Grade 7 Curriculum Map

GRADE-LEVEL UNIT & PERFORMANCE TASK OVERVIEW

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Theme	Crossing Generations	Living Among the Stars	Transformations	Learning From Nature	Facing Adversity
Essential Question	What can one generation learn from another?	Should we make a home in space?	Can people really change?	What is the relationship between people and nature?	How do we overcome life's challenges?
Performance Task: Writing	Personal Narrative	Argument	Short Story	Research-Based Essay	Informational Essay
Performance Task: Speaking & Listening	Present a Personal Narrative	Conduct a Debate	Deliver a Dramatic Adaptation	Give and Follow Instructions	Present an Informational Text
Performance-Based Assessment	Personal Narrative	Argument	Short Story	Research-Based Essay	Informational Essay

GRADE-LEVEL TABLE OF CONTENTS

UNIT 1	Selection Title	Author	Genre	Lexile
Unit Theme	Crossing Generations			
Essential Question	What can one generation learn from another?			
Performance Task Mode	Personal Narrative			
Mentor Text	Grandfather's Garden		Personal Narrative	1000

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	Selection Title	Author	Genre	Lexile
Whole-Class Learning	Don't Just Sit There Like a Punk	Matt de la Peña	Short Story	710
	The Case of the Disappearing Words	Alice Andre-Clark	Feature Article	1130
Peer-Group Learning	Compare: *from* Mom & Me & Mom	Maya Angelou	Memoir	610
	Compare: Learning to Love My Mother	Maya Angelou with Michael Maher	Media: Television Interview Video	n/a
	Mother-Daughter Drawings	Mica and Myla Hendricks	Media: Image Gallery	n/a
	Poetry Collection: Ode to my Papi	Guadalupe Garcia McCall	Poem	NP
	Poetry Collection: Mother to Son	Langston Hughes	Poem	NP
	Poetry Collection: To James	Frank Horne	Poem	NP
Independent Learning	Poetry Collection: Lineage	Margaret Walker	Poem	NP
	Poetry Collection: Family	Grace Paley	Poem	NP
	"Gotcha Day" Isn't a Cause for Celebration	Sophie Johnson	Opinion Piece	1090
	Water Names	Lan Samantha Chang	Realistic Fiction	900
	An Hour With Abuelo	Judith Ortiz Cofer	Realistic Fiction	840
UNIT 2	**Selection Title**	**Author**	**Genre**	**Lexile**
Unit Theme	Living Among the Stars			
Essential Question	Should we make a home in space?			
Performance Task Mode	Argument			
Mentor Text	Humans Are Not Meant to Live in Space		Argument	1050
Whole-Class Learning	Space Settlement Art Contest	National Space Society	Media: Image Gallery	n/a
	Compare: Dark They Were and Golden-Eyed	Ray Bradbury	Science Fiction Fantasy	480
	Compare: Dark They Were, and Golden-Eyed	Ray Bradbury and Michael McDonough	Media: Radio Play	n/a
Peer-Group Learning	Japan to Start Research on Place on Moon, Mars for Humans	Tomoyuki Suzuki	Science Feature	1280
	Comparing Texts: Why We Should Continue to Explore Space	Sheri Buckner	Argument	1080
	Comparing Texts: Why We Should Save Earth Before Colonizing Mars	Bruce Dorminey	Argument	1110
Independent Learning	Beyawned Earth: Pillownauts and the	Jennifer Mason	Science Feature	1100

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

	Selection Title	Author	Genre	Lexile
	Downside of Space Travel			
	Danger! This Mission to Mars Could Bore You to Death!	Maggie Koerth-Baker	Magazine Article	1290
	Time Capsule Found on the Dead Planet	Margaret Atwood	Short Story	740
	Space Comics	Various Cartoonists	Media: Comic Strips	n/a
UNIT 3	**Selection Title**	**Author**	**Genre**	**Lexile**
Theme	Transformations			
Essential Question	Can people really change?			
Performance Task Mode	Short Story			
Mentor Text	The Golden Windows		Short Story	800
Whole-Class Learning	Compare: A Christmas Carol: Scrooge and Marley, Act I & Act II	Drama based on the novella by Charles Dickens	Drama	NP
	Compare: *from* A Christmas Carol	Charles Dickens	Novella Excerpt	970
	Media Connection: *from* Scrooge		Media: Video	n/a
Peer-Group Learning	Thank You, M'am	Langston Hughes	Short Story	800
	Learning Rewires the Brain	Allison Pearce Stevens	Science Journalism	880
	Poetry Collection: Trying to Name What Doesn't Change	Naomi Shihab Nye	Poem	NP
	Poetry Collection: I Myself	Ángel González	Poem	NP
	Poetry Collection: Do not trust the eraser	Rosamond S. King	Poem	NP
	Makeup Artist Mimi Choi's Mesmerizing Art-Inspired Beauty Looks	Ryma Chikhoune	Article with Images	1060
	Mimi Choi Brings Fear to Life with Her Makeup Artistry	True Calling Media	Media: Video	n/a
Independent Learning	Little Things Are Big	Jesús Colón	Reflective Essay	1150
	The Story of Victor d'Aveyron, the Wild Child	Eloise Montalban	Historical Narrative	980
	A Retrieved Reformation	O. Henry	Short Story	850
	The Old Man and His Grandson	Jacob and Wilhelm Grimm	Fable	870
UNIT 4	**Selection Title**	**Author**	**Genre**	**Lexile**

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

	Theme	Learning From Nature			
	Essential Question	What is the relationship between people and nature?			
	Performance Task Mode	Research-Based Essay			
	Mentor Text	Wildlife Rehabbers Are Here to Help		Research-Based Essay	920
Whole-Class Learning		The Bee Highway: Making a Place for Bees in the City	Kathryn Hulick	Feature Article	960
		from Silent Spring	Rachel Carson	Descriptive Essay	1080
		Compare: How Grandmother Spider Stole the Sun	Michael J. Caduto and Joseph Bruchac	Creation Story	600
		Compare: Coyote Steals the Sun and the Moon	Richard Erdoes and Alfonso Ortiz	Creation Story	580
Peer-Group Learning		Compare: Our Purpose in Poetry: Or, Earthrise	Amanda Gorman	Lyric Poetry	NP
		Compare: Earthrise (Video)	Amanda Gorman	Media: Spoken Word Poetry	n/a
		Creature Comforts: Three Biology-Based Tips for Builders	Mary Beth Cox	Science Feature	840
		He—y, Come On Ou—t!	Shinichi Hoshi translated by Stanleigh Jones	Magical Realism	870
Independent Learning		*from* My Side of the Mountain	Jean Craighead George	Adventure Story	820
		How the Teens of St. Pete Youth Farm Fight Food Insecurity, One Harvest at a Time	Gabrielle Calise	Feature Article	1160
		Rice University Researchers Are Turning Dead Spiders into "Necrobots"	Ariana Garcia	Science Article	1200
		Poetry Collection: Turtle Watchers	Linda Hogan	Lyric Poetry	NP
		Poetry Collection: Jaguar	Francisco X. Alarcón	Lyric Poetry	NP
		Poetry Collection: The Sparrow	Paul Laurence Dunbar	Lyric Poetry	NP
UNIT 5	**Selection Title**		**Author**	**Genre**	**Lexile**
	Theme	Facing Adversity			
	Essential Question	How do we overcome life's challenges?			
	Performance Task Mode	Informational Essay			

Mentor Text	Against the Odds		Informational Essay	800
Whole-Class Learning	Compare: Black Sunday: The Storm That Gave Us the Dust Bowl	Erin Blakemore	Historical Nonfiction	1060
	Compare: from Survival in the Storm: The Dust Bowl Diary of Grace Edwards	Katelan Janke	Historical Fiction	970
	Media Connection: The Dust Bowl	CriticalPast	Media: Video	n/a
	A More Accessible World	Lisa Christensen	Informational Article	1240
Peer-Group Learning	Compare: The Circuit	Francisco Jiménez	Realistic Short Story	730
	Compare: How This Son of Migrant Farm Workers Became an Astronaut	José Hernández and Octavio Blanco	Interview	860
	A Work in Progress	Aimee Mullins	Oral History	930
	Poetry Collection: Simile: Willow and Ginkgo	Eve Merriam	Poem	NP
	Poetry Collection: "Four Skinny Trees" *from* The House on Mango Street	Sandra Cisneros	Lyric Poetry	NP
Independent Learning	The Girl Who Fell From the Sky	Juliane Koepcke	Personal Narrative	790
	Malala Yousafzai: Speech to United Nations Security Council	Malala Yousafzai	Persuasive Speeck	900
	from The Story of My Life	Helen Keller	Autobiography	970
	Rikki-tikki-tavi	Rudyard Kipling	Short Story	1010

UNIT 1 OVERVIEW

THEME	ESSENTIAL QUESTION
Crossing Generations	*What can one generation learn from another?*

RELEVANCE AND AGENCY

At the start of this unit, students conduct a class discussion about the statement: Senior citizens can learn a lot from younger people. Helping to set the tone for the unit, students discuss how everybody has unique relationships with people in older generations. Each of these relationships comes with different kinds—or levels—of communication. Students then put themselves in the shoes of a person from an older generation and consider how communication with a younger person looks from that perspective. As students work with text and media selections throughout the unit, they explore generational cultural and linguistic experiences, and they discuss the value of passing those down from generation to generation. Among other experience-centering tasks, in this unit students construct a personal narrative about an experience that helped them see how people of different generations can influence one another.

