



MIDLAND PARK PUBLIC SCHOOLS  
Midland Park, New Jersey  
CURRICULUM

# Reading Grade 7

*Aligned to NJSL Standards*

*Superintendent of Schools:*

Marie C. Cirasella, Ed.D.

*Director of Curriculum, Instruction, & Assessment:*

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CCCS born on 9/2012

Addenda adopted 5/2016

NJSLS born on 3/2017

## 7<sup>th</sup> Grade English Curriculum – CP & Honors

Unit Plan # 1	
Title: <i>Weaving a Story</i>	
Subject: Plot, Conflict, and Setting	Length of Time: ~6 weeks
Learning Targets	
Conceptual Category: Text Analysis & Reading	
<b>Unit Objectives:</b> <ul style="list-style-type: none"> <li>Identify stages of plot: analyze plot development</li> <li>Analyze how setting shapes plot</li> <li>Identify conflict, flashback, and foreshadowing</li> <li>Analyze the structure an author uses to organize a text, including chronological order</li> <li>Use reading strategies, including connecting and predicting</li> </ul>	
<b>Standards</b>  <b>Progress Indicators for Reading Literature</b>  <b>Key Ideas and Details</b> RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  <b>Craft and Structure</b> RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  <b>Integration of Knowledge and Ideas</b> RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.8. (Not applicable to literature) RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	

**Range of Reading and Level of Text Complexity**

RI.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

**Progress Indicators Informational Text****Key Ideas and Details**

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Craft and Structure**

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Integration of Knowledge and Ideas**

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**Range of Reading and Level of Text Complexity**

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**Progress Indicators for Writing****Text Types and Purposes**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.



- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing**

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### **Research to Build and Present Knowledge**

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).



- B. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

### **Range of Writing**

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Progress Indicators for Speaking and Listening**

#### **Comprehension and Collaboration**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. 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.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

#### **Presentation of Knowledge and Ideas**

SL.7.4. 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.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Progress Indicators for Language**

#### **Conventions of Standard English**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- B. Spell correctly.

### Knowledge of Language

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### Vocabulary Acquisition and Use

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Unit Objectives:

- Write an argument
- Spell possessives correctly
- Recognize and correct misplaced modifiers

### Conceptual Category: Writing & Language

#### Unit Essential Questions:

- What makes a story unforgettable?
- What makes one willing to spend time reading a story?
- How do we convince others in an appealing way?

#### Unit Enduring Understandings:

- Recognition and application of setting and plot interrelations
- Recognition that stories offer authentic, relatable experiences
- Effectively demonstrate persuasive techniques in writing



Evidence of Learning	
<b>Formative Assessments:</b> Journals/Writing Portfolios; Entrance/Exit Slips; Choral Responses; Do Now; Vocabulary Quizzes; Comprehension Quizzes; Open-Ended Responses	
<b>Summative Assessments:</b> Unit Test; Essay; Project; Report; Presentation	
Lesson Plans	
Readings	Honors (Additional Readings)
Edgar Allan Poe stories – “The Black Cat”, “The Tell-Tale Heart”, & “The Raven”	Choice of “suspenseful” short story by a foreign author
Holt McDougal Text – “Seventh Grade” & “Exploring the <i>Titanic</i> ”	Holt McDougal Text – “The Monsters are Due on Maple Street”
Writing Pieces	Honors (Modified Writing Pieces)
Writing Workshop: Supporting an Opinion	Alternate persuasive topic and advanced requirements
Holt McDougal Text – Assessment Practice: “Papa’s Parrot”	

Unit Plan # 2	
Title: <i>Personality Tests</i>	
Subject: Analyzing Character and Point of View	Length of Time: ~6 weeks
Learning Targets	
Conceptual Category: Text Analysis & Reading	
<b>Unit Objectives:</b> <ul style="list-style-type: none"> <li>Analyze how elements of a story interact, including plot, character, and setting</li> <li>Analyze how authors develop point of view, including first person, limited third person, and omniscient</li> <li>Make inferences, draw conclusions, and synthesize</li> <li>Provide an objective summary of a text</li> </ul>	
<b>Standards</b> <b>Progress Indicators for Reading Literature</b> <b>Key Ideas and Details</b> RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  <b>Craft and Structure</b> RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  <b>Integration of Knowledge and Ideas</b> RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.8. (Not applicable to literature) RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  <b>Range of Reading and Level of Text Complexity</b> RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. <b>Progress Indicators Informational Text</b>  <b>Key Ideas and Details</b> RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course	



of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### **Craft and Structure**

