **Point of View**	

	characterization, inferences, plot.		
Lesson 8	Students analyze the impact of setting, conflict, and plot on character development.	• **Setting** • **Conflict** • **Plot** • **Setting**	
Lesson 9: Writing	Writers assess the credibility of an online source, research five facts, and avoid plagiarism by writing a citation.	• **Credibility** • **Plagiarism** • **Citation**	
Lesson 10: Writing	Writers outline an informative essay using evidence gathered from a nonfiction source.	• **Relevant** • **Organization**	
Lesson 11: Writing	Writers introduce a topic clearly, previewing what is to follow.	• **Thesis**	
Lesson 12: Writing	Writers provide evidence to support their thesis and cite their sources to avoid plagiarism.	• **Main Ideas** • **Evidence**	
Lesson 13: Writing	Writers provide a strong concluding section that follows and supports information presented in their essay.	• **Call to Action**	
Lesson 15: Writing	Writers will edit and revise their writing before publishing.	• **Edit/Revise**	

Unit: Mystery and Narrative Writing

Standards:
7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)

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7.RC.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. (E)
7.RC.3: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)
7.W.3: Write narrative compositions in a variety of forms that: a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. b. 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. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide an ending that follows and reflects on the narrated experiences or events. (E)
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. (E)

Lesson	Objective	Vocabulary	Materials/Activities
Lesson 1 (Estimated 1.5 periods)	Readers examine elements specific to a genre of a literature.	• Genre • Plot • Conflict • Theme	• Mystery PPT • Mystery vocabulary • Mystery Station Webquest (Created on Canvas) • Independent mystery novels
Lesson 2 (Estimated 3.5 periods)	Readers identify and explain elements of the plot in a mystery such as the setting, characters, and conflict. Readers recognize and understand vocabulary terms related to the mystery genre.	• Setting • Characterization • Conflict	• Mystery PPT • Mysteries of Vernacular video • "The Tenth Clew" • "Silver Blaze" • "Blue Carbuncle" e-book
Lesson 3 (Estimated 2.5 periods)	Readers will make inferences based on a staged crime scene and text. Writers will write a narrative conclusion to the crime using sensory details, correct verb tense, and consistent POV.	• Sensory Details • Point of View • Inferences	• Crime scene materials • "Culpepper Crime Spree" article • Inference chart
Lesson 4 (Estimated 1 period)	Readers study the poetry genre, focusing on plot and comparing the film version to the text.	• Plot	• "The Highwayman" • Plot Chart • "The Highwayman" clip

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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.	• Inflection • Conflict	• 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.	• Mood	• Reading Punctuation chart • Mystery PPT
Lesson 7 (Estimated 3 periods)	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.	• Objective Summary • Analyze	• Independent Mystery Novel • Case report
Lesson 8 (Estimated 1 period)	Writers prewrite. Writers identify and use elements specific to a genre of writing.	• Writing Process	• "The Necklace" + Close Read • Writer's Workshop ppt.

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Lesson 9 (Estimated 1 period)	Writer's brainstorm sensory descriptions for the characters and setting.	• Sensory Details	• "The Necklace" + Close Read • Writer's Workshop ppt.
Lesson 10 (Estimated 1 period)	Writers correctly use dialogue in a narrative piece of writing.	• Dialogue	• "The Necklace" + Close Read • Writer's Workshop ppt. • Dialogue note and practice sheet
Lesson 11 (Estimated 1 period)	Writers create rough drafts. Writers identify and use elements specific to a genre of writing. Writers use narrative techniques in their writing.	• Point of View • Transitions • Characterization • Conflict/Resolution • Word Choice	• "The Necklace" + Close Read • Writer's Workshop ppt.
Lesson 12 (Estimated 1 period)	Writers edit and revise their writing looking for elements specific to mystery.	• Edit/Revise	• "The Necklace" + Close Read • Writer's Workshop ppt. • Revision station materials
Lesson 13 (Estimated 1 period)	Students publish their work to develop a sense of audience. Writers create final drafts using MLA formatting.	• Audience/Purpose	• "The Necklace" + Close Read • Writer's Workshop ppt.
Lesson 14: Museum Heist Writing	Writers will use the DO WHAT strategy to attack a prompt and make a plan. Writers will compose a narrative, argument, or informative article based on research.	• Writing Genre: Narrative, Informative, Argument	• Gardner Museum Website and audio walk • DO WHAT • Research note sheet • Writing genre checklist