UNIT GOALS	PERFORMANCE TASKS
- Read selections that express various points of view about different generations and develop my own perspective. - Understand and use academic vocabulary words related to personal narratives. - Recognize elements of different genres, especially realistic fiction, informational texts, and poetry. - Read a selection of my choice independently and make connections to other texts. - Write a focused, well- organized personal narrative. - Complete Timed Writing tasks with confidence. - Prepare and present a personal narrative.	**Mid-Unit Performance Tasks** - Write a **personal narrative** that answers this question: What experience helped you see how people of different generations can influence one another? Include details about a conflict you faced and the reasons the experience was important. Use the elements of personal narratives in your writing. - You have read selections about conflicts and connections between generations. With your group, present an **autobiographical anecdote**, a brief true story, about a real experience or event in your life. Use your anecdote to respond to the following question: What new knowledge or skills have you learned from someone of a different generation? **End-of-Unit Performance-Based Assessments** *Write a personal narrative that reflects your new understanding of the Essential Question: What can one generation learn from another?* **Develop Your Perspective: Unit Projects** Students choose how to demonstrate their learning through: - Write a song about a person from a different generation whom you admire. - Create a poster that focuses on a quotation from one of the unit selections.

	● With a small group, hold a collaborative discussion about the following quotation: "Each generation has something different at which they are all looking." —Gertrude Stein

UNIT STANDARDS

READING LITERATURE RL.1; RL.2; RL.4; RL.5; RL.10
READING INFORMATIONAL TEXT RI.1; RI.2; RI.3; RI.6; RI.7; RI.9; RI.10
WRITING W.2; W.3; W.3.a; W.3.b; W.3.c; W.3.d; W.3.e; W.4; W.5; W.6; W.7; W.8; W.9.b; W.10
SPEAKING & LISTENING SL.1; SL.1.a; SL.1.b; SL.1.c; SL.1.d; SL.2; SL.4; SL.5; SL.6
LANGUAGE L.1; L.1.a; L.2; L.3; L.3.a; L.4; L.4.a; L.4.b; L.4.c; L.5; L.5.b; L.6

UNIT 2 OVERVIEW

THEME Living Among the Stars	ESSENTIAL QUESTION *Should we make a home in space?*

RELEVANCE AND AGENCY
As students begin this unit, they discuss whether they would want to live on another planet and they consider why this has long been something humans have dreamed of doing. Throughout the unit, students work with text and multimedia selections, exploring what makes earth uniquely habitable and what has compelled individuals to seek sustainable environments on other planets. Students also explore how science fiction stories appeal to readers' curiosity and sense of adventure while also providing windows into very real conflicts among individuals and across societies.

UNIT GOALS	PERFORMANCE TASKS
● Read selections that express different points of view about living in space and develop my own perspective. ● Understand and use academic vocabulary words related to argument. ● Recognize elements of different genres, especially arguments, informational texts, and science fiction. ● Read a selection of my choice independently and make connections to other texts. ● Write a focused, well- organized argumentative essay. ● Prepare an argument for one side of an issue and participate in a debate.	**Mid-Unit Performance Tasks** ● Write an **editorial** in which you take a position on the following question: Is space exploration important? Support your position with evidence from your reading, your background knowledge, and your own observations. Use the elements of an editorial in your writing. ● With your group, pair up with another group to conduct a **debate** in which each team takes a position on this statement: *The risks of building a human home in space outweigh the benefits.* **End-of-Unit Performance-Based Assessments** ● In this unit, you read different perspectives about whether we should live among the stars. You also practiced writing editorials and other arguments. Now, apply what you have learned. Write an **argument** in which you state and

	defend a claim in response to the Essential Question: *Should we make a home in space?*
	Develop Your Perspective: Unit Projects
	Students choose how to demonstrate their learning through:
	- Make a packing list for a trip to Mars. - Design your home in outer space. - Imagine you work for a travel company that offers trips to the moon. With a partner or small group, create and present a commercial for one of your company's vacations.

UNIT STANDARDS

READING LITERATURE RL.1; RL.2; RL.3; RL.4; RL.7
READING INFORMATIONAL TEXT RI.1; RI.2; RI.3; RI.4; RI.5; RI.6; RI.8; RI.9
WRITING W.1; W.1.a; W.1.b; W.1.c; W.1.d; W.1.e; W.2; W.3.d; W.4; W.6; W.7; W.10
SPEAKING & LISTENING SL.1.a; SL.1.b; SL.1.c; SL.1.d; SL.2; SL.3; SL.4; SL.5
LANGUAGE L.1.a; L.1.b; L.2.b; L.3.a; L.4.a; L.4.b; L.4.c; L.4.d; L.5; L.5.a; L.5.c; L.6

UNIT 3 OVERVIEW

THEME	**ESSENTIAL QUESTION**
Transformations	*Can people really change?*

RELEVANCE AND AGENCY
Students begin this unit with a Four-Corner Debate about whether a person's life can change in an instant. They discuss how everyone undergoes change at different points in their life. For many people, these changes can become life-altering transformations. While it may feel scary or overwhelming at first, these changes often bring about positive outcomes. Throughout the unit, students read selections about people who experience notable events in their lives that transform them in different ways. Students consider for themselves whether people can really change and they draw on lived experiences while exploring how characters and real people journey through various transformations.

UNIT GOALS	**PERFORMANCE TASKS**
- Read selections that express different points of view about transformations and develop my own perspective. - Understand and use academic vocabulary words related to fiction. - Recognize elements of different genres, especially drama, fiction, and poetry. - Read a selection of my choice independently and make meaningful connections to other texts. - Write an engaging and meaningful short story.	**Mid-Unit Performance Tasks** Write a **short story** about a character who has significant life experience. Shape your story to answer this question: Does your character truly change? You may write a science-fiction story, a realistic story, or another type of story you like to read. Include the elements of a short story in your writing.

- Complete Timed Writing tasks with confidence.
- Prepare and deliver a dramatic adaptation.

- You have read different selections about the possibilities of change. With your group, write and deliver a **dramatic adaptation** of one of the following texts: the novella excerpt A Christmas Carol; the short story "Thank You, M'am"; the poem "Trying to Name What Doesn't Change"; the poem "I Myself"

End-of-Unit Performance-Based Assessments

- Imagine one of the characters from this unit ten years later. What has happened to this person? Have they changed? Write **a short story** that explores the Essential Question: *Can people really change?*

Develop Your Perspective: Unit Projects

Students choose how to demonstrate their learning through:

- Write a poem about transformation.
- Write a social media post as a character or subject from a unit selection.
- Write and present a speech about the character or subject from the unit who you think experienced the most remarkable transformation.

UNIT STANDARDS

READING LITERATURE RL.1; RL.2; RL.3; RL.4; RL.5; RL.6; RL.7; RL.9; RL.10
READING INFORMATIONAL TEXT RI.1; RI.2; RI.4; RI.5; RI.7; RI.8; RI.10
WRITING W.1; W.2.a; W.3; W.3.a; W.3.b; W.3.c; W.3.d; W.3.e; W.4; W.5; W.6; W.7; W.8; W.9; W.9.a; W.10
SPEAKING & LISTENING SL.1; SL.1.a; SL.1.b; SL.1.c; SL.1.d; SL.2; SL.4; SL.5; SL.6
LANGUAGE L.1; L.1.a; L.2.a; L.2.b; L.3; L.4; L.4.a; L.4.b; L.4.c; L.4.d; L.5; L.5.b; L.6

UNIT 4 OVERVIEW

THEME	ESSENTIAL QUESTION
Learning From Nature	*What is the relationship between people and nature?*

RELEVANCE AND AGENCY
In this unit, students explore how nature provides us with the necessities we need to survive—air, water, and soil in which to grow food. They discuss how different societies and cultures relate differently to the environment. By reading diverse text selections, students consider how our relationship with nature goes far beyond the needs of survival, becoming a mirror in which we see ourselves, a friend that gives us gifts, and even an enemy that we fight and that fights us back. Students develop action plans for the texts they read with small groups and independently, and they engage in self-directed research throughout the unit.

UNIT GOALS	PERFORMANCE TASKS
- Read selections that explore the interactions between people and nature and use what I learn as a springboard for future research. - Understand and use academic vocabulary words related to research writing. - Recognize elements of different genres, especially descriptive essays, informational texts, and magical realism. - Read a selection of my choice independently and make connections to other text - Write a well-documented research paper. - Research, give, and follow instructions.	**Mid-Unit Performance Tasks** - Write a **research paper** in which you answer a focused research question about the following broad topic: problems that pollinators, such as bees and butterflies, currently face. - With your group, research how to perform a specific task or activity related to the natural world. Then, teach the rest of your class that task, using **instructions** to guide them step by step. **End-of-Unit Performance-Based Assessments** - Write a **research-based essay** that explores an answer to the Essential Question: *What is the relationship between people and nature?* **Develop Your Perspective: Unit Projects** Students choose how to demonstrate their learning through: - Create a t-shirt design that depicts one idea from the unit about the relationship between people and nature. - Write a paragraph detailing one idea from the unit that you will always remember. - In small groups, hold an informal debate about this question: How important is nature in humans' lives?

UNIT STANDARDS

READING LITERATURE RL.1; RL.2; RL.3; RL.4; RL.7; RL.10
READING INFORMATIONAL TEXT RI.1; RI.2; RI.4; RI.5; RI.6; RI.10
WRITING W.1; W.2; W.2.a; W.2.d; W.3.b; W.3.c; W.3.e; W.4; W.6; W.7; W.8; W.9
SPEAKING & LISTENING SL.1; SL.1.a; SL.1.c; SL.1.d; SL.2; SL.4; SL.5
LANGUAGE L.1; L.1.c; L.2.b; L.3; L.4.a; L.4.b; L.4.c; L.5.b; L.5.c; L.6

UNIT 5 OVERVIEW

THEME	ESSENTIAL QUESTION
Facing Adversity	*Are there any challenges that are too big to overcome?*

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

RELEVANCE AND AGENCY

At the start of this unit, students discuss what the phrase facing adversity suggests to them. Throughout the unit, students read about many examples of people who have faced adversity and overcome obstacles. As students engage with text and media selections, they consider how facing challenges may be a part of life for everyone at one time or another and at times adversity may seem very difficult to overcome. Students make connections between the challenges faced by characters and real individuals in the texts they are reading and those they have experienced themselves and observed.

