Nine Weeks	Units/Chapters	Standards
1st Nine Weeks Dates to remember:	• 6+1 Unit • Research • *Alice in Wonderland*/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.6, 7.CC.1, 7.CC.2, 7.CC.3, 7.CC.5, 7.CC.7, 7.W.2, 7.W.3, 7.W.4
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 • Power: *Red Scarf Girl*/Argument • *Cinder*	7.W.5, 7RC.1, 7.RC.2, 7.RC.3, 7.RC.6, 7.RC.7, 7.RC.12, 7.RC.11, 7.CC.1, 7.CC, 3, 7.CC.4, 7.CC.5, 7.CC.8, 7.W.1, 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
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
			•

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 (on-going throughout the year)	Students will use common Greek or Latin affixes and roots as clues to the meaning of words.	• Root words • Morphemes • Affixes • Suffixes • Prefixes	• vocabulary worksheets • Be the Bard activity • Root word super heroes • Online root word review games • Root word puzzles and manipulatives • Morpheme Minute PowerPoint
Flocabulary and literary vocabulary lists	Students will use the relationship between particular words to better	• Denotation • Connotation	• Flocabulary worksheets • Novel based vocabulary worksheets

(on-going throughout the year)	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.	• Synonym • Antonym • Context clues	• 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: Growth: Down the Rabbit Hole

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.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.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.10 Use context to determine or clarify the meaning of words and phrases.
7.CC.1 Engage effectively in a range of collaborative discussions (e.g., 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.5 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence.
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 Develop engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.

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)
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 all formal writing including but not limited to argumentative, informative, and narrative: a. Plan and develop, draft, and revise writing 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 b. Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.
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.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on: a. Punctuation – Using commas with subordinate clauses. (E)

Lesson	Objective	Materials/Activities
Concept of Growth	To determine generalizations around the concept of growth To determine a working definition of the word growth To analyze a character's growth in an independent reading novel	• Explore the concept of growth • Digital montage to provide rationale for generalizations about concept • Self-select novel about growth • Touching Spirit Bear + character growth chart; RACE response and analysis
Introduction and Chapters 1-2	To read and analyze literary text To use Socratic Seminar as a technique for a text based analysis To use Paul's Reasoning model to facilitate analysis To write a narrative relating Alice's identity dilemmas with their own	• Socratic seminar • Paul's reasoning model • Narrative journal entry

Chapter 2 Parody	To understand the influence of the period in history on children's literature To evaluate author's purpose and to explore the nature of parody	• Parody "How Doth the Little Crocodile" • Author's purpose analysis • Create own parodies
Author's Perspective: A Raucous Caucus	Students will explore the purpose of satire and contrast it with parody. Students will analyze the effectiveness of a caucus. Students will make connections between Alice in Wonderland and real-world situations.	• Read about the Caucus Race in the novel • Read non-fiction articles about how caucus races work • Make inference about Carroll's political views
When are you an adult?	To explore the concept of adulthood and how it is determined To introduce the Spark Problem Solving Process To utilize a problem solving model To synthesize findings and prepare a proposal To prepare to construct a presentation of the proposal	• Problem-based learning scenario using Spark Problem Solving Process • Articles • Goal: Determine age of adulthood
Proposal Presentations	To present claims and findings To integrate multimedia and visual displays into presentations To evaluate proposals and presentations for effectiveness	• Present findings of proposal (answer to question: When are you an adult?)
Alice Struggles	To read and analyze literary text To use Socratic Seminar as a technique for a text based analysis	• Consider parallels from Alice's confusion with their own experiences • Art analysis
Exploring Identity	To identify the concept of identity as seen through art To write for a variety of purposes and audiences	• Self portraits- students evaluate self-portraits of famous artists • Evaluate difference in how we view ourselves versus how we are viewed by others • Create own self-portrait and explanation of how it connects to identity

