TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 7 INTEGRATED LITERACY
2018

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Grade 7 Integrated Literacy
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CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Grade 7 Integrated Literacy represents 90 days of instruction each trimester, one period meeting every day and one period meeting every other day; units labeled "A" will be accomplished in the prior, and complementary units labeled "B" will be accomplished in the latter.

Students actively engage in all aspects of language arts: reading, writing, speaking, listening, and viewing. Students explore these strands as they engage in the genres of reading, writing, and oral presentation, including meaningful discussions about what they read and write. As students explore classic and contemporary literature, they read a variety of genres of both fiction and nonfiction. Student-selected reading threads through each unit and complements texts chosen by the teacher. Other media, such as film, art, and music, are also integrated within units of study.

Complex texts offer students the challenges of grappling with works of exceptional craft and thought whose range extends across genres, cultures, and centuries, and the opportunity to use their works to build and extend their own writing. Students develop their writing skills as they engage in the processes of writing, and conventions of writing are integrated into all writing units. Collaboration is a cornerstone of the classroom as students participate in small-group and large-group discussions and activities.

Middle school literacy is dynamic and ever-changing. Traditionally, reading, writing, speaking, listening, and viewing have been identified as the critical skills in literacy development. However, as information and technology shape our society, the definition of literacy and its relationship to education also must change. Middle school language arts teachers support students by teaching them the tools to construct and share meaning in a variety of contexts in today's world.

Texts, both those read by groups of students and those read by students independently, should meet grade-level-appropriate norms for text complexity, appreciating the confluence of qualitative, quantitative, and reader and task considerations. It is the assumption that students are reading grade-level-appropriate texts in each unit of study, with scaffolding as necessary to ultimately promote independent proficiency. To support independent reading, 90 minutes of assured independent reading time is included for all grade 7 students during the Period 5 Extended Learning block.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RL.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.7.3   Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCS.ELA-Literacy.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.)

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.7.5   Analyze how a drama's or poem's from or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
CCS.ELA-Literacy.W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
CCS.ELA-Literacy.W.7.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCS.ELA-Literacy.W.7.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
CCS.ELA-Literacy.W.7.1.d	Establish and maintain a formal style.
CCS.ELA-Literacy.W.7.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause-effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCS.ELA-Literacy.W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CCS.ELA-Literacy.W.7.2.c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CCS.ELA-Literacy.W.7.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCS.ELA-Literacy.W.7.2.e	Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCS.ELA-Literacy.W.7.3.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.
CCS.ELA-Literacy.W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CCS.ELA-Literacy.W.7.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CCS.ELA-Literacy.W.7.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CCS.ELA-Literacy.W.7.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CCS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.7.1.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.
CCS.ELA-Literacy.SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CCS.ELA-Literacy.SL.7.1.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.
CCS.ELA-Literacy.SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCS.ELA-Literacy.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CCS.ELA-Literacy.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.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.

COURSE ENDURING UNDERSTANDINGS

Reading

Students will understand that . . .
- textual evidence is necessary to support analysis of central idea, inference, and summary.
- close reading will increase comprehension of text.
- there are similarities and differences between written text and other media.
- word meanings, structure, and point of view shape understanding of text.

Writing

Students will understand that . . .
- each type of writing (argumentative, informative, and narrative) has its unique purpose, style, and structure.
- the production of clear, coherent writing is a process that requires planning, revising, editing, rewriting, and using technology as a means to publish, and to possibly find a new approach.
- effective research presents knowledge gained from the evaluation of multiple, credible, and reliable sources that will clearly support a claim or explain a topic.

Speaking & Listening

Students will understand that . . .
- speakers use strategies and techniques for effective academic conversation and presentation.
- listeners need to analyze purpose and to evaluate information presented in different formats.
- listeners need to evaluate a speaker's argument/reasoning and determine relevance.

COURSE ESSENTIAL QUESTIONS

Reading

- How does a reader come to understand and appreciate what he/she reads?
- How does reading make me a better writer?
- What do reading and writing in all their forms teach us about life and being human?
- How do I unlock the power of words?

Writing

- How do I effectively use the writing process?
- How does reading a variety of genres enhance my writing?
- What strategies can I use to write more effectively?
- How do I gather and use information to support my thinking and writing?

Speaking & Listening

- How do I listen?
- How do I orally communicate ideas effectively to various audiences?
- How do I engage in collaborative discussion?
- How do I evaluate a speaker's argument and reasoning?