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

#### **Integration of Knowledge and Ideas**

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

#### **Range of Reading and Level of Text Complexity**

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

#### **Progress Indicators for Writing**

##### **Text Types and Purposes**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

- F. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- G. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- H. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- I. Establish and maintain a formal style/academic style, approach, and form.
- J. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- G. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- H. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- I. Use appropriate transitions to create cohesion and clarify the relationships among ideas and

concepts.

- J. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- K. Establish and maintain a formal style academic style, approach, and form.
- L. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- F. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- G. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- H. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- I. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- J. Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### **Production and Distribution of Writing**

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

#### **Research to Build and Present Knowledge**

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- C. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- D. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

#### **Range of Writing**

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



### **Progress Indicators for Speaking and Listening Comprehension and Collaboration**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- E. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- F. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- G. 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.
- H. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### **Presentation of Knowledge and Ideas**

SL.7.4. 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.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Progress Indicators for Language**

#### **Conventions of Standard English**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- D. Explain the function of phrases and clauses in general and their function in specific sentences.
- E. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- F. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- C. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- D. Spell correctly.

#### **Knowledge of Language**

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- B. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### **Vocabulary Acquisition and Use**

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- E. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- F. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- G. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- H. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- D. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- E. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- F. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Conceptual Category: Writing & Language**

### **Unit Objectives:**

- Write a comparison-contrast essay
- Write a summary
- Correctly use present, past, and future verb tenses
- Correctly use appositive phrases

### **Unit Essential Questions:**

- What makes a great character?
- What qualities make you admire one person and dislike another?
- How do we link multiple elements of stories in a balanced way?

### **Unit Enduring Understandings:**

- Recognition that our sense of self and others impact the path we take in life
- Recognition that a character's personality and point of view influences our reactions
- Effectively demonstrate compare-contrast techniques in writing

## **Evidence of Learning**

### **Formative Assessments:**

Journals/Writing Portfolios; Entrance/Exit Slips; Choral Responses; Do Now; Vocabulary Quizzes; Comprehension Quizzes; Open-Ended Responses; Role Play; Literature Circles (mostly Honors)

### **Summative Assessments:**

Unit Test; Essay; Project; Report; Presentation



Lesson Plans	
Readings	Honors (Modified Writing Pieces)
Novel: S. E. Hinton – <i>The Outsiders</i>	Utilize additional readings for an alternate topic
Edgar Allan Poe Stories	Character Monologue – Writing and Presentation
Holt McDougal Text – “Dirk the Protector” & “Wall of Remembrance”	
Writing Pieces	Honors (Extra)
Writing Workshop: Compare-Contrast Essay	Speaking & Listening Workshop: Panel Discussion
Holt McDougal Text- Assessment Practice: “The Man Who Was a Horse”	

Unit Plan # 3	
Title: <i>Lessons to Learn</i>	
Subject: Understanding Theme	Length of Time: ~6 weeks
Learning Targets	
Conceptual Category: Text Analysis & Reading	
<b>Unit Objectives:</b> <ul style="list-style-type: none"> <li>• Determine theme, including multiple themes</li> <li>• Compare and contrast themes and characters</li> <li>• Identify and interpret symbols</li> <li>• Analyze how theme is conveyed through dialogue and stage directions</li> <li>• Cite evidence to support analysis of inferences</li> <li>• Determine and analyze an author's purpose</li> <li>• Use reading strategies, including monitoring and setting a purpose for reading</li> <li>• Identify and analyze cause and effect and sequence</li> </ul>	
<b>Standards</b>  <b>Progress Indicators for Reading Literature</b>  <b>Key Ideas and Details</b> RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  <b>Craft and Structure</b> RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  <b>Integration of Knowledge and Ideas</b> RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.8. (Not applicable to literature) RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  <b>Range of Reading and Level of Text Complexity</b> RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	

## **Progress Indicators Informational Text**

### **Key Ideas and Details**

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### **Craft and Structure**

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### **Integration of Knowledge and Ideas**