UNIT GOALS

- Read selections that reflect the experience of facing adversity and develop my own perspective.
- Understand and use academic vocabulary words related to informational texts.
- Recognize elements of different genres, especially historical nonfiction and fiction, informational texts, and poetry.
- Read a selection of my choice independently and make connections to other texts.
- Write a focused, well- organized informational essay.
- Complete Timed Writing tasks with confidence.
- Prepare and deliver an informational presentation.

PERFORMANCE TASKS

Mid-Unit Performance Tasks

- Write an **informational essay** in which you respond to the following question: What does it mean to overcome adversity?

- Some of the individuals presented in this unit were able to overcome great challenges. Deepen your understanding of these people and their achievements by writing and presenting three brief **biographical profiles**. Use the texts to address this question: How do people overcome enormous obstacles?

End-of-Unit Performance-Based Assessments

- Write an informational essay in which you develop and support a thesis in response to the Essential Question: How do we overcome life's challenges?

Develop Your Perspective: Unit Projects

Students choose how to demonstrate their learning through:

- Write a rap song about facing adversity.
- Create an illustration that depicts a scene from one of the unit texts.
- Deliver a speech detailing something you learned from the unit selections that you will always remember.

UNIT STANDARDS

READING LITERATURE RL.1; RL.2; RL.3; RL.4; RL.9; RL.10

READING INFORMATIONAL TEXT RI.1; RI.2; RI.3; RI.4; RI.5; RI.6; RI.7; RI.9; RI.10

WRITING W.1.b; W.2; W.2.a; W.2.b; W.2.c; W.2.d; W.2.e; W.2.f; W.3; W.3.d; W.4; W.5; W.6; W.7; W.8; W.9; W.10

SPEAKING & LISTENING SL.1; SL.1.a; SL.1.c; SL.1.d; SL.2; SL.4; SL.5; SL.6

LANGUAGE L.1; L.2; L.2.a; L.2.b; L.3; L.4; L.4.a; L.4.b; L.4.c; L.5; L.5.a; L.5.b; L.5.c; L.6

UNIT-BY-UNIT LESSON DETAIL

Grade 7, Unit 1: Crossing Generations				
ESSENTIAL QUESTION: What can one generation learn from another?				
	UNIT INTRODUCTION MENTOR TEXT: Grandfather's Garden Personal Narrative 820L	Don't Just Sit There Like a Punk by Matt de la Peña Short Story 710L	The Case of the Disappearing Words by Alice Andre-Clark Feature Article 1130L	PERFORMANCE TASK: Writing	WRITER'S HANDBOOK: Personal Narrative
Recommended Pacing	2 days	5 days	6 days	2 days	2 days
Lesson Objectives	-Summary -IceBreaker -QuickWrite	PREPARE TO READ/READ • Cite evidence to make inferences and support analysis. • Determine the central theme of a text. • Read and comprehend literature. BUILD INSIGHT • Cite evidence to make inferences and support analysis. • Write an objective summary. ANALYZE AND INTERPRET • Determine the central theme of a text. • Conduct short research projects. STUDY LANGUAGE AND CRAFT • Demonstrate command of English conventions. • Determine the meaning of unknown words. • Use Greek or Latin suffixes and affixes to determine the meaning of words.	PREPARE TO READ/READ • Cite evidence to make inferences and support analysis. • Determine two or more central ideas in a text. • Gather vocabulary knowledge when considering a word. BUILD INSIGHT • Cite evidence to make inferences and support analysis • Write an objective summary. ANALYZE AND INTERPRET • Cite textual evidence. • Determine two or more central ideas in a text. • Conduct short research projects. • Gather relevant information from print and digital sources. STUDY LANGUAGE AND CRAFT • Determine an author's purpose. • Use Greek or Latin roots to determine the meaning of words. SHARE IDEAS • Present claims and findings.	Write a Personal Narrative	-Planning and Prewriting -Drafting -Revising -Editing -Publishing and Presenting

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

		SHARE IDEAS • Write a narrative. • Use narrative techniques such as dialogue. • Use appropriate eye contact, volume, and pronunciation. • Adapt speech to a variety of contexts and tasks.	• Gather relevant information from sources. • Consult reference materials.		
Skills and Standards	RI.2; W.10; SL.1; L.4.b; L.6	PREPARE TO READ/READ -Learn About Genre: Short Story RL.2 -Concept Vocabulary -Reading Strategy: Make Inferences RL.1 BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis RL.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7 -Theme RL.2 STUDY LANGUAGE AND CRAFT -Concept Vocabulary L.4 -Word Study: Latin Suffix: -able L.4b -Nouns and Pronouns L.2 SHARE IDEAS -Writing: Dialogue W.3, W.3.b -Speaking and Listening: Dramatic Reading SL.4; SL.6	PREPARE TO READ/READ -Learn About Genre: Feature Articles RI.1, RI.2 -Concept Vocabulary L.6 -Reading Strategy: Make Predictions RI.5 BUILD INSIGHT -First Thoughts -Summary RI.2 -Analysis RI.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7; W.8 -Multiple Central Ideas RI.1; RI.2 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Latin Root Word: lingua L.4.b -Author's Purpose RI.6 SHARE IDEAS -Writing: Travel Guide W.8; L.4.c -Speaking and Listening: Oral Presentation SL.4; L.4.c	W.3; W.3.b; W.3.e; W.4	W.3.a–e; W.5; W.6; L.1; L.2; L.3.a ADDITIONAL CITATION: PAGE 51 **WRITING** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Assessments	Language Checkpoint	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS	n/a	n/a

		-Exit Ticket: Theme RL.2 -Exit Ticket: Latin Suffix: -able L.4b -Exit Ticket: Nouns and Pronouns L.2	-Multiple Central Ideas RI.1; RI.2 -Exit Ticket: Latin Root Word: lingua L.4.b -Exit Ticket: Author's Purpose RI.6		
Unit 1 Continued	from Mom & Me & Mom by Maya Angelou Memoir 610L	Learning to Love My Mother by Maya Angelou with Michael Maher Television Interview Media	Mother-Daughter Drawings by Mica and Myla Hendricks Image Gallery Media	Ode to My Papi by Guadalupe García McCall To James by Frank Horne Mother to Son by Langston Hughes Free-Verse Poetry NP	PERFORMANCE TASK: Speaking and Listening
Recommended Pacing	4 days	3 days	2 days	3 days	2 days
Lesson Objectives	PREPARE TO READ/READ • Determine central ideas in a text. • Analyze interactions between individuals. • Read and comprehend literary nonfiction. • Determine the meaning of words while reading. BUILD INSIGHT • Cite evidence to make inferences and support analysis. • Engage in collaborative discussions. ANALYZE AND INTERPRET • Analyze interactions in a text. STUDY LANGUAGE AND CRAFT • Demonstrate command of English conventions. • Explain the function of phrases and clauses.	PREPARE TO VIEW/VIEW • Analyze two selections about the same topic. • Analyze the main idea of a media piece. BUILD INSIGHT • Analyze the main ideas of a media piece. ANALYZE AND INTERPRET • Analyze the main ideas of a media piece. • Use grade-appropriate words and phrases accurately. TEST PRACTICE • Compare and contrast a text to an audio, video, or multimedia version of the text. • Write an essay comparing two texts on the same topic. • Apply reading standards to literary nonfiction.	PREPARE TO VIEW/VIEW • Gather vocabulary knowledge. BUILD INSIGHT • Prepare for and participate in discussions. • Pose questions that elicit elaboration. ANALYZE AND INTERPRET • Gather vocabulary knowledge. SHARE IDEAS • Write narratives. • Define roles for group work. • Include multimedia components and visuals displays in presentations.	PREPARE TO READ/READ • Analyze how a poem's structure contributes to its meaning. • Read and comprehend poetry. • Determine the meaning of unknown words. • Use context to determine meaning. BUILD INSIGHT • Pose and respond to questions. • Acknowledge new information expressed by others. ANALYZE AND INTERPRET • Analyze how a poem's structure contributes to its meaning. STUDY LANGUAGE AND CRAFT • Determine the meaning of words and phrases, including	-Present a Personal Narrative: Retelling

				figurative and connotative meanings. • Use knowledge of language when writing. • Demonstrate an understanding of figurative language. • Use the relationship between words to better understand each of the words. SHARE IDEAS • Use precise words and phrases, relevant details, and sensory language in writing. • Develop and strengthen writing.	
	• Use Greek or Latin roots to determine the meaning of words.				
Skills and Standards	PREPARE TO READ/READ -Compare Across Genres: Memoir and Television Interview RI.3; RI.10 -Concept Vocabulary L.4 -Reading Strategy: Determine Central Ideas RI.2 BUILD INSIGHT -First Thoughts -Analysis and Discussion RI.1; SL.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Dialogue and Description RI.3 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Greek Root:-phil- L.4.b -Independent and Dependent Clauses L.1; L.1.a	PREPARE TO VIEW/VIEW -Media Vocabulary L.6 -Viewing Strategy: Make Connections RI.9 BUILD INSIGHT -First Thoughts -Summary -Analysis and Discussion SL.2 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Review SL.2 -Media Vocabulary L.6 TEST PRACTICE -Comparing Nonfiction and Media RI.7 W.2; W.9.b	PREPARE TO VIEW/VIEW -Media Vocabulary L.6 -Viewing Strategy: Synthesize Information BUILD INSIGHT -First Thoughts -Comprehension -Analysis and Discussion SL.1a; SL.1c -Exploring the Essential Question ANALYZE AND INTERPRET -Close Review -Media Vocabulary L.6 SHARE IDEAS -Speaking and Listening: Multimedia Presentation W.3; SL.1.b; SL.4; SL.5; SL.6 ADDITIONAL CITATION: PAGE 81 **SPEAKING AND LISTENING**	PREPARE TO READ/READ -Learn About Genre: Free-Verse Poetry RL.5; RL.10 -Concept Vocabulary L.4; L.4.a -Reading Strategy: Create Mental Images BUILD INSIGHT -First Thoughts -Comprehension -Analysis and Discussion SL.1.c; SL.1.d -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Visual Elements in Poetry RL.5 STUDY LANGUAGE AND CRAFT -Concept Vocabulary L.3 -Word Study: Synonyms and Antonyms L.5.b -Figurative Language: Metaphor RL.4; L.5	W.3; W.5; SL.1.b; SL.1.c; SL.4 ADDITIONAL CITATION: PAGE 97 **SPEAKING AND LISTENING** • 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.