COURSE KNOWLEDGE & SKILLS

Reading

Students will understand . . .
- the elements of fiction and nonfiction.
- the use of figurative language and connotative meaning.
- the impact of tone, word choice, and point of view on meaning.
- the varieties of text structures.
- the characteristics of different genres.
- the various types of media used for comparative study.
- key academic vocabulary.

Students will be able to . . .
- cite text evidence to support their analysis of a work.
- analyze the use of key details in informational text.
- describe the development of plot and character in a work.
- determine the theme/central idea of a work.
- summarize text.
- analyze elements of a given text structure.
- determine word meaning.

- distinguish fact from opinion.
- compare and contrast elements of different genres and media.
- analyze the use of text features.
- integrate information from different sources.
- evaluate claims and supporting details.

Writing

Students will understand . . .
- the steps of process writing.
- the parts of an essay.
- the organizational structures and strategies for different types of writing.
- effective strategies to build fluency, elaboration, clarity, and interest.
- the use of figurative language.
- accurate and logical evidence necessary for elaboration of a topic.
- the characteristics of different genres.
- the various types of media used for comparative study.
- key academic vocabulary.

Students will be able to . . .
- introduce and support claims.
- establish and maintain formal style.
- produce and develop writing mindful of task, purpose, and audience.
- use transitions.
- elaborate in a variety of ways.
- use precise language.
- conduct research.
- gather reliable information from reliable sources.
- paraphrase information.
- cite and document information according to MLA guidelines.
- peer-edit, self-edit, and revise their writing.
- publish writing.

Speaking & Listening

Students will understand . . .
- collaborative group discussion as an opportunity to express ideas and gain insights and new understandings from others.
- viewing and listening to recordings as other ways to gather information and extend learning of a topic, text, or issue under study.
- organization, elaboration, and strategies necessary for effective communication of ideas in presentations.
- the use of visual displays and multimedia components to enhance presentations.

Students will be able to . . .
- participate in collaborative learning groups.

- prepare for collaborative discussion by completing required reading and/or written work that supports the focus of discussion and collaboration and/or their role(s) in that discussion/ group work.
- participate in group collaboration by posing and responding to questions with relevant and meaningful responses.
- present information in both formal and informal settings.
- produce and develop presentations mindful of task, purpose, and audience.
- interpret information presented by their peers, recordings, videos, and other multimedia.
- use appropriate eye contact, adequate volume, and clear pronunciation.
- include multimedia components and visual displays in their presentations.

UNIT 1A
Growing Perspective: Crafting a Story

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CCS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCS.ELA-Literacy.W.7.3.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.
CCS.ELA-Literacy.W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CCS.ELA-Literacy.W.7.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CCS.ELA-Literacy.W.7.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CCS.ELA-Literacy.W.7.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CCS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

Unit Essential Questions

- How do I draw on life experiences to craft a fictional story?
- What makes a narrative engaging, and how can I use those qualities in my own story?
- How does an author develop different purposes and points of view in a text?
- How do the conventions of writing building meaning and clarity in my narrative?

Scope and Sequence

- Completing Writer's Notebook entries
- Identifying elements of fiction and studying point of view in mentor texts
- Applying narrative strategies to students' own rehearsal pieces
- Bringing an original story through the writing process to publication

Assured Assessments
Student performance on the following assessments will be included in the Trimester 1 report card.

Formative Assessments:
1. On-Demand Writing Sample: Students will write a formative 45-minute, on-demand pre-assessment in the narrative genre. This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student assessment tools, including the grade 7 narrative writing rubric, inform the teacher of the student's current level of achievement. This will help teachers plan for differentiation during the unit.

2. Writer's Notebook: Students' writing samples should be located in their Writer's Notebooks, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

3. Student participation within collaborative groups.

Summative Assessments:
1. Students will choose a realistic fiction piece to bring to publication as a summative assessment. The student assessment tools, including the grade 7 narrative writing rubric, inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills in structure, elaboration, and conventions.