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### **Range of Reading and Level of Text Complexity**

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

## **Progress Indicators for Writing**

### **Text Types and Purposes**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

K. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

L. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

M. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

N. Establish and maintain a formal style/academic style, approach, and form.

O. Provide a concluding statement or section that follows from and supports the argument presented.



W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- M. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- N. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- O. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- P. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Q. Establish and maintain a formal style academic style, approach, and form.
- R. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- K. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- L. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- M. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- N. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- O. Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### **Production and Distribution of Writing**

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

#### **Research to Build and Present Knowledge**

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- E. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- F. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

### **Range of Writing**

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Progress Indicators for Speaking and Listening**

#### **Comprehension and Collaboration**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- I. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- J. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- K. 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.
- L. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

#### **Presentation of Knowledge and Ideas**

SL.7.4. 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.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Progress Indicators for Language**

#### **Conventions of Standard English**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- G. Explain the function of phrases and clauses in general and their function in specific sentences.
- H. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- I. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and



spelling when writing.

- E. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- F. Spell correctly.

### Knowledge of Language

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### Vocabulary Acquisition and Use

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
  - I. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - J. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
  - K. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - L. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - G. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - H. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - I. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Conceptual Category: Writing & Language

### Unit Objectives:

- Write an imaginative short story
- Choose among simple, compound, and complex sentences to show different relationships among ideas

### Unit Essential Questions:

- What is the big idea?
- How do we convey a lesson/theme in an imaginative way?
- How do we utilize various sentence structures in one writing piece effectively?

### Unit Enduring Understandings:

- Recognition of an author's underlying messages and application of that knowledge
- Effectively demonstrate short story techniques in writing

## Evidence of Learning

### Formative Assessments:

Journals/Writing Portfolios; Entrance/Exit Slips; Choral Responses; Do Now; Vocabulary Quizzes; Comprehension Quizzes; Open-Ended Responses; Role Play; Literature Circles (mostly Honors)

<b>Summative Assessments:</b> Unit Test; Essay; Project; Report; Presentation	
<b>Lesson Plans</b>	
<b>Readings</b>	<b>Honors (Additional Readings)</b>
James Lincoln Collier & Christopher Collier – <i>My Brother Sam is Dead</i>	Holt McDougall Text – “The Two Brothers”
<b>Writing Pieces</b>	<b>Honors (Modified Writing Pieces)</b>
Writing Workshop: Imaginative Short Story	Utilize additional readings for an alternate topic
Holt McDougal Text- Assessment Practice: “The Hummingbird That Lived Through Winter”	



Unit Plan # 4	
Title: <i>Finding a Voice</i>	
Subject: Mood, Tone, and Style	Length of Time: ~6 weeks
Learning Targets	
Conceptual Category: Text Analysis & Reading	
<b>Unit Objectives:</b> <ul style="list-style-type: none"> <li>• Identify and analyze mood, tone, and irony</li> <li>• Identify and analyze elements of style, including word choice, sentence structure, imagery, and dialogue</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings</li> <li>• Use evidence to support what a text says explicitly</li> <li>• Make inferences</li> <li>• Identify characteristics of science fiction</li> <li>• Determine a writer's point of view</li> </ul>	
<b>Standards</b>	
<b>Progress Indicators for Reading Literature</b>	
<b>Key Ideas and Details</b>	
RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
<b>Craft and Structure</b>	
RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
<b>Integration of Knowledge and Ideas</b>	
RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	
RL.7.8. (Not applicable to literature)	
RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
<b>Range of Reading and Level of Text Complexity</b>	
RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	

## **Progress Indicators Informational Text**

### **Key Ideas and Details**

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### **Craft and Structure**

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### **Integration of Knowledge and Ideas**

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### **Range of Reading and Level of Text Complexity**

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

## **Progress Indicators for Writing**

### **Text Types and Purposes**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

P. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Q. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

R. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

S. Establish and maintain a formal style/academic style, approach, and form.

T. Provide a concluding statement or section that follows from and supports the argument presented.



W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- S. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- T. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- U. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- V. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W. Establish and maintain a formal style, academic style, approach, and form.
- X. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- P. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Q. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- R. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- S. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- T. Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### **Production and Distribution of Writing**

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

#### **Research to Build and Present Knowledge**

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- G. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- H. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument

and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

### **Range of Writing**

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Progress Indicators for Speaking and Listening**

#### **Comprehension and Collaboration**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- M. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- N. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- O. 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.
- P. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

#### **Presentation of Knowledge and Ideas**

SL.7.4. 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.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Progress Indicators for Language**

#### **Conventions of Standard English**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- J. Explain the function of phrases and clauses in general and their function in specific sentences.
- K. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- L. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.