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Unit: Shakespeare's "A Midsummer Night's Dream"			
Standards: **7.RC.1:** Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E) **7.RC.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. (E) **7.RC.3:** Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E) **7. RC.13** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words. (E) **7.CC.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. (E)			
Lesson	**Objective**	**Vocabulary**	**Materials/Activities**
Lesson 1	Readers gain background knowledge on an author and time period in order to understand their influence on the piece of writing. Readers examine and respond to literary situations and provide evidence to support their opinions. Readers discuss their ideas with their classmates while following rules for considerate discussions	• Collaborative Discussions • Evidence	• Shakespeare Intro. PPT • Shakespeare/MND student study guide • Midsummer Night's Dream Agree/Disagree worksheet • Midsummer Night's Dream Intro. PPT
Lesson 2	Readers determine the setting and its influence on the plot. Readers analyze characters and plot (pro/antagonist, theme, plot chart, character sociograms) (Estimated 5 periods)	• Setting • Plot • Protagonist • Antagonist • Theme	• Elizabethan Stage PPT • A Midsummer Night's Dream play copies (MS version) • Shakespeare Made Easy: A Midsummer Night's Dream • Shakespeare/MND student study guide • Character cards and sociogram project

	*Note: Lesson 2 occurs simultaneously with lessons 3- due to double periods		
Lesson 3	Readers will use context and reference materials to determine a word's denotation and connotation. Readers will "be the bard" and create new words based on their understanding of Greek and Latin root words.	• Context Clues	• Figurative Language PPT • Vocabulary worksheets • Be the Bard root word cards • Frayer charts
Lesson 4	Readers identify and analyze elements of a story (theme, plot)	• Theme	• Elements of a Story PPT • Theme & Plot WS
Lesson 5	Readers analyze and interpret difficult texts. Writers follow specific forms.	• Collaborative Discussion	• Shakespeare Makeover worksheets and play copies
Lesson 6	Readers analyze the theme of two of Shakespeare's sonnets.	• Theme	• Shakespeare in Love: Sonnet 18 and Sonnet 130 copies • Poetry Stations • Poem Note Sheet

Unit: *A Long Walk to Water*

Standards:
7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
7.RC.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. (E)
7.RC.3: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)

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7.RC.4: 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.RC.5: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.
7.RC.6: 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. RC.7: Determine an author's perspective or purpose in a text and analyze how the author distinguishes his position from the position of others.
7.RC.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.
7.CC.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. (E)
7.CC.2: 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. (E)
7.CC.4: 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.CC.8: Analyze the ways that the media use words and images to attract the publics attention.
7.W.1: Write arguments in a variety of forms.
7.W.3: Write narrative compositions in a variety of forms that: a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. b. 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. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide an ending that follows and reflects on the narrated experiences or events. (E)
7.W.5: Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question. b. Gather relevant information from multiple sources, using search terms effectively and annotate sources. c. Assess the credibility and accuracy of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats. (E)

Lesson	Objective	Vocabulary	Materials/Activities
Lesson 1 (Estimated 5 periods)	Readers research a refugee to build background by visiting the UNHCR website. Readers synthesize multiple sources to develop a better understanding of a refugee's experience. Readers blend quotes into their research using one of three techniques.	• Blending Quotes • Synthesize	• Refugee profile ppts • UNHCR website • Note and synthesizing sheet • Blending Quotes ppt lesson and stations (optional) • Refugee Profile template

	Readers present their information using technology.		
Lesson 2 (Estimated 1 period)	Readers build background knowledge by learning about an author. Readers understand how setting impacts a story.	• Setting	• Author clip • Photos from South Sudan for inferences • Timeline of South Sudan's History
Lesson 3 (Estimated 1 period)	Readers recognize the features of nonfiction and can determine a central idea. Readers recognize symbolism and use information gathered while reading nonfiction in order to understand the effect in a piece of fiction. Readers recognize and understand the impact that a person/group's culture can play in his/her life.	• Text Features • Central Idea • Symbolism	• Facial Scarification article
Lesson 4 (Estimated 3 periods)	Readers will recognize how an author uses historical events to inspire fiction. • "Thirst" • "Selam's Story" • "Swimming for her Life"	• Compare/Contrast • Fictional vs Historical	• "Thirst" –Scope • Selam's Story—Charity:Water video • "Swimming for her Life"--Scope • History vs. Fiction (assessment piece)
Lesson 5 (Estimated 1 period)	Readers understand various types of conflict and can analyze how a type of conflict is presented in a piece of literature.	• Types of Conflict	• LWW powerpoint + discussion