Resources
<u>Core</u>
- Calkins, Lucy, Kelly Boland Hohne, and Anne Taranto. *Units of Study in Opinion, Information, and Narrative Writing*: *Writing Realistic Fiction: Symbolism, Syntax, Truth* (Grade 7, Unit 1). Portsmouth, NH: Heinemann. 2013. Print.
- *Resources for Teaching Writing*: *Units of Study in Argument, Information, and Narrative Writing* CD-ROM
- Fletcher, Ralph. "Funeral." Print.
- teacher's own Writer's Notebook

<u>Supplemental</u>
- teacher-selected narrative mentor texts

Time Allotment
- Approximately six weeks

UNIT 1B
Exploring Perspective: Reading and Analyzing Short Stories

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's from or structure (e.g., soliloquy, sonnet) contributes to its meaning.
CCS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CCS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Unit Essential Questions

- What makes a narrative engaging?
- What are different literary points of view, and what is the value of understanding different perspectives?
- How does an author develop different purposes and points of view in a text?
- How is a play different from a short story?

Scope and Sequence

- Identifying elements of fiction and studying point of view in short stories
- Responding to reading selections in Reader's Notebook
- Rewriting an excerpt from "The Necklace" from a different perspective
- Completing "Grade 7, Lesson 1: Fiction," *English Language Arts Common Core Performance Coach*
- Researching mini-topics to support the reading of the novel *The Adventures of Tom Sawyer*
- Delivering an oral presentation of the selected mini-topic

- Studying point of view in drama
- Completing "Grade 7, Lesson 3: Drama," *English Language Arts Common Core Performance Coach*

Assured Assessments
Student performance on the following assessments will be included in the Trimester 1 report card.

Formative Assessments:
1. Independent Reading: in-class and nightly assignments.

2. Reader's Notebook: Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

3. Summaries of "Monsters" and biographical selections.

4. "Grade 7, Lesson 1: Fiction" & "Grade 7, Lesson 3: Drama," *English Language Arts Common Core Performance Coach* (one of the two should be graded).

5. *The Adventures of Tom Sawyer* research slide presentation.

6. Student participation within collaborative groups.

Summative Assessments:
1. On-demand writing based on "Zoo."

2. Creative response based on "The Necklace."

Resources
Core
- *Prentice-Hall Literature Grade 7*. Boston: Pearson, 2007. Print.
- de Maupassant, Guy. "The Necklace." Print.
- "Grade 7, Lesson 1: Fiction." *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.
- "Grade 7, Lesson 3: Drama." *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

Supplemental
- N/A

Time Allotment
- Approximately six weeks

UNIT 2A
Growing Perspective: Reading and Responding to *Tom Sawyer*

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCS.ELA-Literacy.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

- What makes a character powerful?
- How do authors help us better understand characters through actions, speech, appearance, and thoughts?
- What are the effects of figurative or connotative meanings of words?

- How can I determine which words, phrases, and the patterns they create contribute most to the meaning of a text?
- Why do people take risks?

Scope and Sequence

- Completing Writer's Notebook entries
- Reading, annotating, and discussing the novel *The Adventures of Tom Sawyer*
- Analyzing the impact of historical references and uses of dialect on character and setting
- Developing clear and effective thesis statements about texts read
- Locating and organizing appropriate text evidence to support thesis statements
- Drafting the literary essay
- Revising and editing the literary essay through conferencing and application of checklists and rubric

Assured Assessments
Student performance on the following assessments will be included in the Trimester 1 report card.

Formative Assessments:
1. Independent Reading: in-class and nightly assignments.

2. Writer's Notebook: Students' writing samples should be located in their Writer's Notebooks, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

3. Student participation within collaborative groups.

Summative Assessments:
1. Students will write a literary essay focusing on character development in the novel *The Adventures of Tom Sawyer*. A common rubric will be used to assess the literary essay, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

Resources
Core
- Twain, Mark. *The Adventures of Tom Sawyer*. New York: Signet, 2008. Print.
- teacher's own Writer's Notebook

Supplemental
- N/A

Time Allotment
- Approximately six weeks

UNIT 2B
Exploring Perspective: Point of View, Theme, and Tone in Poetry

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's from or structure (e.g., soliloquy, sonnet) contributes to its meaning.
CCS.ELA-Literacy.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit Essential Questions

- What do I do as a reader to uncover the meaning of a poem?
- What is the role of the speaker of a poem?
- How is a poem different from a paragraph of fictional or informational text?

Scope and Sequence

- Responding to reading selections in Reader's Notebook
- Reading, annotating, paraphrasing, and analyzing poems
- Completing "Grade 7, Lesson 2: Poetry," *English Language Arts Common Core Performance Coach*
- Sharing selected poems with other students

Assured Assessments
Student performance on the following assessments will be included in the Trimester 1 report card.