			• 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. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SHARE IDEAS -Writing: Free-Verse Poem W.3.d; W.5	
Assessments	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Dialogue and Description RI.3 -Exit Ticket: Greek Root: -phil- L.4.b. -Exit Ticket: Independent and Dependent Clauses L.1; L1.a	n/a	n/a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Visual Elements in Poetry RL.5 -Exit Ticket: Synonyms and Antonyms L.5.b -Exit Ticket: Figurative Language: Metaphor RL.4; L.5	n/a
Unit 1 Independent Learning Texts
Unit 1 Continued	Lineage by Margaret Walker Family by Grace Paley Lyric Poetry NP	"Gotcha Day" Isn't a Cause for Celebration by Sophie Johnson Opinion Piece 1090L	Water Names by Lan Samantha Chang Realistic Fiction 900L	An Hour With Abuelo by Judith Ortiz Cofer Realistic Fiction 840L	
Recommended Pacing		2 days
Assessments	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	
Unit 1 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST		
Recommended Pacing	2 days	2 days	1 day		

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

Lesson Objectives	In this unit, students encountered many different perspectives on what one generation can learn from another. Now, they will take some time to reflect on the texts they explored. -Reflect on Your Unit Goals -Reflect on the Texts -Develop Your Perspective: Unit Projects	In this unit, students read about what one generation can learn from another. They also practiced writing a personal narrative. Now, they will write a personal narrative that reflects their new understanding of the Essential Question. -Write a Personal Narrative			
Skills and Standards	W.4; SL.1; SL.5	W.3; W.3a; W.3.b; W.3.c; W.3d; W.3e ADDITIONAL CITATION: PAGE 105 **WRITING** • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			

Grade 7, Unit 2: Living Among the Stars
ESSENTIAL QUESTION: Should we make a home in space?

	UNIT INTRODUCTION MENTOR TEXT: Humans Are Not Meant to Live in Space Argument 1050L	Space Settlement Art National Space Society Image Gallery Media	Dark They Were, and Golden-Eyed by Ray Bradbury Science Fiction 480L	Dark They Were, and Golden-Eyed by Ray Bradbury and Michael McDonough Radio Play Media	PERFORMANCE TASK: Writing
Recommended Pacing	2 days	2 days	6 days	3 days	2 days

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

| Lesson Objectives | -Summary
-Icebreaker
-QuickWrite | PREPARE TO VIEW/VIEW
• Cite textual evidence to support inferences.

BUILD INSIGHT
• Cite textual evidence to support inferences.

STUDY LANGUAGE AND CRAFT
• Use academic and domain-specific words and phrases accurately.

SHARE IDEAS
• Use precise words, descriptive details, and sensory language.
• Use technology to produce and publish writing. | PREPARE TO READ/READ
• Cite textual evidence to support inferences.
• Determine the figurative meaning of words.
• Demonstrate understanding of figurative language.
• Interpret figures of speech in context.
• Use academic and domain-specific words.

BUILD INSIGHT
• Cite textual evidence to support inferences.
• Provide an objective summary.
• Analyze how elements of a story interact.
• Interpret figures of speech in context.

ANALYZE AND INTERPRET
• Determine the figurative meanings of words.
• Conduct short research projects.
• Demonstrate understanding of figurative language.

STUDY LANGUAGE AND CRAFT
• Explain the function of phrases and clauses.
• Choose among sentences to signal differing relationships.
• Demonstrate understanding of figurative language.
• Distinguish among connotations of words with similar denotations. | PREPARE TO LISTEN/LISTEN
• Gather vocabulary knowledge to aid comprehension.

BUILD INSIGHT
• Compare and contrast a story to its audio version.
• Analyze the main ideas and supporting details presented in diverse media and formats.

ANALYZE AND INTERPRET
• Analyze the main ideas and supporting details presented in diverse media and formats.

TEST PRACTICE
• Compare and contrast a story to its audio version.
• Write informative/explanatory texts to examine a topic and convey ideas. | -Write an Argument: Editorial |

Skills and Standards	RI.2; SL.1.b; SL.1.d; L.4.b; L.6	PREPARE TO VIEW/VIEW -Media Vocabulary L.6 -Viewing Strategy: Making Inferences RL.1 BUILD INSIGHT -First Thoughts -Comprehension RL.1 -Analysis RL.1 -Exploring the Essential Question STUDY LANGUAGE AND CRAFT -Close Review -Media Vocabulary L.6 SHARE IDEAS -Writing: Story Synopsis W.3.d; W.6	PREPARE TO READ/READ -Compare Across Genres: Science Fiction and Radio Play Adaptation RL.4; L.5; L.5.a -Concept Vocabulary L.6 -Reading Strategy: Make Inferences RL.1 BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis RL.1; RL.3; L.5.a -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7 -Setting and Figurative Language RL.4; L.5; L.5.a STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Synonyms and Nuance L.5; L.5.c -Sentence Structures L.1.a; L.1.b ADDITIONAL CITATION: PAGE 142 **LANGUAGE** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	PREPARE TO LISTEN/LISTEN -Media Vocabulary L.6 -Listening Strategy: Create Mental Images BUILD INSIGHT -First Thoughts RL.7; SL.2 -Comprehension -Analysis RL.7; SL.2 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Review SL.2 -Inquiry and Research: Research and Extend -Media Vocabulary TEST PRACTICE -Compare: Fiction and Drama RL.7; W.2	W.1; W.1.b; W.10
Assessments	Language Checkpoint	n/a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Setting and Figurative Language RL.4; L.5	n/a	n/a

			-Exit Ticket: Synonyms and Nuance L.5; L.5.c -Exit Ticket: Sentence Structures L.1.a; L.1.b		
Unit 2 continued	WRITER'S HANDBOOK: Argument	Japan to Start Research on the Moon and Mars for Humans by Tomoyuki Suzuki Science Feature 1280L	Why We Should Continue to Explore Space by Sheri Buckner Argument 1080L	Why We Should Save Earth Before Colonizing Mars by Bruce Dorminey Argument 1110L	PERFORMANCE TASK: Speaking and Listening
Recommended Pacing	2 days	3 days	4 days	5 days	2 days
Lesson Objectives	-Planning and prewriting -Drafting -Revising -Editing -Publishing and Presenting	PREPARE TO READ/READ • Cite textual evidence to support inferences. • Determine an author's purpose. • Consult reference materials to determine word meaning. • Verify the preliminary determination of word meaning. BUILD INSIGHT • Write an objective summary of a text. • Acknowledge new information expressed by others. ANALYZE AND INTERPRET • Determine an author's purpose. STUDY LANGUAGE AND CRAFT • Explain the function of phrases and clauses. • Use Latin roots to determine word meaning. SHARE IDEAS • Use technology to produce writing.	PREPARE TO READ/READ • Analyze the structure an author uses to organize a text. • Determine an author's purpose. • Trace and evaluate the argument and specific claims in a text. • Use context as a clue to word meaning. BUILD INSIGHT • Cite evidence to support inferences. • Determine an author's purpose. ANALYZE AND INTERPRET • Determine an author's purpose. • Trace and evaluate the argument and specific claims in a text. STUDY LANGUAGE AND CRAFT • Explain the function of phrases and clauses. • Demonstrate understanding of word relationships.	PREPARE TO READ/READ • Analyze the interactions in a text. • Consult reference materials to determine word meaning. BUILD INSIGHT • Cite textual evidence to support inference. ANALYZE AND INTERPRET • Determine an author's purpose. • Trace and evaluate the argument and specific claims in a text. STUDY LANGUAGE AND CRAFT • Analyze the impact of word choice on meaning and tone. • Distinguish among the connotations of words with similar denotations. SHARE IDEAS • Analyze the main ideas and supporting details presented in diverse formats.	-Conduct a Debate

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

		• Analyze the main ideas and supporting details presented in diverse formats.		• Delineate a speaker's argument and specific claims. TEST PRACTICE • Analyze how two authors writing about the same topic advance different interpretations. • Write arguments to support claims.	
Skills and Standards	W.1; W.1.a; W.1.b; W.1.c; W.1.d; W.1.e; W.6; W.10; L.2.b; L.3.a ADDITIONAL CITATION: PAGE 158 **WRITING** Establish and maintain a formal style.	PREPARE TO READ/READ -Learn About Genre: Science Features RI.6 -Technical Vocabulary L.4.c; L.4.d -Reading Strategy: Make Inferences RI.1 BUILD INSIGHT -First Thoughts -Summary RI.2 -Analysis and Discussion SL.1.d -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Author's Purpose RI.6 STUDY LANGUAGE AND CRAFT -Technical Vocabulary Word Study: Latin Root: -grav- L.4.b -Infinitive Phrases and Gerund Phrases L.1.a SHARE IDEAS -Research: Summary of Research Findings W.6; W.7; W.8; SL.2	PREPARE TO READ/READ -Compare Within Genre: Argument RI.6; RI.8 -Concept Vocabulary L.4.a -Reading Strategy: Make Predictions RI.5 BUILD INSIGHT -First Thoughts -Summary -Analysis and Discussion RI.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Claim, Reasoning, and Evidence RI.6; RI.8 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Synonyms L.5 -Dependent Clauses L.1.a	PREPARE TO READ/READ -Concept Vocabulary L.4.c -Reading Strategy: Make Connections RI.3 BUILD INSIGHT -First Thoughts -Summary -Analysis and Discussion RI.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read RI.6 -Claim, Reasoning, and Evidence RI.6; RI.8 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Connotation and Denotation L.5.c -Diction, Meaning, and Tone RI.4 SHARE IDEAS -Speaking and Listening: Debate SL.2; SL.3 TEST PRACTICE -Compare Nonfiction RI.9; W.1	SL.3; SL.4