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Lesson 6 (Estimated 1 period)	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.	• Media • Central Idea	• "Keeping Walking" Ted Talk + Sketch Note poster
Lesson 7	Writers can develop a central idea in poetry. Writers can perform a poem using eye contact, clear pronunciation, and appropriate volume and pacing.	• Central Idea • Sonnet	• Two Voice Poem ppt • Example clips • Two Voice Poem Organizer (partner work)
Lesson 8 (Estimated 1 period)	Readers apply knowledge gained by viewing a nonfiction piece to their understanding of the novel. Readers identify key/important elements in a nonfiction piece. Readers conduct focused discussions.	• Collaborative Discussion	• Evidence Tracker
Lesson 9 (Estimated 1 period)	Students will watch advertisement videos over the water crisis to determine the author's purpose, specific claims, and main idea.	• Author's Purpose • Ethos, Pathos, Logos • Claims	• LW ppt/discussion guide • "Bucket List" video • "First World Problems"
Lesson 10	Writer's create an argument about why we should recycle toilet water using a strong claim and evidence.	• Claim • Author's purpose • Evidence • Counterclaim	• DO WHAT • Infographic

Lesson 11	Assessment piece: --makerspace --essay --one pager poster	• Audience/Purpose	• Evidence tracker sheet + novel • Playdoh, legos, makerspace materials + Flip Grid • Essay: Word • One Pager graphic sheets • Standard rubric

Unit: Argument Reading and Writing

Standards:

7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)

7.RC.5: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.

7.RC.7: 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. (E)

7.RC.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, noting instances of bias and stereotyping. (E)

7.RC.9: 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.W.1: Write arguments in a variety of forms that: a. Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Establish and maintain a consistent style and tone appropriate for the purpose and audience. d. Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Provide a concluding statement or section that follows and supports the argument presented. (E)

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. (E)

7.CC.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. (E)

7.CC.5: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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.	• Claim • Sound Reasoning • Counterclaim/Rebuttal	• Argument Introduction PPT • Argument and Evidence Vocabulary sheet

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Lesson 2	Students will learn about and consider the different types of evidence presented in an argument. Students will evaluate the use of evidence in an argumentative text. Students will cite textual evidence to support analysis.	• Anecdote/Examples • Commonly Accepted Beliefs • Facts/Statistics • Expert Opinion • Relevant	• Types of Evidence PPT • Types of Evidence Chart Worksheet • "Trophy Hunting" article
Lesson 3 (Estimated 1 period)	Students will trace an argument to evaluate its claim, evidence, and counterargument. Students will identify examples of faulty reasoning in an argument.	• Faulty Reasoning	• Tracing an argument organizer • "Benefits of Being a Multisport Athlete" article • "Why Should Children Play Sports?" + faulty reasoning slide
Lesson 4 (Estimated 1.5 periods)	Students will evaluate an argument by identifying the main claim, supporting reasons, evidence, counterargument, and rebuttal. Students will compare two pieces over the same topic and analyze which is more effective. Students will cite textual evidence to support analysis.	• Evaluate • Sufficiency • Relevancy • Sound Reasoning	• "Should your school get rid of sports?" No and Yes articles • Scavenger Hunt organizer • Inside/Outside circles strategy • Writer's Workshop/Argument ppt
Lesson 5 (Estimated 1 period)	Students will use mentor texts and a writer's workshop guide to write a thesis statement.	• Thesis	• "Should your school get rid of sports?" No and Yes articles • Scavenger Hunt organizer • Inside/Outside circles strategy • Writer's Workshop/Argument ppt

