



**Seventh Grade  
Instructional Unit**

Name of Unit/Big Idea:	Unit 1: What will be your impact on the world? (Workshop 1 and 8, <i>The Outsiders</i> , etc)
Brief Description:	Students will think about their plans for their futures, and how they will make an impact in the world.
Length of Course (Days/Weeks):	5-6 weeks
Essential Questions:	What will be your impact on the world?
Common Core State ELA or Math Standards:	<p><b>Reading Standards</b></p> <p><b>RL.7.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.2.</b> 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. (Only focus on finding the theme in this unit)</p> <p><b>RL.7.3.</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)</p> <p><b>RL.7.6.</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>RL.7.7.</b> 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). (<i>Outsiders</i> novel vs. Film)</p> <p><b>RL.7.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

### **Language Standards**

Review Parts of Speech - noun, verb, adjective, adverb, preposition, conjunction

L7.2A - Using commas with coordinate adjectives

L7.3A - Choose language that expresses ideas precisely and concisely, eliminate wordiness

L7.4A - Using context clues to determine meaning of a word

L7.4B - Using Greek and Latin affixes and roots to determine meaning of a word

L7.4C - Using reference materials

L7.4D - Verify the predicted definition of a word by checking in a dictionary

L7.5A - Interpret figures of speech (literary, biblical and mythological allusions, etc)

### **Informational Text Standards (RI)**

**RI.7.1.** Cite several pieces of textual evidence 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. (focus on central idea this unit)

**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.7.10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Writing Standards - [assessed with common rubric \(click here\)](#)**

**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.*

**W.7.4.** Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)

**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.

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

Students will need to know . . . (vocabulary & skills)

Literacy/Informational Text Skills:

1. Cite textual evidence
2. identify theme/main idea
3. character's point of view
4. Compare written story to film
5. Identify 2 or more central ideas/Create summary
6. Use evidence to form inferences
7. Characterization
8. Conflict & character (how do they affect each other?)
9. Text structure

Language Skills:

1. Parts of speech: noun, verb, adjective, adverb, preposition, conjunction
2. Commas with coordinate adjectives

Students will be able to . . . (performance)

Resources:

Expert 21  
The Outsiders

Supplemental Articles for Close reading text and to incorporate Rigorous text:

3. Revise looking for strong words
4. Context Clues
5. Greek and Latin Roots:
6. Allusions (biblical, literary) - The Outsiders

Writing Skills:

1. Narrative:
  - a. point of view
  - b. introduce narrator and characters
  - c. dialogue
  - d. pacing
  - e. description - precise words/phrases, sensory details
  - f. transition words
  - g. conclusion should REFLECT on experiences/events
  - h. peer and adult revision

		<p><b>Summative Assessments:</b></p>
		<p><b>Formative Assessments:</b></p>





**Seventh Grade  
Instructional Unit**

Name of Unit/Big Idea:	Unit 2: How do we strive to be free and equal? (Workshops 4 and 5 and Watsons or similar historical fiction)
Brief Description:	Civil rights focus including the Civil Rights Movement, equal rights for women and minorities, and the inclusion of new immigrants in the American experience
Length of Course (Days/Weeks):	5-6 weeks
Essential Questions:	How do we strive to be free and equal?
Common Core State ELA or Math Standards:	<p><b>Reading Standards</b></p> <p><b>RL.7.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.2.</b> 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.</p> <p><b>RL.7.3.</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.4.</b> 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.</p> <p><b>RL.7.5.</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>RL.7.6.</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>

**RL.7.9.** 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.

**RL.7.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Language Standards**

L7.3A - Choose language that expresses ideas precisely and concisely, eliminate wordiness

L7.4A - Using context clues to determine meaning of a word

L7.4B - Using Greek and Latin affixes and roots to determine meaning of a word

L7.4C - Using reference materials

L7.4D - Verify the predicted definition of a word by checking in a dictionary

L7.5A - Interpret figures of speech (literary, biblical and mythological allusions)

### **Informational Text Standards (RI)**

**RI.7.1.** Cite several pieces of textual evidence 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)

**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.7.9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**RI.7.10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Writing Standards

**W.7.4.** Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)

**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.

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

Students will need to know . . . (vocabulary & skills)

Students will be able to . . . (performance)

Resources and assessments

Literacy/Informational Text Skills:

1. Cite evidence
2. Determine central idea/theme and analyze how it is developed, summarize
3. Analyze how a poem's form affects its meaning
4. Analyze how the author develops different character's points of view
5. Compare/contrast elements of fiction
6. Compare/contrast fictional portrayal of time with real time period
7. Use evidence to support inferences
8. Determine 2 or more ideas in a text and how they are developed/create summary
9. Analyze how ideas/individuals/events influence each other
10. Compare/contrast Obama's speech to audio version
11. Analyze 2 or more authors' writing about same topic
12. Figurative language

Language Skills:

1. Continue parts of speech
2. Commas with coordinate adjectives
3. Revise looking for strong words
4. Context Clues
5. Greek and Latin Roots:

**Resources:**

Expert 21  
Watsons  
Supplemental Articles  
Constitution

Close reading text:

Rigorous text:

Writing Skills:

1. Heros Hall of Fame: short research project, summarize, peer edit, publish using technology





**Seventh Grade  
Instructional Unit**

Name of Unit/Big Idea:	Unit 3: Do we care too much about winning? (Workshop 2)
Brief Description:	The motivation to win and the effects of focusing time and effort on sports
Length of Course (Days/Weeks):	5-6 weeks
Essential Questions:	Do we care too much about winning?
Common Core State ELA or Math Standards:	<p><b>Reading Standards</b></p> <p><b>RL.7.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.2.</b> 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.</p> <p><b>RL.7.7.</b> 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).</p> <p><b>RL.7.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Language Standards</b></p> <p>L7.1A - Explain the function of phrases and clauses</p> <p>L7.3A - Choose language that expresses ideas precisely and concisely, eliminate wordiness</p> <p>L7.4A - Using context clues to determine meaning of a word</p>

L7.4B - Using Greek and Latin affixes and roots to determine meaning of a word

L7.4C - Using reference materials

L7.4D - Verify the predicted definition of a word by checking in a dictionary

L7.5A - Interpret figures of speech (literary, biblical and mythological allusions)

L7.5B - Use the relationship between words (synonym/antonym, analogy) to better understand words

### **Informational Text Standards (RI)**

**RI.7.1.** Cite several pieces of textual evidence 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.7.5.** 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.

**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 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.

**RI.7.10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Writing Standards**

**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.*

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

**W.7.4.** Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)

**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.

**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”).*

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

Students will need to know . . . (vocabulary & skills)

Literary/Informational Text Skills:

1. Cite evidence
2. Identify central idea
3. Compare written story with audio (Casey at the Bat)
4. Support inference with evidence from text
5. Text structure
6. Author's view/purpose
7. trace/identify argument and assess whether the argument is sound and if the evidence supports it
8. Analyze 2 or more articles on same topic (TAT #5, dodgeball articles)

Language Skills:

1. phrases/clauses
2. synonyms/antonyms
3. context clues
4. greek/latin roots:

Writing Skills:

1. Write arguments with claims

Students will be able to . . . (performance)

Resources and assessments

Expert 21

Casey at the Bat video, audio

Supplemental Articles

[http://www.ted.com/talks/david\\_epstein\\_are\\_athletes\\_really\\_getting\\_faster\\_better\\_stronger](http://www.ted.com/talks/david_epstein_are_athletes_really_getting_faster_better_stronger)

Close reading text:

Rigorous text:

**Summative Assessments:**

**Formative Assessments:**





**Seventh Grade  
Instructional Unit**

Name of Unit/Big Idea:	Unit 4: How do we deal with natural disasters? (Workshop 3 and <i>Out of the Dust</i> or other applicable text)
Brief Description:	Natural disasters and their consequences including superstorms and expert study
Length of Course (Days/Weeks):	5-6 weeks
Essential Questions:	How do we deal with natural disasters?
Common Core State ELA or Math Standards:	<p><b>Reading Standards</b></p> <p><b>RL.7.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.2.</b> 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.</p> <p><b>RL.7.4.</b> 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.</p> <p><b>RL.7.6.</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>RL.7.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Language Standards</b></p>

L7.1B - Choose among simple, compound, complex, compound-complex sentences to signal differing relationships among ideas

L7.3A - Choose language that expresses ideas precisely and concisely, eliminate wordiness

L7.4A - Using context clues to determine meaning of a word

L7.4B - Using Greek and Latin affixes and roots to determine meaning of a word

L7.4C - Using reference materials

L7.4D - Verify the predicted definition of a word by checking in a dictionary

L7.5A - Interpret figures of speech (figurative language; literary, biblical and mythological allusions)

L7.5C - Distinguish among the connotations of words with similar denotations

### **Informational Text Standards (RI)**

**RI.7.1.** Cite several pieces of textual evidence 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.7.4.** 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. (infographic)

**RI.7.9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**RI.7.10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Writing Standards**

**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.7.5.** 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)

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

**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

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

Students will need to know . . . (vocabulary & skills)

Literacy/Informational text skills:

1. cite evidence
2. identify and analyze development of theme
3. figurative and connotative meaning of words
4. rhyme and repetition of sounds and how they impact a stanza
5. how author develops character/narrator points of view
6. Use evidence to support inferences
7. Determine 2 or more ideas in a text and how they are developed/create summary
8. analyze text structure (infographic)
9. Analyze 2 or more articles on same topic (TAT #5)

Students will be able to . . . (performance)

Resources:

Expert 21  
Out of the Dust  
Supplemental Articles

Close reading text:

Rigorous text:

Language Skills: Bell Work

1. simple/compound/complex/compound-complex sentences
2. connotation and denotation
3. figurative language
4. Revise looking for strong words
5. Context Clues
6. Greek and Latin Roots:

Writing skills:

1. Short research to answer question

		<p><b>Summative Assessments:</b></p>
		<p><b>Formative Assessments:</b></p>





**Seventh Grade  
Instructional Unit**

Name of Unit/Big Idea:	Unit 5: How can we fight the battle against disease? (Workshop 6 and Fever or replacement novel)
Brief Description:	A scientific examination of disease including prevention and cures
Length of Course (Days/Weeks):	5-6 weeks
Essential Questions:	How can we fight the battle against disease?
Common Core State ELA or Math Standards:	<p><b>Reading Standards</b></p> <p><b>RL.7.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.2.</b> 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.</p> <p><b>RL.7.6.</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>RL.7.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Language Standards</b></p> <p><b>L7.1B</b> - Choose among simple, compound, complex, compound-complex sentences to signal differing relationships among ideas</p> <p><b>L7.3A</b> - Choose language that expresses ideas precisely and concisely, eliminate wordiness</p>

- L7.4A - Using context clues to determine meaning of a word
- L7.4B - Using Greek and Latin affixes and roots to determine meaning of a word
- L7.4C - Using reference materials
- L7.4D - Verify the predicted definition of a word by checking in a dictionary
- L7.5A - Interpret figures of speech (literary, biblical and mythological allusions)
- L7.5C - Distinguish among the connotations of words with similar denotations

### **Informational Text Standards (RI)**

- RI.7.1.** Cite several pieces of textual evidence 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.7.4.** 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. (infographic)
- 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 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.
- RI.7.10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Writing Standards**

- W.7.4.** Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)

**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.

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

Students will need to know . . . (vocabulary & skills)

Literacy/Informational text skills:

1. cite evidence
2. identify and analyze development of theme
3. points of view of different characters
4. Use evidence to support inferences
5. Determine 2 or more ideas in a text and how they are developed/create summary
6. analyze words/phrases and how they contribute to mood and tone
7. text structure (infographic)
8. trace and evaluate argument and claims
9. Analyze 2 or more articles on same topic (TAT #5)

Language Skills: Bell Work

1. simple/compound/complex/compound-complex sentences
2. connotation and denotation
3. figurative language
4. Revise looking for strong words
5. Context Clues
6. Greek and Latin Roots:

Students will be able to . . . (performance)

Resources:

Expert 21  
Fever or replacement novel  
Supplemental articles

Close reading text:

Rigorous text:

Writing:

1. Short research to answer question

		<p><b>Summative Assessments:</b></p>
		<p><b>Formative Assessments:</b></p>





**Seventh Grade  
Instructional Unit**

Name of Unit/Big Idea:	Unit 6: Does the thrill of adventure outweigh the risks? ( <i>Workshop 7</i> and <i>Freak the Mighty</i> or other applicable novel)
Brief Description:	Adventurous journeys and facing death for adventure's sake
Length of Course (Days/Weeks):	5-6 weeks
Essential Questions:	Does the thrill of adventure outweigh the risks?
Common Core State ELA or Math Standards:	<p><b>Reading Standards</b></p> <p><b>RL.7.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.2.</b> 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.</p> <p><b>RL.7.6.</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>RL.7.7.</b> 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).</p> <p><b>RL.7.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Language Standards</b></p>

L7.3A - Choose language that expresses ideas precisely and concisely, eliminate wordiness

L7.4A - Using context clues to determine meaning of a word

L7.4B - Using Greek and Latin affixes and roots to determine meaning of a word

L7.4C - Using reference materials

L7.4D - Verify the predicted definition of a word by checking in a dictionary

L7.5A - Interpret figures of speech (literary, biblical and mythological allusions)

L7.1C - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L7.5C - Distinguish among the connotations of words with similar denotations

### **Informational Text Standards (RI)**

**RI.7.1.** Cite several pieces of textual evidence 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)

**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 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.

**RI.7.10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Writing Standards**

**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,*

	<p><i>using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</i></p> <p><i>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</i></p> <p><i>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>e. Establish and maintain a formal style.</i></p> <p><i>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</i></p> <p><b>W.7.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.7.5.</b> 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p> <p><b>W.7.6.</b> 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.</p> <p><b>W.7.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Students will need to know . . . (vocabulary &amp; skills)</p> <p>Literacy/Informational text skills:</p> <ol style="list-style-type: none"> <li>1. cite evidence</li> <li>2. identify and analyze development of theme</li> <li>3. points of view of different characters</li> <li>4. Compare/contrast text to video</li> </ol>	<p>Students will be able to . . . (performance)</p>	<p>Resources:</p> <p>Expert 21 Freak the Mighty Supplemental Articles</p> <p>Close reading text:</p>

5. Use evidence to support inferences
6. Determine 2 or more ideas in a text and how they are developed/create summary
7. analyze interactions between individuals/events/ideas
8. Analyze 2 or more articles on same topic (TAT #5)

Language Skills: Bell Work

1. place phrases and clauses in correct places
2. connotation and denotation
3. figurative language
4. Revise looking for strong words
5. Context Clues
6. Greek and Latin Roots:

Writing Skills:

1. Informative/Research

Rigorous text:

**Summative Assessments:**

**Formative Assessments:**