L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- G. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- H. Spell correctly.

### Knowledge of Language

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- D. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### Vocabulary Acquisition and Use

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- M. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- N. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- O. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- P. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- J. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- K. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- L. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Conceptual Category: Writing & Language

#### Unit Objectives:

- Write a response to literature
- Understand prepositions and prepositional phrases
- Recognize misplaced and dangling modifiers

#### Unit Essential Questions:

- What's your style?
- What gives a writer's work a unique flavor?
- How do we write a thoughtful and grammatically correct response to literature?

#### Unit Enduring Understandings:

- Recognition of how a writer's style can influence an audience's reaction
- Recognition of compositional risks and how they make an author's writing uniquely theirs
- Effectively demonstrate literary analysis techniques in writing

Evidence of Learning	
<b>Formative Assessments:</b> Journals/Writing Portfolios; Entrance/Exit Slips; Choral Responses; Do Now; Vocabulary Quizzes; Comprehension Quizzes; Open-Ended Responses	
<b>Summative Assessments:</b> Unit Test; Essay; Project; Report; Presentation	
Lesson Plans	
Readings	Honors (Additional Readings)
Holt McDougal Text – “A Day’s Wait” in conjunction with “How Hemingway Wrote”	Utilize alternate reading, analyzing the author’s mood, tone, and style
Writing Pieces	Honors (Modified Writing Pieces)
Writing Workshop: Literary Analysis	Literary Analysis: Alternate topic
Holt McDougal Text- Assessment Practice: “The Hound of the Baskervilles”	Writing assignment with the application of techniques learned from mood, tone, and style analysis



Unit Plan # 5	
Title: <i>Writing a Life</i>	
Subject: Biography and Autobiography	Length of Time: ~6 weeks
Learning Targets	
Conceptual Category: Text Analysis & Reading	
<b>Unit Objectives:</b> <ul style="list-style-type: none"> <li>Identify purpose and characteristics of biography, autobiography, personal essay, historical drama, and diary</li> <li>Compare and contrast a fictional portrayal of a character and a historical account of the same period</li> <li>Analyze the interactions between the individuals, events, and ideas in a text</li> <li>Identify chronological order</li> <li>Make inferences and draw conclusions</li> <li>Summarize</li> </ul>	
<b>Standards</b>  <b>Progress Indicators for Reading Literature</b>  <b>Key Ideas and Details</b> RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  <b>Craft and Structure</b> RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  <b>Integration of Knowledge and Ideas</b> RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.8. (Not applicable to literature) RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  <b>Range of Reading and Level of Text Complexity</b> RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	

## **Progress Indicators Informational Text**

### **Key Ideas and Details**

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### **Craft and Structure**

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### **Integration of Knowledge and Ideas**

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### **Range of Reading and Level of Text Complexity**

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

## **Progress Indicators for Writing**

### **Text Types and Purposes**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

U. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

V. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

X. Establish and maintain a formal style/academic style, approach, and form.

Y. Provide a concluding statement or section that follows from and supports the argument presented.



W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Y. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- Z. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- AA. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- BB. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CC. Establish and maintain a formal style academic style, approach, and form.
- DD. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- U. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- V. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- X. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Y. Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### **Production and Distribution of Writing**

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

#### **Research to Build and Present Knowledge**

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- I. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

- J. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

### **Range of Writing**

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Progress Indicators for Speaking and Listening**

#### **Comprehension and Collaboration**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Q. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- R. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- S. 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.
- T. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

#### **Presentation of Knowledge and Ideas**

SL.7.4. 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.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Progress Indicators for Language**

#### **Conventions of Standard English**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- M. Explain the function of phrases and clauses in general and their function in specific sentences.
- N. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- O. Place phrases and clauses within a sentence, recognizing and correcting misplaced and



dangling modifiers.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- I. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- J. Spell correctly.