Formative Assessments:
1. Reader's Notebook: Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

2. "Grade 7, Lesson 2: Poetry," *English Language Arts Common Core Performance Coach*.

3. Student participation within collaborative groups.

Resources
<u>Core</u>
- "Grade 7, Lesson 2: Poetry." *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

<u>Supplemental</u>
- teacher-selected poems

Time Allotment
- Approximately two weeks

UNIT 3A
Growing Perspective: The Art of Argument

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
CCS.ELA-Literacy.W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
CCS.ELA-Literacy.W.7.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCS.ELA-Literacy.W.7.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
CCS.ELA-Literacy.W.7.1.d	Establish and maintain a formal style.
CCS.ELA-Literacy.W.7.1.e	Provide a concluding statement or section that follows from and supports the argument presented.

Unit Essential Questions

- What makes research most effective and valuable?
- What perspectives should I consider when formulating an argument?
- Which strategies work best for me as I defend a claim in writing?
- How can a written conclusion follow and advance my thinking?
- How can I detect bias in my research?

Scope and Sequence

- Completing Writer's Notebook entries
- Selecting and researching a topic related to a sports issue
- Collaborating to refine and refocus research, including evaluating opposing viewpoints
- Organizing collected information in a multi-paragraph argumentative editorial that uses logical reasoning and accurate evidence, and that addresses opposing viewpoints
- Revising and editing content based on peer and teacher feedback
- Publishing the argumentative editorial with appropriate source documentation
- Demonstrating command of language conventions in both writing and speaking

Assured Assessments
Student performance on the following assessments will be included in the Trimester 2 report card.

Formative Assessments:
1. Writer's Notebook: Students' writing samples should be located in their Writer's Notebooks, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

2. Student participation within collaborative groups.

Summative Assessments:
1. Students will select and defend a position on a given topic and publish an argumentative essay. Each student will analyze the argumentative elements and structure of his/her essay, apply a checklist to his/her written work, and revise accordingly. A common rubric will be used to assess the argumentative essay, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

Resources
Core
- Calkins, Lucy, Kelly Boland Hohne, and Anne Taranto. *Units of Study in Opinion, Information, and Narrative Writing*: *The Art of Argument: Research-Based Essays* (Grade 7, Unit 3). Portsmouth, NH: Heinemann. 2013. Print.
- teacher's own Writer's Notebook

Supplemental
- teacher-selected argumentative mentor texts

Time Allotment
- Approximately six weeks

UNIT 3B
Exploring Perspective: Reading Together in Book Clubs

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.7.1.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.
CCS.ELA-Literacy.SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CCS.ELA-Literacy.SL.7.1.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.
CCS.ELA-Literacy.SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.

Unit Essential Questions

- How does an author introduce and develop a theme?
- How does an author develop and contrast points of view of different characters or narrators in a text?
- How does adversity define a person?
- How does group collaboration enhance my understanding of a text?

- How can I apply metacognitive strategies of self-monitoring and questioning to improve/enrich my reading comprehension and book discussion?

Scope and Sequence

- Responding to reading selections in Reader's Notebook
- Planning and organizing a book club group's reading schedule and topics of discussion
- Reading, discussing, and analyzing novels in the context of book clubs to analyze literary elements and the common features within the genre of survival literature
- Developing clear and effective thesis statements
- Locating and organizing appropriate text evidence to support claims developed
- Writing an analytical paragraph in response to the essential question "How does adversity define a person?"
- Demonstrating command of language conventions in the final published piece

Assured Assessments
Student performance on the following assessments will be included in the Trimester 1 report card.

Formative Assessments:
1. Independent Reading: in-class and nightly assignments.

2. Reader's Notebook: Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

3. Student participation within collaborative groups, including book club groups and large-group discussions.

Summative Assessments:
1. Multimedia Presentation: Each student will complete a multimedia presentation of his/her book club novel. A common rubric will be used to assess the presentation, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

2. Analytical Paragraph: Each student will write an analytical paragraph in response to the essential question "How does adversity define a person?"

Resources
<u>Core</u>
- one of the following:
  o Cooper, Susan. *Victory*. New York: McElderry, 2013. Print.
  o London, Jack. *The Call of the Wild*. New York: Signet, 2009. Print

- o Tougias, Michael J., and Casey Sherman. *The Finest Hours: The True Story of a Heroic Sea Rescue*. New York: Square Fish, 2015. Print.