		ADDITIONAL CITATION: PAGE 174 **WRITING** • Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. • Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
Assessments		SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Author's Purpose RI.6 -Exit Ticket: Latin Root: -grav- L.4.b -Exit Ticket: Infinitive Phrases and Gerund Phrases L.1.a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Claim, Reasoning, and Evidence RI.6; RI.8 -Exit Ticket: Synonyms L.5 -Exit Ticket: Dependent Clauses L.1.a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Claim, Reasoning, and Evidence RI.6; RI.8 -Exit Ticket: Connotation and Denotation L.5.c -Exit Ticket: Diction, Meaning, and Tone RI.4	
Unit 2 Independent Learning Texts					
Unit 2 continued	Beyawned Earth: Pillownauts and the Downside of Space Travel by Jennifer Mason Science Feature 1100L	Danger! This Mission to Mars Could Bore You to Death! by Maggie Koerth-Baker Magazine Article 1290L	Time Capsule Found on Dead Planet by Margaret Atwood Short Story 740L	Space Comics Various cartoonists Media: Comic Strips	
Recommended Pacing	2 days				
Assessments	SELECTION TEST	SELECTION TEST	SELECTION TEST	SELECTION TEST	

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

	-Comprehension and Vocabulary	-Comprehension and Vocabulary	-Comprehension and Vocabulary	-Comprehension and Vocabulary	
Unit 2 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST		
Recommended Pacing	2 days	2 days	1 day		
Lesson Objectives	In this unit, students encountered many different perspectives on whether humans should make a home in space. Now, they will take some time to reflect on the texts they explored.

-Reflect on Your Unit Goals
-Reflect on the Texts
-Develop Your Perspective: Unit Projects | In this unit, students read multiple perspectives about whether humans should make a home in space. They also practiced writing an argument. Now, they will write an argument that reflects their new understanding of the Essential Question. | | | |
| **Skills and Standards** | W.4; SL.5 | W.1; W.1a; W.1b; W.1c; W.1d; W.1e | | | |

Grade 7, Unit 3: Transformations
ESSENTIAL QUESTION: Can people really change?

| | UNIT INTRODUCTION
MENTOR TEXT: The Golden Windows
by Laurie E. Richards
Short Story
800L | A Christmas Carol: Scrooge and Marley, Act I
based on the novella by Charles Dickens
Drama
NP | A Christmas Carol: Scrooge and Marley, Act II
based on the novella by Charles Dickens
Drama
NP | from A Christmas Carol
by Charles Dickens
Novella Excerpt
970L | PERFORMANCE TASK: Writing |
|---|---|---|---|---|---|
| **Recommended Pacing** | 2 days | 6 days | 6 days | 4 days | 2 days |
| **Lesson Objectives** | -Summary
-Icebreaker
-QuickWrite | PREPARE TO READ/READ
• Analyze how elements of a drama interact.
• Analyze how a drama's structure contributes to its meaning. | PREPARE TO READ/READ
• Read and comprehend dramas.
• Acquire and use academic and domain-specific vocabulary accurately. | PREPARE TO READ/READ
• Read and comprehend literature.

BUILD INSIGHT
• Cite text evidence. | -Write a Short Story |

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

		• Read and comprehend drama. • Gather vocabulary knowledge as part of comprehension. BUILD INSIGHT • Cite textual evidence to support analysis. • Write a summary of the text. ANALYZE AND INTERPRET • Analyze how elements of a drama interact. • Analyze the impact of repetition of sounds in a drama. • Gather relevant information from multiple sources. STUDY LANGUAGE AND CRAFT • Analyze how an author develops different points of view. • Use Latin affixes to determine word meaning.	BUILD INSIGHT • Cite textual evidence to support analysis. • Write a summary of the text. ANALYZE AND INTERPRET • Analyze how elements of a drama interact. • Analyze how a drama's structure contributes to its meaning. • Gather relevant information from sources. STUDY LANGUAGE AND CRAFT • Determine the theme of a text. • Analyze how elements of a drama interact. • Use Greek affixes to determine word meaning. • Use word relationships to better understand words. • Use academic and domain-specific words accurately. SHARE IDEAS • Gather relevant information from sources. • Write for a specific purpose. • Present claims and findings. • Include multimedia components and visual displays in presentations.	• Write an objective summary of a text. • Compare a written story to a multimedia version. ANALYZE AND INTERPRET • Analyze how an author develops point of view. • Conduct short research projects. • Gather relevant information from multiple sources. STUDY LANGUAGE AND CRAFT • Use knowledge of language conventions. • Verify the preliminary determination of word meaning. • Understand nuances in word meaning. • Use word relationships to better understand words. TEST PRACTICE • Write arguments to support claims. • Apply reading standards to literature.	
Skills and Standards	RL.2; W.10; SL.1.b; SL.1.c; SL.1.d; L.4.b; L.6	PREPARE TO READ/READ -Learn About Genre: Drama RL.3; RL.5; RL.10 -Concept Vocabulary L.6 -Reading Strategy: Paraphrase	PREPARE TO READ/READ -Concept Vocabulary L.6 -Reading Strategy: Annotate RL.10 BUILD INSIGHT	PREPARE TO READ/READ -Concept Vocabulary -Reading Strategy: Make Connections RL.10 BUILD INSIGHT	W.3; W.3.a

		BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis RL.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.8 -Dialogue and Character -Development RL.3; RL.4 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Latin Prefix mal– L.4.b -Subjective and Objective Points of View RL.6	-First Thoughts -Summary RL.2 -Analysis RL.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.8 -Stage Directions and Character Development RL.3; RL.5 STUDY LANGUAGE AND CRAFT -Concept Vocabulary L.5.b; L.6 -Word Study: Greek Prefix: para– L.4.b -Multiple Themes RL.2; RL.3 SHARE IDEAS -Writing: Friendly Letter W.8; W.10 -Speaking and Listening: Costume Plans SL.4; SL.5	-First Thoughts -Summary RL.2 -Analysis RL.1 -Exploring the Essential Question RL.9 -Media Connection ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend RL.9; W.7; W.8 -Narrative Point of View: Omniscient Narrator RL.6 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Synonyms and Nuance: dread L.4.d; L.5; L.5.b -Conjunctions L.3 TEST PRACTICE -Compare Drama and Fiction: Critical Review W.1; W.9a	
Assessments	Language Checkpoint	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Dialogue and Character Development RL.3; RL.4 -Exit Ticket: Latin Prefix mal– L.4.b -Exit Ticket: Subjective and Objective Points of View RL.6	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Stage Directions and Character Development RL.3; RL.5 -Exit Ticket: Greek Prefix: para– L.4.b -Exit Ticket: Multiple Themes RL.2; RL.3	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Narrative Point of View: Omniscient Narrator RL.6 -Exit Ticket: Synonyms and Nuance L.4.d; L.5; L.5.b -Exit Ticket: Conjunctions L.3	n/a
Unit 3 continued	WRITER'S HANDBOOK: Short Story	Thank You, M'am by Langston Hughes Realistic Short Story 800L	Learning Rewires the Brain by Alison Pearce Stevens Science Journalism 880L	Trying to Name by Naomi Shihab Nye I Myself by Ángel González Do not trust the eraser by Rosamond S. King	Makeup Artist Mimi Choi's Mesmerizing Art-Inspired Beauty Looks by Ryma Chikhoune Human Interest Story 1060L

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

			Poetry NP	Mimi Choi Brings Fear…by True Calling Media
Recommended Pacing	2 days	4 days	4 days	4 days	4 days
Lesson Objectives	-Planning and Prewriting -Drafting -Revising -Editing -Publishing and Presenting	PREPARE TO READ/READ • Analyze how elements of a story interact. • Read and comprehend literature. • Determine the meaning of unknown words. • Use context to determine word meaning. BUILD INSIGHT • Write a summary of the text. • Pose and respond to questions. ANALYZE AND INTERPRET • Analyze how elements of a story interact. STUDY LANGUAGE AND CRAFT • Explain the function of phrases in a sentence. • Clarify the meaning of multiple-meaning words. • Use context to determine word meaning. SHARE IDEAS • Analyze how an author develops point of view. • Strengthen writing.	PREPARE TO READ/READ • Determine the technical meaning of words and phrases. • Analyze the structure of a text. • Consult reference materials to clarify word meaning. BUILD INSIGHT • Prepare for discussions. • Acknowledge new information expressed by others. ANALYZE AND INTERPRET • Analyze the structure of a text. STUDY LANGUAGE AND CRAFT • Determine the technical meaning of words and phrases. • Evaluate an argument and claims. • Use Latin roots to determine word meaning. • Consult reference materials to clarify word meaning. SHARE IDEAS • Include formatting, graphics, and multimedia. • Paraphrase to avoid plagiarism. • Define individual roles. • Include multimedia components in presentations.	PREPARE TO READ/READ • Determine the theme of a poem. • Determine word meaning as used in a text. • Read and comprehend poetry. • Determine the meaning of unknown words. • Consult reference materials to clarify word meaning. • Use word relationships to better understand words. BUILD INSIGHT • Cite text evidence. • Adapt speech to a variety of contexts. ANALYZE AND INTERPRET • Determine the theme of a poem. STUDY LANGUAGE AND CRAFT • Analyze how a poem's structure contributes to its meaning. • Use Latin roots to determine word meaning. SHARE IDEAS • Use appropriate eye contact, volume, and pronunciation. • Adapt speech to a variety of tasks.	PREPARE TO READ/READ PREPARE TO READ/READ • Determine the central idea of a text. • Read and comprehend literary nonfiction. • Analyze main ideas in diverse media. • Consult reference materials to clarify word meaning. BUILD INSIGHT • Cite text evidence to support analysis. • Compare a text to a video version. ANALYZE AND INTERPRET • Compare a text to a video version. STUDY LANGUAGE AND CRAFT • Determine the central ideas of a text. • Compare a text to a video version. • Use word relationships to better understand words. SHARE IDEAS • Include multimedia components in presentations.