### Knowledge of Language

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- E. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### Vocabulary Acquisition and Use

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- Q. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- R. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
- S. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- T. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- M. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- N. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- O. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Conceptual Category: Writing & Language

### Unit Objectives:

- Write a personal narrative
- Use correct capitalization
- Use conjunctive adverbs

### Unit Essential Questions:

- How do we share our stories?
- What do people do, why do they do it, and how do they feel?
- How do we tell our own stories in captivating ways?
- How do we capitalize and use conjunctive

### Unit Enduring Understandings:

- Recognition and application of different methods of sharing personal stories
- Recognition of how others' cultures influence their actions and thoughts
- Effectively demonstrate narrative techniques in writing

adverbs correctly?

### Evidence of Learning

**Formative Assessments:**

Journals/Writing Portfolios; Entrance/Exit Slips; Choral Responses; Do Now; Vocabulary Quizzes; Comprehension Quizzes; Open-Ended Responses; Literature Circles (mostly Honors)

**Summative Assessments:**

Unit Test; Essay; Project; Report; Presentation

### Lesson Plans

**Readings**

Self-chosen biography or autobiography

Holocaust Literature Selections

**Honors (Additional Readings)**

Poetry Comparison – “My Mother Enters the Work Force” & “Washington Monument”

**Writing Pieces**

Writing Workshop: Personal Narrative

Holt McDougal Text- Assessment Practice:  
“East to the Dawn: The Life of Amelia Earheart”

**Honors (Modified Writing Pieces)**

Additional/advanced requirements for  
Personal Narrative



Unit Plan # 6	
Title: <i>Face the Facts</i>	
Subject: Information, Argument, and Persuasion	Length of Time: ~6 weeks
Learning Targets	
Conceptual Category: Text Analysis & Reading	
<b>Unit Objectives:</b> <ul style="list-style-type: none"> <li>Identify and use text features to locate and comprehend information</li> <li>Distinguish factual claims from opinions</li> <li>Analyze the structure an author uses to organize a text</li> <li>Understand elements of an argument</li> <li>Analyze persuasive techniques and rhetorical fallacies</li> </ul>	
<b>Standards</b>  <b>Progress Indicators for Reading Literature</b>  <b>Key Ideas and Details</b> RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  <b>Craft and Structure</b> RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  <b>Integration of Knowledge and Ideas</b> RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.8. (Not applicable to literature) RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  <b>Range of Reading and Level of Text Complexity</b> RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	

## **Progress Indicators Informational Text**

### **Key Ideas and Details**

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### **Craft and Structure**

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### **Integration of Knowledge and Ideas**

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### **Range of Reading and Level of Text Complexity**

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

## **Progress Indicators for Writing**

### **Text Types and Purposes**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

Z. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

AA. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

BB. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CC. Establish and maintain a formal style/academic style, approach, and form.

DD. Provide a concluding statement or section that follows from and supports the argument presented.



W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- EE. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- FF. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- GG. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- HH. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- II. Establish and maintain a formal style, academic style, approach, and form.
- JJ. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Z. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- AA. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- BB. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- CC. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- DD. Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### **Production and Distribution of Writing**

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

#### **Research to Build and Present Knowledge**

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- K. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

- L. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

### **Range of Writing**

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Progress Indicators for Speaking and Listening**

#### **Comprehension and Collaboration**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- U. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- V. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- W. 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.
- X. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

#### **Presentation of Knowledge and Ideas**

SL.7.4. 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.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Progress Indicators for Language**

#### **Conventions of Standard English**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- P. Explain the function of phrases and clauses in general and their function in specific sentences.
- Q. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- R. Place phrases and clauses within a sentence, recognizing and correcting misplaced and



dangling modifiers.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- K. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- L. Spell correctly.

#### **Knowledge of Language**

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- F. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

#### **Vocabulary Acquisition and Use**

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- U. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- V. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
- W. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- X. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- P. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Q. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- R. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Conceptual Category: Writing & Language**

#### **Unit Objectives:**

- Write a persuasive essay
- Use commas and colons correctly
- Understand appositive phrases

#### **Unit Essential Questions:**

- Can you believe everything you read?
- How do you find the information you're looking for in expository texts?
- What are the best ways to understand and remember what you read?
- How do we convince others in an appealing way?
- How can we use appositives effectively?