	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.	• Topic Sentence • Relevant • Transitions	• RACE 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.	• Stereotype	• 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.	• Point of View	• "Is Technology Ruining Friendships" and "YouTube Made me Do It" articles • Padlet • 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.	• Organization • Call to Action	• "Is Technology Ruining Friendships" and "YouTube Made me Do It" articles • Padlet • 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	• Evidence • Claim	• "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

	claim and supporting evidence.		
Lesson 11 (Estimated 2 periods)	Students will collaboratively outline an argument pulling evidence from multiple sources to support their reasoning. Students will acknowledge the other side in a counterargument. Students will present their arguments in a Socratic Smackdown using sound reasoning, sufficient evidence, and following the rules of considerate discussion.	• Collaborative Discussion • Main Ideas • Supporting Evidence	• Smash, Boom, Best
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.	• Sound Reasoning • Cite • Counterclaim/Rebuttal • Evidence	• Smash, Boom, Best

Unit: *Cinder*
Standards:

Grade Level: 7 Subject: Language Arts

7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
7.RC.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. (E)
7.RC.3: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)
7.RC.6: 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.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. (E)

7.W.5: Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question. b. Gather relevant information from multiple sources, using search terms effectively and annotate sources. c. Assess the credibility and accuracy of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats. (E)
7.CC.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. (E)
7.CC.2: 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. (E)
7.CC.3: Acknowledge new information expressed by others, and consider it in relation to one's own views. (E)
7.CC.8: Analyze the ways that the media use words and images to attract the public's attention

Lesson	Objective	Vocabulary	Materials/Activities
Multicultural Cinderella Project (Estimated 6 periods)	Students conduct short research assignments. Students create citations for all research. Students identify the role in culture, religion, economy, daily life, and class structure on the plot of the various texts. Students analyze multiple texts and synthesize information. Students use multimedia to present information.	• Synthesize • Cite • Culture	• 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

	Students use technology to produce responses to literature. Students complete oral presentations.		
Anticipatory Set (Estimated 1 period)	Students will watch scientific videos relating to the futuristic setting of the novel to make inferences about the plot and characters. Students will determine the central idea of the videos and write objective summaries.	• Inference • Objective summary • Central idea	• Anticipatory Videos • Table graphic
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.	• Inference • Setting • Textual evidence • Conflict • plot	• Study Guide Questions • Plot Chart • Character Database • Discussion Topics

WA-NEE Community Schools

Grade Level: 7 Subject: Language Arts

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.	• Citations • Paraphrase	• Research Fact Sheets (Blog One) • MLA Citation Pages • DO WHAT?
Chapters 5-9 (Estimated 6 periods)	Students plot the setting and understand how the setting influences the events in the story. Students identify key elements in the text. Students will use textual evidence to support all constructed responses.	• Setting • Plot • Textual evidence	• Study Guide Questions • Plot Chart • Character Database • Discussion Topics
(Estimated 10 periods)	Students analyze the conflict, characters, and setting. Students use textual evidence to support claims and inferences. Students adjust writing voice and content to fit audience and purpose.	• Conflict • Setting • Characters • Voice • Audience • Purpose	

Grade Level: 7 Subject: Language Arts

Writing Prompt 2: Newsela Moon Articles (nonfiction) (Estimated 2 periods)	Students research and read nonfiction texts to make historical/current event connections to the novel. Students identify elements of nonfiction. Students use textual evidence to support claims and inferences. Students will write an argument in Sway to convince audience to move to the moon using facts from their research.	• Argument • Citations • Evidence	• Newsela Nonfiction Articles about Moon • Sway • Graphic Organizer • Tiered Writing Prompt (leveled by ability)
Chapters 10-11 (Estimated 3 periods)	Students use textual evidence to support claims and inferences.	• Inferences • Textual evidence • elaboration	• Study Guide Questions • Plot Chart • Character Data Base
Setting	Students will read informational text on China. Students consider the impact the setting has on the plot of the story. Students compare and contrast the fictional portrayal of China to the fictional, future portrayal.	• Setting: time and place	• Social Students Textbook Information about China
Chapters 12-14 (Estimated 4 periods)	Students use textual evidence to support inferences and claims.	• Inferences/Evidence • Characterization	• Study Guide Questions • Plot Chart • Character Database • Discussion Topics