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

				• Use knowledge of language conventions when speaking.
Skills and Standards	W.3; W.3.a-e; W.4; W.5; W.6; L.1; L.2.a; L.2.b; L.3 ADDITIONAL CITATION: PAGE 304 **WRITING** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	PREPARE TO READ/READ -Learn About Genre: Realistic Short Story RL.3; RL.10 -Concept Vocabulary L.4; L.4.a -Reading Strategy: Establish a Purpose BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis and Discussion SL.1.c -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Plot Elements RL.3 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Multiple-Meaning Words L.4, L.4.d -Prepositions and Prepositional Phrases L.1.a SHARE IDEAS -Writing: Journal Entry RL.6; W.5	PREPARE TO READ/READ -Learn About Genre: Science Journalism RI.5 -Technical Vocabulary RI.4 ; L.4.c -Reading Strategy: Make Connections BUILD INSIGHT -First Thoughts -Summary -Analysis and Discussion SL.1.a; SL.1.d -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Organizational Patterns RI.5 STUDY LANGUAGE AND CRAFT -Technical Vocabulary RI.4 -Word Study: Latin Root -sign– L.4.b; L.4.c -Rhetorical Devices and Logical Fallacies RI.8 SHARE IDEAS -Research: Research Report W.2.a; W.7; W.8; SL.1.b; SL.5 ADDITIONAL CITATION: PAGE 334 **WRITING** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	PREPARE TO READ/READ -Learn About Genre: Poetry RL.2; RL.4; RL.10 -Concept Vocabulary L.4; L.4.c; L.5.b -Reading Strategy: Create Mental Images BUILD INSIGHT -First Thoughts -Comprehension -Analysis and Discussion RL.1; SL.6 -Exploring the Essential Question STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Latin Root: -tort– L.4.b -Imagery and Themes RL.2 -Poetic Structures and Meaning RL.5 SHARE IDEAS -Speaking and Listening: Dramatic Reading SL.4; SL.6	PREPARE TO READ/READ -Learn About Genre: Human Interest Stories RI.2; RI.10 -Concept Vocabulary L.4.c -Viewing Strategy: Listen Actively SL.2 BUILD INSIGHT -First Thoughts -Summary -Analysis and Discussion RI.1; RI.7 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read RI.7 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Synonyms and Antonyms L.5.b -Central Ideas RI.2; RI.7 SHARE IDEAS -Speaking and Listening: Multimedia Presentation SL.5; L.3

Assessments	n/a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Plot Elements RL.3 -Exit Ticket: Multiple-Meaning Words L.4, L.4.d -Exit Ticket: Prepositions and Prepositional Phrases L.1.a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Organizational Patterns RI.5 -Exit Ticket: Latin Root -sign– L.4.b; L.4.c -Exit Ticket: Rhetorical Devices and Logical Fallacies RI.8	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Imagery and Themes RL.2 -Exit Ticket: Latin Root: -tort– L.4.b -Exit Ticket: Poetic Structures and Meaning RL.5	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Synonyms and Antonyms L.5.b -Exit Ticket: Central Ideas RI.2; RI.7
Unit 3 continued	PERFORMANCE TASK: Speaking and Listening				
Recommended Pacing	2 days				
Lesson Objectives	-Deliver a Dramatic Adaptation				
Skills and Standards	W.4; W.5; SL.1.c; SL.4; SL.6 ADDITIONAL CITATION: PAGE 358 **SPEAKING AND LISTENING** • 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. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.				
Assessments	n/a				
Unit 3 Independent Learning Texts					
Unit 3 continued	Little Things Are Big by Jesús Colón Reflective Essay	The Story of Victor d'Aveyron, the Wild Child by Eloise Montalban	A Retrieved Reformation by O. Henri Short Story	The Old Man and His Grandson by Jacob and Wilhelm Grimm Fable	

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

	Lexile: 1150L	Historical Narrative 980L	850L	920L	
Recommended Pacing	2 days				
Assessments	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary		
Unit 3 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST		
Recommended Pacing	2 days	2 days	1 day		
Lesson Objectives	Throughout this unit, students encountered many different perspectives on whether or not people can really change. Now, they will take some time to reflect on the texts they explored. -Reflect on Your Unit Goals -Reflect on the Texts -Develop Your Perspective: Unit Projects	In this unit, students read about whether or not people can really change. They also practiced writing a short story. Now, they will write a short story that reflects their new understanding of the Essential Question.			
Skills and Standards	W.4; W.9; W.10	W.3a; W.3b; W.3.c; W.3.d; W.3.e; W.5 ADDITIONAL CITATION: PAGE 358 **WRITING** • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Provide a conclusion that follows from and reflects on the narrated experiences or events. • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,			

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		editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.			

Grade 7, Unit 4: Learning from Nature
ESSENTIAL QUESTION: What is the relationship between people and nature?

	UNIT INTRODUCTION MENTOR TEXT: Wildlife Rehabbers Are Here to Help Research-Based Essay 920L	The Bee Highway: Making a Place for Bees in the City by Kathryn Hulick Feature Article 960L	from Silent Spring by Rachel Carson Descriptive Essay 1080L	How Grandmother Spider Stole the Sun by Michael J. Caduto and Joseph Bruchac Creation Story 600L	Coyote Steals the Sun and Moon by Richard Erdoes and Alfonso Ortiz Creation Story 580L
Recommended Pacing	2 days	5 days	5 days	5 days	
Lesson Objectives	-Summary -Icebreaker -QuickWrite	PREPARE TO READ/READ • Analyze the structure of a text. • Use academic and domain-specific words correctly. BUILD INSIGHT • Cite evidence to support analysis. • Provide a summary of the text. ANALYZE AND INTERPRET • Determine the central ideas of a text. • Analyze the structure of a text. • Conduct short research projects. STUDY LANGUAGE AND CRAFT • Determine the meaning of words as used in a text. • Spell correctly. • Use academic and domain-specific words correctly.	PREPARE TO READ/READ • Determine the meanings of words as used in a text. • Read and comprehend literary nonfiction. • Gather vocabulary knowledge. BUILD INSIGHT • Cite evidence to support analysis. ANALYZE AND INTERPRET • Determine the meaning of words as used in a text. • Conduct short research projects. • Gather information from multiple sources. STUDY LANGUAGE AND CRAFT • Determine the author's point of view. • Spell correctly.	PREPARE TO READ/READ • Determine the theme of texts. • Read and comprehend literature. BUILD INSIGHT • Cite evidence to support analysis. • Provide a summary of the text. ANALYZE AND INTERPRET • Determine the theme of texts. • Analyze how elements of a story interact. • Conduct short research projects. STUDY LANGUAGE AND CRAFT • Place clauses and phrases in a sentence. • Distinguish connotation of words with similar denotations. • Use academic and domain-specific words correctly. TEST PRACTICE • Cite evidence to support analysis. • Draw evidence from literary texts.	

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		SHARE IDEAS • Write arguments to support claims with reasons and evidence. • Draw evidence from informational texts. • Present claims and findings. • Include multimedia components in presentations.	SHARE IDEAS • Write arguments to support claims. • Gather information from multiple sources.	
Skills and Standards	RI.2; SL.1; L.4.b; L.6	PREPARE TO READ/READ -Learn About Genre: Feature Article RI.5 -Concept Vocabulary L.6 -Reading Strategy: Make Predictions BUILD INSIGHT -First Thoughts -Summary RI.2 -Analysis RI.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7 -Informational Text Features RI.2; RI.5 STUDY LANGUAGE AND CRAFT -Concept Vocabulary L.6 -Word Study: Spelling Patterns: -tion, -sion L.2.b -Diction, Meaning, and Tone RI.4 SHARE IDEAS -Writing: Formal Letter W.1; W.9 -Speaking and Listening: Multimedia Presentation SL.4; SL.5	PREPARE TO READ/READ -Learn About Genre: Descriptive Essay RI.4 -Concept Vocabulary L.6 -Reading Strategy: Make Connections RI.10 BUILD INSIGHT -First Thoughts -Comprehension -Analysis RI.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7; W.8 -Language and Mood RI.4 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Long i Spelling Patterns L.2.b -Author's Point of View RI.6 SHARE IDEAS -Writing: Argument W.1 -Speaking and Listening: Research Report W.8	PREPARE TO READ/READ -Compare Within Genre: Creation Story RL.2 -Concept Vocabulary -Reading Strategy: Adjust Fluency RL.10 BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis RL.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7 -Multiple Themes RL.2; RL.3 STUDY LANGUAGE AND CRAFT -Concept Vocabulary L.6 -Word Study: Denotation and Connotation L.5.c -Misplaced and Dangling Modifiers L.1.c TEST PRACTICE -Comparing Creation Stories RL.1; W.9