Growth Imagined	To become more aware of one's own actions To describe a personal goal To compose an organized written response to a prompt	• Identify two recent incidents in which they acted in a way that they were proud of and another in which they didn't act with maturity.
Jumping In: A Growth Experiment	To conduct an experiment To explore the concept of growth To report findings using self-collected data	• Students explore the concept of identity by embracing a new habit for 14 days. • Students collect qualitative data, write reflective journals, and present their findings.
Media Interpretations of Alice ?	Identify differences among the moving picture versions from the original written work Analyze the versions for how the differences change the story	• Review the Mad Hatter's Tea Party as it was written, the original 1951 animation by Walt Disney, a film adaptation from the 1985, and the Tim Burton movie version from 2010.
Misplaced Modifiers in Wonderland	To correct misplaced and dangling modifiers. To write a narrative	• Analyze what is going on in Chapter 7: A Mad Tea Party and move to analyzing the effect of a misplaced modifier on the meaning of a sentence. • Students illustrate the meaning of sentences containing misplaced modifiers to show a deeper understanding of usage. Students then write the sentence in the correct form.
Mad Modifier Tea Party	To write narrative essays To demonstrate the importance of proper modifier placement	• Students use their knowledge of misplaced modifiers to write a comedic narrative set in the Hatter's tea party. Carroll often used word play to create a comedic effect in the novel.
SCAMPER Croquet	To think creatively To write an informational text	• Using SCAMPER, students improve a different sport or game. Students then write an explanation of their new version of the game or sport, explaining how using SCAMPER on a known game led to this modification.
The Lessons of the Mock Turtle	To identify figurative language To think creatively To write informational text	• Students learn why the name of this is funny by itself, illustrating Carroll's wit. The mock turtle describes what school is like in the sea. He uses a series of puns and figurative language to describe the course load to Alice. • Students create a course description, objectives, and a lesson plan for a class in Wonderland.

Timed Essay on Growing Up	To write persuasively To respond to literary text	• Students read a short excerpt from Peter Pan by J.M. Barrie. Students then write a timed essay about growing up. The purpose of the essay is to persuade the reader as to which is better, childhood or adulthood.
Jabberwocky	To analyze poetry To use context to determine or clarify the meaning of words and phrases.	• Students read Carroll's most famous work of poetry, "Jabberwocky," a nonsense poem composed largely of neologisms (new words). • Students create a comic strip that depicts the events of the poem and use Carroll's technique of combining words that already exist to make new words when creating a title for their comic.
Socratic Seminar on Poetry	To analyze poetry To analyze literature To explore the concept of identity To engage in comparative analysis of texts	• Students participate in a Socratic discussion that synthesizes poems from Emily Dickinson, Walt • Whitman, and Robert Frost in relation to the concept of identity, growth, and our reading in *Alice's Adventures in Wonderland.*
Growth Experiment Presentations	To present findings on unit issues To develop oral communication skills To use reasoning skills to defend a thesis	• Students present findings from their Growth Research project from Lesson 12. Throughout the lessons, students have been gathering data about their efforts to alter their identity by trying to add a new skill or habit to their lives. In this lesson students present a summary of their findings and the data they collected.
Debate on Influence on Personal Growth	To present claims in an organized manner, supported by details To respond to non-fiction text	• Students consider the question, "How much influence do we have on our own personal growth?" • Students read articles about changing habits or improving in some way and are assigned to two opposing viewpoints on the question, "Are people really able to change their behavior or skills into something more positive?" • Students participate in a debate, citing sources to defend their position.