<u>Supplemental</u>
- • N/A

Time Allotment
- • Approximately five weeks

UNIT 4A
Growing Perspective: Taking a Deeper Look at Our Editing Skills

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Unit Essential Questions

- How can I apply the conventions of writing correctly?
- How am I a more effective communicator with the use of correct writing conventions?

Scope and Sequence

- Completing Writer's Notebook entries
- Reviewing and applying correct writing conventions
- Practicing different writing conventions in short selected and constructed responses

Assured Assessments
Student performance on the following assessments will be included in the Trimester 2 report card.

Formative Assessments:
1. Writer's Notebook: Students' writing samples should be located in their Writer's Notebooks, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

2. Teacher-created assessments focused on writing conventions.

3. Student participation within collaborative groups.

Summative Assessments:
1. A new authentic piece of writing will demonstrate students' understanding of correct grade-level writing conventions. A common rubric will be used to assess the piece, and grades will

be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

Resources
<u>Core</u>
- teacher's own Writer's Notebook

<u>Supplemental</u>
- teacher-selected mentor texts

Time Allotment
- Approximately four weeks

UNIT 4B
Exploring Perspective: Author's Purpose and Structure of Nonfiction

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.)
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.

Unit Essential Questions

- How does understanding the structure of a nonfiction selection increase my comprehension of the selection?
- Which strategies work best for me to understand, annotate, and organize informational text?

Scope and Sequence

- Responding to reading selections in Reader's Notebook
- Describing the characteristics of different informational texts
- Analyzing key details in informational texts
- Analyzing the use of text features
- Using strategies for determining the central idea of a work

- Applying techniques for summarizing text
- Correctly citing text evidence to support analysis of a text
- Understanding the different structures of informational text
- Pairing fictional and informational selections

Assured Assessments
Student performance on the following assessments will be included in the Trimester 2 report card.

Formative Assessments:
1. Reader's Notebook: Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

2. Reading Skills Assessment: Students will apply unit skills as they read and respond to nonfiction passages.

3. "Grade 7, Lesson 5: Articles" & "Grade 7, Lesson 9: Analyze Informational Texts," *English Language Arts Common Core Performance Coach* (one of the two should be graded).

4. Student participation within collaborative groups.

Summative Assessments:
1. On-demand writing based on a nonfiction selection. A common rubric will be used to assess the writing, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

Resources
Core
- *Prentice-Hall Literature Grade 7*. Boston: Pearson, 2007. Print.
- "Grade 7, Lesson 5: Articles." *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.
- "Grade 7, Lesson 9: Analyze Informational Texts." *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

Supplemental
- N/A

Time Allotment
- Approximately four weeks

UNIT 5A
Growing Perspective: Research-Based Informative Writing

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause-effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCS.ELA-Literacy.W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CCS.ELA-Literacy.W.7.2.c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CCS.ELA-Literacy.W.7.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCS.ELA-Literacy.W.7.2.e	Establish and maintain a formal style.
CCS.ELA-Literacy.W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCS.ELA-Literacy.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.

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

Unit Essential Questions

- How do I find reliable and relevant information?
- How do we engage in meaningful conversation?
- What survival challenges do people face?
- What decisions do people make to survive?

Scope and Sequence

- Completing Writer's Notebook entries
- Researching how people can sometimes prepare for and overcome forces of nature
- Exploring print and digital sources and determining their reliability
- Organizing collected information for a multi-paragraph informative essay written in a formal style
- Revising and editing content based on peer and teacher feedback
- Publishing the informative essay using MLA format, including parenthetical citations
- Presenting research findings using multimedia components and visual displays
- Demonstrating command of language conventions in both writing and speaking

Assured Assessments
Student performance on the following assessments will be included in the Trimester 3 report card.

Formative Assessments:
1. Student notes on selected research topic.

2. Writer's Notebook: Students' writing samples should be located in their Writer's Notebooks, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

3. Student participation within collaborative groups.

Summative Assessments:
1. Students will publish an informative essay based on research of a selected specific natural disaster. The essay should include parenthetical citations using MLA format. A common rubric will be used to assess the informative essay, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

2. Each student will present his/her research in a group presentation using multimedia components and visual displays. A common rubric will be used to score students on accuracy, pacing, eye contact, volume, pronunciation, and visuals, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

Resources
Core
*   Krakauer, Jon. *Into Thin Air* selections. Print.
*   London, Jack. "The Story of an Eyewitness." Print.