Assessments	Language Checkpoint	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Informational Text Features RI.2; RI.5 -Exit Ticket: Spelling Patterns: -tion, -sion L.2.b -Exit Ticket: Diction, Meaning, and Tone RI.4	SELECTION TESTS -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Imagery and Mood RI.4 -Exit Ticket: Long i Spelling Patterns L.2.b -Exit Ticket: Author's Point of View RI.6	SELECTION TESTS -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Multiple Themes RL.2; RL.3 -Exit Ticket: Denotation and Connotation L.5.c -Exit Ticket: Misplaced and Dangling Modifiers L.1.c	
Unit 4 continued	PERFORMANCE TASK: Writing	WRITER'S HANDBOOK: Research Paper	Our Purpose in Poetry: Or, Earthrise by Amanda Gorman Lyric Poetry NP	Earthrise by Amanda Gorman Spoken Word Poetry Media	Creature Comforts: Three Biology-Based Tips for Builders by Mary Beth Cox Science Feature 840L
Recommended Pacing	2 days	2 days	4 days	3 days	4 days
Lesson Objectives	-Write a Research Paper	-Planning and Prewriting -Drafting -Revising -Editing -Publishing and Presenting	PREPARE TO READ/READ • Determine a poem's theme. • Consult reference materials to confirm word meaning. BUILD INSIGHT • Cite evidence to support analysis. • Provide a summary of the text. ANALYZE AND INTERPRET • Determine a poem's theme. STUDY LANGUAGE AND CRAFT • Analyze the impact of rhyme and repetition on a poem. • Use Latin roots to determine word meaning.	PREPARE TO VIEW/VIEW • Analyze the main ideas presented in diverse media and formats. • Use grade-appropriate words and phrases accurately or gather vocabulary knowledge. BUILD INSIGHT • Prepare for discussions. • Acknowledge new information expressed by others. ANALYZE AND INTERPRET • Use academic and domain-specific words accurately. TEST PRACTICE • Compare a poem to its filmed version, analyzing each medium.	PREPARE TO READ/READ • Analyze the structure of a text. • Consult reference materials to confirm word meaning. BUILD INSIGHT • Cite textual evidence to support analysis. • Provide a summary of the text. ANALYZE AND INTERPRET • Analyze the structure of a text. STUDY LANGUAGE AND CRAFT • Use knowledge of language and conventions. • Use word relationships to better understand words.

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				• Write informative/explanatory texts to examine a topic and convey ideas.	SHARE IDEAS • Include formatting to aid comprehension. • Gather relevant information from multiple sources.
Skills and Standards	W.2; W.2.a-e; W.6; W.7; W.8 ADDITIONAL CITATION: PAGE 422 **WRITING** • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that	W.2; W.2.a; W.2.d; W.5; W.6; W.7; W.8 ADDITIONAL CITATION: PAGE 428 **WRITING** • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from the information or explanation presented. •With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	PREPARE TO READ/READ -Compare Across Genre: Lyric Poem and Spoken-Word Poetry RL.2 -Concept Vocabulary L.4.c -Reading Strategy: Annotate BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis and Discussion RL.1 -Explore the Essential Question ANALYZE AND INTERPRET -Close Read -Theme in Lyric Poetry RL.2 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Latin Root -voc- L.4.b -Repetition, Rhyme, and Alliteration RL.4	PREPARE TO VIEW/VIEW -Media Vocabulary L.6 -Listening Strategy: Listen Actively SL.2 BUILD INSIGHT -First Thoughts -Analysis and Discussion SL.1.a; SL.1.d -Exploring the Essential Question ANALYZE AND INTERPRET -Close Review -Media Vocabulary L.6 TEST PRACTICE -Compare: Poetry and Media RL.7; W.2	PREPARE TO READ/READ -Learn About Genre: Science Feature RI.5 -Concept Vocabulary L.4.c -Reading Strategy: Make Predictions BUILD INSIGHT -First Thoughts -Summary RI.2 -Analysis and Discussion RI.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -References and Acknowledgments RI.5 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Latin Root: -fin- L.5.b -Verb Tenses L.3 SHARE IDEAS -Research: Research Report W.2.a; W.8

	follows from the information or explanation presented.				
Assessments	n/a	n/a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Theme in Lyric Poetry RL.2 -Exit Ticket: Latin Root -voc- L.4.b -Exit Ticket: Repetition, Rhyme, and Alliteration RL.4	n/a for Media	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: References and Acknowledgments RI.5 -Exit Ticket: Latin Root: -fin- L.5.b -Exit Ticket: Verb Tenses L.3
Unit 4 continued	He–y, Come On Ou–t! by Shinichi Hoshi, translated by Stanleigh Jones Magical Realism 870L	PERFORMANCE TASK: Speaking and Listening			
Recommended Pacing	4 days	2 days			
Lesson Objectives	PREPARE TO READ/READ • Analyze how story elements interact. • Read and comprehend literature. • Use context to determine word meaning. BUILD INSIGHT • Provide a summary of the text. • Pose questions that elicit elaboration. ANALYZE AND INTERPRET • Analyze how story elements interact. STUDY LANGUAGE AND CRAFT • Determine the theme of a text.	-Give and Follow Instructions			

	• Use word relationships to better understand words. SHARE IDEAS • Use narrative techniques to develop events. • Use a variety of transitions. • Provide an appropriate conclusion.				
Skills and Standards	PREPARE TO READ/READ -Learn About Genre: Magical Realism RL.3 -Concept Vocabulary L.4.a -Reading Strategy: Make Connections RL.10 BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis and Discussion SL.1.c -Explore the Essential Question ANALYZE AND INTERPRET -Close Read -Setting and Plot RL.3 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Analogies L.5.b -Irony and Theme RL.2 SHARE IDEAS -Writing: Alternate Ending W.3.b; W.3.c; W.3.e	W.4; SL.4			
Assessments	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Setting and Plot RL.3 -Exit Ticket: Analogies L.5.b -Exit Ticket: Irony and Theme RL.2				

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Unit 4 Independent Learning Texts				
Unit 4 continued	from My Side of the Mountain by Jean Craighead George Adventure Story 820L	How the Teens of St. Pete Youth Farm Fight Food Insecurity, One Harvest at a Time by Gabrielle Calise Feature Article 1160L	Rice University Researchers Are Turning Dead Spiders into "Necrobots" by Ariana Garcia Science Article 1200L	Turtle Watchers by Linda Hogan Jaguar by Francisco X. Alarcón The Sparrow by Paul Laurence Dunbar Lyric Poetry	
Recommended Pacing	2 days				
Assessments	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	
Unit 4 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST		
Recommended Pacing	2 days	2 days	1 day		
Lesson Objectives	Throughout this unit, students encountered many different perspectives on learning from nature. Now, they take some time to reflect on the texts they explored and to express their own ideas. -Reflect on Your Unit Goals -Reflect on the Texts -Develop Your Perspective: Unit Projects	In this unit, students read about people's relationship with nature from different perspectives. They also practiced writing research reports and papers. Now, they will apply what they have learned by writing a research-based essay. -Research-Based Essay			
Skills and Standards	W.4, W.9	W.2, W.2.a-e; W.5; L.1 ADDITIONAL CITATION: PAGE 489 **WRITING** • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and			

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cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

• Use precise language and domain-specific vocabulary to inform about or explain the topic.

• Establish and maintain a formal style.

• Provide a concluding statement or section that follows from the information or explanation presented.

• With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Grade 7, Unit 5: Facing Adversity **ESSENTIAL QUESTION: How do we overcome life's challenges?**				
	UNIT INTRODUCTION MENTOR TEXT: Against the Odds	Black Sunday: The Storm that Gave Us the Dust Bowl	from Survival in the Storm: The Dust	A More Accessible World by Lisa Christensen	PERFORMANCE TASK: Writing

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	Informational Essay 800L	by Erin Blakemore Historical Nonfiction 1060L	Bowl Diary of Grace Edwards by Katelan Janke Historical Fiction 970L	Informational Article 1240L	
Recommended Pacing	2 days	4 days	5 days	5 days	2 days
Lesson Objectives	-Summary -Icebreaker -QuickWrite	PREPARE TO READ/READ • Determine a theme or central idea of a text. • Determine two or more central ideas in a text. • Read and comprehend literary nonfiction. • Gather vocabulary knowledge for comprehension. BUILD INSIGHT • Cite textual evidence to support analysis. • Provide an objective summary of a text. ANALYZE AND INTERPRET • Determine two or more central ideas in a text. • Conduct short research projects to answer a question. • Interpret figures of speech in context. STUDY LANGUAGE AND CRAFT • Determine the meaning of words and phrases as used in a text. • Determine an author's purpose or point of view. • Distinguish among connotations of words with similar denotations.	PREPARE TO READ/READ • Cite evidence to support analysis. • Use academic and domain-specific vocabulary. BUILD INSIGHT • Provide an objective summary of a text. • Compare and contrast fictional and historical accounts of the same period. • Compare and contrast a text to an audio, video, or multimedia version. ANALYZE AND INTERPRET • Determine a theme or central idea. • Conduct short research projects. STUDY LANGUAGE AND CRAFT • Determine the figurative and connotative meanings of words. • Understand figurative language. • Interpret figures of speech. • Distinguish among the connotations of words with similar denotations. TEST PRACTICE	PREPARE TO READ/READ • Cite textual evidence to support inferences. • Analyze the structure an author uses. • Gather vocabulary knowledge for comprehension. BUILD INSIGHT • Cite textual evidence to support analysis. • Provide an objective summary of a text. ANALYZE AND INTERPRET • Analyze the structure an author uses. • Conduct short research Projects. STUDY LANGUAGE AND CRAFT • Use a comma to separate adjectives. • Use Latin affixes to determine word meaning. • Use word relationships to Better understand words. SHARE IDEAS • Support claims with reasons and evidence. • Use technology to produce writing. • Present claims and findings.	-Write an Informational Essay