#### **Unit Enduring Understandings:**

- Recognition of facts and figures versus opinions on a subject
- Recognition of an author's structure, purpose, and organization of information
- Effectively demonstrate persuasive techniques in writing

Evidence of Learning	
<b>Formative Assessments:</b> Journals/Writing Portfolios; Entrance/Exit Slips; Choral Responses; Do Now; Vocabulary Quizzes; Comprehension Quizzes; Open-Ended Responses	
<b>Summative Assessments:</b> Unit Test; Essay; Project; Report; Presentation	
Lesson Plans	
Readings	Honors (Additional Readings)
Holt McDougal Text* - "What Do You Know About Sharks?"	Holt McDougal Text – "Do Professional Athletes Get Paid Too Much?"
"Why We Shouldn't Go to Mars"*	
Writing Pieces	Honors (Modified Writing Pieces)
Writing Workshop: Persuasive Essay	Current Events: Utilize newspaper/magazine articles and editorials to write an analysis of persuasive components and techniques
Holt McDougal Text - Assessment Practice: "Take a Book Wherever You Go"	Speaking & Listening Workshop: Presenting a Persuasive Speech



Unit Plan # 7	
Title: <i>Investigation and Discovery</i>	
Subject: The Power of Research	Length of Time: ~6 weeks
Learning Targets	
<b>Conceptual Category: Developing Research Skills</b>	
<b>Unit Objectives:</b> <ul style="list-style-type: none"> <li>• Plan research</li> <li>• Develop relevant research questions</li> <li>• Use library and media center resources</li> <li>• Evaluate information source, including non-fiction books, periodicals, and websites</li> <li>• Conduct your own research</li> </ul>	
<b>Conceptual Category: Writing &amp; Language</b>	
<b>Unit Objectives:</b> <ul style="list-style-type: none"> <li>• Write a research paper</li> <li>• Formulate a major research question</li> <li>• Locate and evaluate sources</li> <li>• Take notes</li> <li>• Prepare a source list</li> <li>• Summarize and paraphrase</li> <li>• Quote directly and avoid plagiarism</li> <li>• Present clear and accurate perspectives on a topic</li> <li>• Document sources and prepare a Works Cited list</li> <li>• Follow a standard format of citation</li> <li>• Capitalize and punctuate citations correctly</li> </ul>	
<b>Standards</b>  <b>Progress Indicators for Reading Literature</b>  <b>Key Ideas and Details</b> RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  <b>Craft and Structure</b> RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  <b>Integration of Knowledge and Ideas</b> RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.8. (Not applicable to literature)	

RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**Range of Reading and Level of Text Complexity**

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

**Progress Indicators Informational Text**

**Key Ideas and Details**

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Craft and Structure**

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Integration of Knowledge and Ideas**

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**Range of Reading and Level of Text Complexity**

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**Progress Indicators for Writing**

**Text Types and Purposes**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

EE. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

FF. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.



GG. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

HH. Establish and maintain a formal style/academic style, approach, and form.

II. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

KK. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

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

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

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

OO. Establish and maintain a formal style academic style, approach, and form.

PP. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EE. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

FF. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

GG. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

HH. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

II. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing**

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### **Research to Build and Present Knowledge**

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- M. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- N. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

### **Range of Writing**

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Progress Indicators for Speaking and Listening**

#### **Comprehension and Collaboration**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- Y. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Z. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- AA. 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.
- BB. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

#### **Presentation of Knowledge and Ideas**

SL.7.4. 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.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Progress Indicators for Language**

#### **Conventions of Standard English**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



- S. Explain the function of phrases and clauses in general and their function in specific sentences.
- T. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- U. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- M. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- N. Spell correctly.

### Knowledge of Language

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- G. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### Vocabulary Acquisition and Use

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- Y. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Z. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- AA. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- BB. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- S. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- T. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- U. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Unit Essential Questions:

- How can I find answers?
- Where do I look for information?
- How do we collect and present information researched in writing?