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)

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 • "Silver Blaze"—original Doyle text • "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 • Figurative Language	• "The Highwayman" • Plot Chart • "The Highwayman" clip

Lesson 5 (Estimated 2 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 1 period)	Readers analyze nonfiction and apply their understanding to literature	• Central idea • Supporting details	• Sherlock Holmes article (nonfiction- • Podcast: "What Can Sherlock Holmes Teach Us About Thinking?"
Lesson 7 (Estimated 10 periods)	Researchers will find credible sources to investigate an unsolved historical mystery. Writers will create a works cited page using MLA format to avoid plagiarism. Writers will create a multimedia presentation to present their findings and salient points using text, graphics, and by linking sources.	• Credible • MLA • Search terms • Plagiarism • Salient points • citations	• CRAP test handout • MLA handout • Research note sheet • Presentation tool options: PowerPoint, Canva, Studio video, Animoto, Sway
Lesson 8 (Estimated 10 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 File analysis • Mini Lessons: Figurative language, sensory details, foreshadow, flashback, suspense, dialogue, transitions, style and structure, POV, plot: resolution (videos, articles, excerpt examples)

Lesson 9 (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.
Lesson 10 (Estimated 1 period)	Writer's brainstorm sensory descriptions for the characters and setting.	• Sensory Details	• "The Necklace" + Close Read • Writer's Workshop ppt.
Lesson 11 (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 12 (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 13 (Estimated 1 period)	Writers edit and revise their writing looking for elements specific to mystery. Writers will justify their literary strategies using the comment feature in Word to label and explain at least four literary strategies from their case file notes.	• Edit/Revise	• "The Necklace" + Close Read • Writer's Workshop ppt. • Revision station materials • Case File notes
Lesson 14 (Estimated 1 period)	Students publish their work to develop a sense of audience.	• Audience/Purpose	• "The Necklace" + Close Read • Writer's Workshop ppt.

	Writers create final drafts using MLA formatting.		
Lesson 15: 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

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) *Note: Lesson 2 occurs simultaneously with lessons 3- due to double 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 • Character cards and sociogram project
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 • plot	• 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: Red Scarf Girl			

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.6: Analyse 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 their position from the positions of others (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.RC.12: Distinguish among the connotations of words with similar denotations
7.RC.11: Use context to determine or clarify the meaning of words and phrases
7.W.1: Write arguments in a variety of forms that introduce claims, support claims with logical reasoning, and provide a concluding statement that supports the argument presented
7.CC.3: Acknowledge new information expressed by others, and consider in relation to one's own views (E).
7.CC.4: Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
7.CC.5: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and the sufficiency of evidence.
7.CC.8: Analyze the ways that the media use words and images to attract the public's attention (E).

Lesson	Objective	Vocabulary	Materials/Activities
Lesson 1: Vocabulary	Students will rank their understanding of words related to the novel and research unknown terms. Students will categorize the words into sections and explain their thinking.	• Categorize • Denotation • Connotation	• Laminated word cards • Internet/devices • Notecards to record definition

Lesson 2: What is Power?
 	
(5 class periods)
	Students will discuss the big idea of power to create a class definition and a list of generalizations about power.
	
	Students will research the problem of gossip and bullying and apply the idea
		• Generalization
		• Analyze
		• Synthesize
			• Power Placemat
			• Bullying Research articles (posted to Canvas)
			  ○ Thesis and Brainstorm graphic organizer
			  ○ Action plan outline
			• Power of Grammar
			  ○ "Why Grammar is Important" by William B. Bradshaw from *The Huffington Post*
			  ○ Padlet

	of power to create an action plan to decrease bullying at school. Students will implement their plan and assess its effectivenss through the lens of having power to make a change.
	
	Students will analyze speeches of powerful people to determine how they use the power of words to create action and change.
	
	Students will analyze the "power of grammar" to determine how it helps us communicate. Students will annotate an article about the "power of grammar" at the federal government level and then apply the lessons to their own reading and writing by sharing powerful sentences via padlet.
			• Powerful Speeches: video clips (posted to Canvas)--Steve Jobs, Malala, Ghandi, Nelson Mandela
			  ○ Listening note sheet
			  ○ Hamburger argument organizer

Lesson 3: Build Background/Interaction of ideas (3 periods: memoir, listening task, jigsaw)	Students will build background on the Chinese Cultural revolution to make connections between the ideas, people, and events in the *Red Scarf Girl.*	• Inferences • Central idea • Interactions: characters, events, idea • Memoir	• "Growing Up Red" memoir picture book • Chinese cultural revolution article (jigsaw): "Chinese Cultural Revolution: Historical Background" By William A. Joseph, Wellesley College • Agree/Disagree sheet • *Red Scarf Girl*