	Students conduct character analysis using evidence from the text. Students complete close reading activities to gather evidence. Students participate in a variety of online activities and responses.	• Close Reading/Annotate • Media	
Chapters 15-17 (Estimated 4 periods)	Students will identify elements of plot. Students will conduct character analysis based on textual evidence. Students participate in a variety of online activities and responses.	• Collaborative Discussion • Plot • Characterization	• Study Guide Questions • Plot Chart • Character Database • Discussion Topics
Chapters 18-21 (Estimated 5 periods)	Students use textual evidence to support claims and inferences. Students compose objective summaries of the text. Students conduct character analysis based on textual evidence.	• Inferences • Textual evidence • Objective summary • characterization	• Study Guide Questions • Plot Chart • Character Profile Page • Discussion Topics
Propaganda Project	Students define and identify examples of propaganda.	• Propaganda • Inferences • Ethos, Pathos, Logos	• Chinese propaganda poster • Ppt + Discussion Questions • Art supplies

(Estimated 1 period)	Students interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public. Students will analyze information found in propaganda images. Students will use convincing images and effective word choices to influence the public on an issue related to Cinder.		
Chapters 22-29 (Estimated 8 periods)	Students use textual evidence to support claims and inferences. Students will identify elements of plot. Students conduct character analysis based on textual evidence. Students analyze how the setting and characters are influencing the conflict.	• Textual evidence • Inference • Plot • Characterization	• Study Guide Questions • Plot Chart • Character Database • Discussion Topics
Theme and Conflict (Estimated 1 period)	Students will analyze the theme. Students will identify four types of conflict. Students analyze how the conflict influences the theme.	• Theme • Conflict • Analyze	• Theme and Conflict page

	Students use textual evidence to support all analysis.		
Chapters 30-37	Students will identify elements of plot. Students will conduct character analysis based on textual evidence. Students use textual evidence to support claims and inferences. Students identify examples of symbolism and their meanings within the text. Students identify specific examples of each type of conflict within chapter 35.	• Plot • Characterization • Claim/Inference • Relevant Evidence • Symbolism • Conflict	• Study Guide Questions • Plot Chart • Character Database • Discussion Topics
Assessment	Students will analyze the interactions between individuals, events, and ideas in a text to support their analysis of theme, setting, conflict, characterization, and plot.	• Theme • Conflict • Setting • Plot • characterization	Assessment Piece: Hexagonal Thinking + Kahoot Quiz

Unit: Literature Circles
Standards:

Grade Level: 7 Subject: Language Arts

7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
7.RC.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. (E)
7.RC.3: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)
7.RC.10: Use context to determine or clarify the meaning of words and phrases.
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. (E)

7.W.5: Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question. b. Gather relevant information from multiple sources, using search terms effectively and annotate sources. c. Assess the credibility and accuracy of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats. (E)
7.CC.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. (E)
7.CC.2: 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. (E)
7.CC.6: 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.CC.7: Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.

Unit Objectives:

1) Cite textual evidence to support analysis over theme, structure, literary elements, and point of view (7.RC.4)
2) Acquire new vocabulary from literature by using context and reference materials (7.RC.10/2.5)
3) Conduct short research assignments and cite sources (7.W.5)
4) Engage in collaborative discussion by following the rules for considerate discussion, posing and responding to questions, and completing individual roles (7.CC.1, 7.CC.2)

Lesson	Objective	Vocabulary	Materials/Activities
Expression Enricher	Students define unknown words in a text by using context and reference materials. Students apply the meaning of an unknown word to the understanding of the text.	• Connotation • Denotation	• Job Pages • Job Description/Calendar • Written Response Pages • Literature Circle PowerPoint • BookaKucha • Character Autopsy • Word Sneak
Cultural Connecter	Students make connections between their novel and their own lives. Students conduct research.	• Cite • Analyze	

	Students create citations for sources.		
Literary Luminary	Students identify key passages in the text. Students explain why a passage is relevant/important to the plot.	• Plot	
Sensational Summarizer	Students compose objective summaries of the text. Students identify the central idea of a selection from a text. Students consider how new information adds to prior knowledge and moves the plot forward.	• Summary • Central idea • Plot	
Quisitive Questioner	Students create thoughtful discussion questions. Students facilitate discussions within a small group.	• Inference	
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.	• Analyze • Conflict	

Group Project	Students use technology to present information. Students work collaboratively. Students convey the theme, plot, conflict, characters, and setting while promoting their novel.	• Theme • Plot • Characterization • Setting	
Meetings	Students participate in small group discussions. Students present information to their classmates using proper speaking skills. Students listen to and interpret information presented. Students objectively summarize small group discussions.	• Collaborative Discussion • Objective Summary	