### Unit Enduring Understandings:

- Understand numerous techniques to locate and evaluate information
- Utilize information to express knowledge of a topic
- Effectively demonstrate research essay techniques in writing

Evidence of Learning	
<b>Formative Assessments:</b>	
Topic Choice; Outline; Note Cards; Works Cited Page; Rough Draft; Student-Teacher Conferences	
<b>Summative Assessments:</b>	
Cross-curricular Research Paper (English and History – teachers collaborate)	
Lesson Plans	
Readings	Honors (Additional Readings)
Various informational texts of choice	Additional primary and secondary sources required
Writing Pieces	Honors (Modified Writing Pieces)
Writing Workshop: Research Paper	Thesis proposal
	Speaking & Listening Workshop: Presenting a Research Paper



Unit Plan #8 - Vocabulary	
Title: <i>Vocabulary</i>	
Subject: Vocabulary Acquisition	Length of Time: All Year
Learning Targets	
Conceptual Category: Sadlier-Oxford Vocabulary Workbooks	
<b>Unit Objectives:</b> <ul style="list-style-type: none"> <li>• Learn definitions of new words by identifying prefixes, suffixes, and root words, by using prior knowledge, and by applying them in authentic situations</li> <li>• Learn synonyms and antonyms</li> <li>• Determine proper word choice through identification of context clues</li> <li>• Use words correctly in writing</li> <li>• Understand words in context</li> </ul>	
Conceptual Category: Holt McDougal Vocabulary in Context	
<b>Unit Objectives:</b> <ul style="list-style-type: none"> <li>• Identify and utilize different acquisition strategies, including context clues, clarifying word definitions, and keeping a word list</li> <li>• Choose unknown words from context and predict, then learn the definition</li> <li>• Apply new words in writing</li> </ul>	
<b>Standards</b>  <b>Progress Indicators for Reading Literature</b>  <b>Key Ideas and Details</b> RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  <b>Craft and Structure</b> RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  <b>Integration of Knowledge and Ideas</b> RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.8. (Not applicable to literature) RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the	

same period as a means of understanding how authors of fiction use or alter history.

#### **Range of Reading and Level of Text Complexity**

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

#### **Progress Indicators Informational Text**

##### **Key Ideas and Details**

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

##### **Craft and Structure**

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

##### **Integration of Knowledge and Ideas**

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

#### **Range of Reading and Level of Text Complexity**

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

#### **Progress Indicators for Writing**

##### **Text Types and Purposes**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

JJ. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and



evidence logically.

KK. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

LL. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

MM. Establish and maintain a formal style/academic style, approach, and form.

NN. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

QQ. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

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

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

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

UU. Establish and maintain a formal style academic style, approach, and form.

VV. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

JJ. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

KK. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

LL. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

MM. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

NN. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing**

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### **Research to Build and Present Knowledge**

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- O. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- P. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

### **Range of Writing**

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Progress Indicators for Speaking and Listening**

#### **Comprehension and Collaboration**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- CC. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- DD. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- EE. 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.
- FF. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### **Presentation of Knowledge and Ideas**

SL.7.4. 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.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Progress Indicators for Language**

#### **Conventions of Standard English**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



- V. Explain the function of phrases and clauses in general and their function in specific sentences.
  - W. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - X. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- O. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
  - P. Spell correctly.

### Knowledge of Language

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- H. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### Vocabulary Acquisition and Use

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- CC. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - DD. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
  - EE. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - FF. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- V. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - W. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - X. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Unit Essential Questions:

- How do I acquire a vast vocabulary?
- How do we best express our ideas using a variety of words?

#### Unit Enduring Understandings:

- Application of different acquisition strategies
- Effective application of new, relevant, and engaging words in writing

Evidence of Learning	
<b>Formative Assessments:</b> Word Walls; Journals; Vocabulary Logs; Workbook Exercises; Vocabulary Quizzes; Vocabulary Charades/Games	
<b>Summative Assessments:</b> Writing Samples; Standardized Tests; Projects	
Lesson Plans	
Readings	Honors
Various readings	Writing workshops
<b>Writing Pieces</b>	Utilize additional/advanced words in all writing samples
Learned vocabulary demonstrated frequently in all writing assignments given	Project/Vocabulary Log - Students will keep a vocabulary log that identifies ways they used vocabulary studied outside of the classroom.