	--students will complete a research jigsaw in groups and present their information to the class --students will complete an agree/disagree form to capture their thinking; they will compare their thinking at the beginning to the end of the unit --students will listen to the new story "Red Guard's Apologize" to compare the events in the novel to today's reactions.	• Autobiography	• NPR podcast: "Red Guard's Apologize" listening task
Lesson 4: Propaganda	Students will participate in a Socratic discussion to analyze the effect of posters, historical photos, newspaper articles, and patriotic songs that the Communist party used to attract the public's attention and spread their ideas.	• Propaganda • Ethos, pathos, logos • Primary Sources	• Source 1: Propaganda Poster • Source 2: "Destroy the Four Olds" photographs • Source 3: Newspaper excerpts • Source 4: "We Are Chairman Mao's Red Guards" battle song and lyrics • Primary Source Analysis Worksheet
Lesson 5: Point of View	Students will use textual and real world evidence to write two-voice poems to compare and contrast the purpose and experience of school of a student in China during the Cultural Revolution to a student in the US today.	• Perspective • Point of View • Word Choice • Textual Evidence	• Example videos and PowerPoints • Graphic organizer
Lesson 6: Assessment	Students will answer the question "What is power?"	• Theme	• Pages from *Red Scarf Girl* • Artist Statement forms

	by creating a found poem that presents a theme about power from the book. Students will write artists' statements to support their ideas using textual evidence.	• Constructed Response	• Evidence catcher worksheet
Lesson 7: Argument	Students will evaluate the rules, procedures, expectations, and consequences found in the NWMS handbook. Students will choose one area of the handbook to improve by applying the power of words, grammar, and persuasion and by researching relevant evidence and building an argument. Students will compose argument essays with a clear claim on how to improve the handbook with sound reasoning, sufficient and relevant evidence, and appropriate tone for audience and purpose.	• Claim • Reasons • Evidence • Bias • Logical fallacy • Stereotypes • Sufficient • Relevant • Counterargument • Rebuttal • Tone • Search terms • Credibility • MLA citations	• NWMS handbook • Independent research • Argument PowerPoint (terms and mini writing lessons) • Argument vocabulary worksheets

Unit: *Cinder*
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.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. Students use technology to produce responses to literature. Students complete oral presentations.	• 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
Anticipatory Set	Students will watch scientific videos relating to the futuristic setting of the	• Inference • Objective summary	• Anticipatory Videos

(Estimated 1 period)	novel to make inferences about the plot and characters. Students will determine the central idea of the videos and write objective summaries.	• Central idea	• 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
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	
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. 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.	• Inferences/Evidence • Characterization • Close Reading/Annotate • Media	• Study Guide Questions • Plot Chart • Character Database • Discussion Topics
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 (Estimated 1 period)	Students define and identify examples of propaganda. Students interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	• Propaganda • Inferences • Ethos, Pathos, Logos	• Chinese propaganda poster • Ppt + Discussion Questions • Art supplies

	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. Students use textual evidence to support all analysis.	• Theme • Conflict • Analyze	• Theme and Conflict page
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.	• Plot • Characterization • Claim/Inference • Relevant Evidence • Symbolism • Conflict	• Study Guide Questions • Plot Chart • Character Database • Discussion Topics

	Students identify specific examples of each type of conflict within chapter 35.		
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:

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 Videogame • Word Sneak • Theme poster (Canva/Adobe) • Conflict Comic (Brush Ninja)
Cultural Connecter	Students make connections between their novel and their own lives. Students conduct research. Students create citations for sources.	• Cite • Analyze • Research • MLA citations • Credibility	
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.	• Analyze • Conflict • Characterization	

	Students will participate in group discussions. Students use reading strategies when analyzing, interpreting, and discussing a novel.	• Sensory Language • Theme • Summary	
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 • Summary	
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	