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			• Compare and contrast fictional and historical portrayals of the same period. • Analyze how two authors emphasize different evidence about the same topic. • Write informative/explanatory texts.	• Include multimedia components and visual displays in presentations.	
Skills and Standards	RI.2; W.10; SL.1; L.4.b; L.6	PREPARE TO READ/READ -Compare Across Genres: Historical Nonfiction • Historical Fiction RL.2; RI.2 -Concept Vocabulary L.6 -Reading Strategy: Establish a Purpose RL.10 BUILD INSIGHT -First Thoughts -Summary RI.2 -Analysis RI.1 -Explore the Essential Question ANALYZE AND INTERPRET -Close Read L.5.a -Inquiry and Research: Research and Extend W.7 -Central Ideas and Supporting Evidence RI.2 STUDY LANGUAGE AND CRAFT -Concept Vocabulary RI.4 -Word Study: Denotation and Connotation L.5.c -Author's Point of View RI.6	PREPARE TO READ/READ -Concept Vocabulary L.6 -Reading Strategy: Use Background Knowledge RL.1 BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis RL.9; RI.7 -Explore the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7 -Multiple Themes RL.2 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Synonyms and Connotation RL.4; L.5.c -Figurative Language RL.4; L.5; L.5.a TEST PRACTICE -Comparison: Historical Nonfiction and Historical Fiction RL.9; RI.9; W.2	PREPARE TO READ/READ -Learn About Genre: Informational Article RI.5 -Concept Vocabulary L.6 -Reading Strategy: Make Inferences RI.1 BUILD INSIGHT -First Thoughts -Summary RI.2 -Analysis RI.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7 -Organization Structure: Text Features RI.5 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Antonyms and Latin Prefix: in- L.4.b; L.5.b -Adjectives L.2.a SHARE IDEAS -Writing: Persuasive Email W.1.b; W.6 -Speaking and Listening: Multimedia Research Presentation SL.4; SL.5	W.2; W.2.b; W.2.d
Assessments	Language Checkpoint	SELECTION TEST	SELECTION TEST	SELECTION TEST	n/a

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		-Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Central Ideas and Supporting Evidence RI.2 -Exit Ticket: Denotation and Connotation L.5.c -Exit Ticket: Author's Point of View RI.6	-Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Multiple Themes RL.2 -Exit Ticket: Synonyms and Connotation RL.4; L.5.c -Exit Ticket: Figurative Language RL.4; L.5; L.5.a	-Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Organizational Structure RI.5 -Exit Ticket: Antonyms and Latin Prefix: in- L.4.b; L.5.b -Exit Ticket: Adjectives L.2.a	
Unit 5 continued	WRITER'S HANDBOOK: Informational Essay	The Circuit by Francisco Jiménez Short Story 730L	How This Son of Migrant Farm Workers Became an Astronaut by José Hernández and Octavio Blanco Interview 860L	A Work in Progress by Aimee Mullins Oral History 930L	Simile: Willow and Ginkgo by by Eve Merriam Four Skinny Trees from The House on Mango Street by Sandra Cisneros Lyric Poetry NP
Recommended Pacing	4 days	4 days	4 days	4 days	4 days
Lesson Objectives	-Planning and Prewriting -Drafting -Revising -Editing -Publishing and Presenting	PREPARE TO READ/READ • Analyze how elements of a story interact. • Read and comprehend literature. • Determine the meaning of unknown words. BUILD INSIGHT • Cite textual evidence to support inferences. • Provide an objective summary of a text. ANALYZE AND INTERPRET • Analyze how elements of a story interact. STUDY LANGUAGE AND CRAFT • Demonstrate command of English conventions.	PREPARE TO READ/READ • Cite textual evidence to support analysis. • Use context clues to determine word meaning. BUILD INSIGHT • Provide an objective summary of a text. ANALYZE AND INTERPRET • Analyze the interactions in a text. STUDY LANGUAGE AND CRAFT • Analyze the structure an author uses. • Use knowledge of language conventions. • Use word relationships to better understand words.	PREPARE TO READ/READ • Analyze the impact of word choice on meaning and tone. • Read and comprehend literary nonfiction. • Use context clues to determine word meaning. BUILD INSIGHT • Cite textual evidence to support inferences. • Provide an objective summary of a text. ANALYZE AND INTERPRET • Analyze the impact of word choice on meaning and tone. STUDY LANGUAGE AND CRAFT • Analyze the impact of word choice on meaning and tone.	PREPARE TO READ/READ • Determine the meaning of words as used in a text, including figurative meaning. • Read and comprehend poetry. • Determining the meaning of unknown words. • Consult reference materials to clarify word meaning. BUILD INSIGHT • Analyze the main ideas and supporting details presented in diverse formats. ANALYZE AND INTERPRET • Determine the figurative meaning of words. • Understand figurative language.

		• Spell correctly. • Use knowledge of language and its conventions.	TEST PRACTICE • Compare and contrast fictional and historical portrayals of the same period. • Analyze how two authors emphasize different evidence about the same topic.	• Demonstrate command of English conventions. • Use knowledge of language conventions. • Use Latin affixes to determine word meaning. SHARE IDEAS • Pose and respond to questions.	STUDY LANGUAGE AND CRAFT • Analyze the impact of rhyme on a poem. • Determine the meaning of unknown words. SHARE IDEAS • Write narratives to develop events. • Use precise words, descriptive details, and sensory language. • Draw evidence from literary texts. • Include multimedia components in presentations.
Skills and Standards	W.2; W.2.a–f; W.5; W.6; L.1; L.2; L.2.b ADDITIONAL CITATION: PAGE 545 **WRITING** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	PREPARE TO READ/READ -Learn About Genre: Short Story -Interview RL.3; RI.3 -Concept Vocabulary L.4 -Reading Strategy: Make Predictions RL.10 BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis and Discussion RL.1; RL.6 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Influence of Setting RL.3 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Spelling: -ly and -ally Endings L.2.b -Commas L.2; L.3	PREPARE TO READ/READ -Concept Vocabulary L.4.a -Reading Strategy: Paraphrase RI.10 BUILD INSIGHT -First Thoughts -Summary RI.2 -Analysis and Discussion -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Influence of Setting RI.3 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Analogies L.3; L.5.b -Word Study: Organizational Patterns RI.5 TEST PRACTICE	PREPARE TO READ/READ -Learn About Genre: Oral History RI.4 -Concept Vocabulary L.4.a -Reading Strategy: Ask Questions RI.10 BUILD INSIGHT -First Thoughts -Summary RI.2 -Analysis and Discussion RI.1 -Explore the Essential Question ANALYZE AND INTERPRET -Close Read -Language and Voice RI.4 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Latin Prefix: extra- L.4.b -Informal Grammar RI.4; L.1; L.3 SHARE IDEAS	PREPARE TO READ/READ -Learn About Genre: Lyric Poetry RL.4 -Concept Vocabulary L.4; L.4.c -Reading Strategy: Make Connections RL.10 BUILD INSIGHT -First Thoughts -Comprehension -Analysis and Discussion L.4 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Figurative Language RL.4; L.5 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Multiple-Meaning Words L.4

				-Comparison: Short Story and Interview RL.9; RI.9	-Speaking and Listening: Discussion SL.1.c	-Rhyme Scheme and Repetition RL.4 SHARE IDEAS -Writing: Lyric Poem W.3; W.3.d; W.9 -Speaking and Listening: Illustrated Version of a Poem SL.4; SL.5
Assessments	n/a		SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Influence of Setting RL.3 -Exit Ticket: Spelling: -ly and -ally Endings L.2.b -Exit Ticket: Commas L.2; L.3	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Influence of Setting RI.3 -Exit Ticket: Analogies L.3; L.5.b -Exit Ticket: Organizational Patterns RI.5	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Language and Voice RI.4 -Exit Ticket: Latin Prefix: extra- L.4.b -Exit Ticket: Informal Grammar RI.4; L.1; L.3	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Figurative Language RL.4; L.5 -Exit Ticket: Multiple-Meaning Words L.4 -Exit Ticket: Rhyme Scheme and Repetition RL.4
Unit 5 continued	PERFORMANCE TASK: Speaking and Listening					
Recommended Pacing	2 days					
Lesson Objectives	-Present an Informational Text					
Skills and Standards	W.2.b; W.8; SL.4; SL.5					
Assessments	n/a					
Unit 5 Independent Learning Texts						
Unit 5 continued	The Girl Who Fell From the Sky by Juliane Koepcke Personal Narrative 790L	Malala Yousafzai: Speech to United Nations Security Council by Malala Yousafzai Persuasive Speech 900L	from The Story of My Life by Helen Keller Autobiography 970L	Rikki-tikki-tavi by Rudyard Kipling Short Story 1010L		
Recommended Pacing	2 days					

Assessments	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	
Unit 5 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST		
Recommended Pacing	2 days	2 days	1 day		
Lesson Objectives	Throughout this unit, students encountered many different perspectives on facing adversity. Now, they will take some time to reflect on the texts they explored and to express your own ideas. -Reflect on Your Unit Goals -Reflect on the Texts -Develop Your Perspective: Unit Projects	In this unit, students read different perspectives on facing adversity. They also practiced writing informational essays and biographical profiles. Now, they will apply what they have learned.			
Skills and Standards	W.4, W.9	W.2, W.2.a-f; W.5 ADDITIONAL CITATION: PAGE 611 **WRITING** • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

		• Establish and maintain a formal style. • Provide a concluding statement or section that follows from the information or explanation presented. • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.			