Supplemental
*   Bradbury, Ray. "All Summer in a Day." Print.
*   Collection of books on the topic of natural disasters.
*   Relevant articles and website related to students' selected natural disasters.

Time Allotment
*   Approximately four weeks

UNIT 5B
Exploring Perspective: The Excitement and Power of Independent Reading

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Essential Questions

- How do I build my reading stamina over time?
- How can I share my excitement and interest in particular reading selections?
- How can I effectively organize and deliver a class book talk?

Scope and Sequence

- Responding to reading selections in Reader's Notebook
- Sharing goals of the Marathon Reading Project
- Developing a list of effective strategies for delivering book talks based on published oral presentations that are viewed
- Practicing and applying strategies for oral presentation
- Selecting, organizing, and presenting a book talk of a favorite selection of the Marathon Reading Project
- Celebrating and reflecting on growth and progress

Assured Assessments
Student performance on the following assessments will be included in the Trimester 2 report card.

Formative Assessments:
1. Independent Reading: in-class and nightly assignments, with reading logs.

2. Reader's Notebook: Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

3. Student participation within collaborative groups, including informal partner presentation rehearsals.

Summative Assessments:
1. Each student will prepare and deliver an oral book talk presentation. A common rubric will be used to assess the presentation, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

Resources
Core
- Independent reading selections by students

Supplemental
- teacher-created guidelines for effective oral presentation
- student-created guidelines for effective oral presentation
- online book talks

Time Allotment
- Approximately four weeks

UNIT 6A
Reviewing Writing & Language Skills & Strategies

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCS.ELA-Literacy.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.)
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's from or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.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 use the writing process to best convey my ideas?
- How do audience and purpose affect writing?
- How can I maintain the voice and style of another author?
- What are the components of a well-constructed written piece?
- How can I use effective test-taking strategies, including determining what a question is asking of me?
- How do I apply the conventions of writing correctly?

Scope and Sequence
- Completing Writer's Notebook entries
- Completing multiple drafts of introductions, body paragraphs, and/or conclusions of narrative, informational, and/or argumentative pieces of writing, varying language and style toward adjusted purposes, and applying the conventions of writing properly
- Practicing answering selected-response and constructed-response questions in discrete preparation for the Smarter Balanced assessment

Assured Assessments
Student performance on the following assessments will be included in the Trimester 3 report card.

Formative Assessments:
1. Smarter Balanced online practice test responses.

2. Student participation within collaborative groups.

Resources
Core
- Smarter Balanced online practice tests
Supplemental
- N/A

Time Allotment
- Approximately four weeks

UNIT 6B
Reviewing Reading & Language Skills & Strategies

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCS.ELA-Literacy.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.)
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's from or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.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 use effective test-taking strategies, including determining what a question is asking of me?
- How can I apply reading strategies to best understand literary and informational text?
- How can I best answer a constructed-response question?

Scope and Sequence

- Responding to reading selections in Reader's Notebook
- Practicing answering selected-response and constructed-response questions in discrete preparation for the Smarter Balanced assessment
- Applying the constructed-response rubric to student's own responses

Assured Assessments
Student performance on the following assessments will be included in the Trimester 3 report card.

Formative Assessments:
1. Independent Reading: in-class and nightly assignments.

2. Smarter Balanced online practice test responses.

3. "Grade 7, Lesson 10: Analyze Texts Across Genres," *English Language Arts Common Core Performance Coach*.

4. *Performance Coach* Assessment: Students will take the "Strand 2" assessment in *English Language Arts Common Core Performance Coach*.

5. Student participation within collaborative groups.

Resources
Core
- Smarter Balanced online practice tests

- Smarter Balanced online practice tests
- "Grade 7, Lesson 10: Analyze Texts Across Genres." *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.
- "Grade 7, Strand 2 Assessment." *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

<u>Supplemental</u>
- N/A

Time Allotment
- Approximately four weeks

UNIT 7A
Growing Perspective: Exploring Genres

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's from or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Unit Essential Questions

- What is the role of conflict in shaping a story text?
- How does point of view affect the meaning of a story text?
- How does genre impact the meaning of a story text?
- How can obstacles impact growth and change in a person, and how can obstacles be overcome?

Scope and Sequence

- Completing Writer's Notebook entries
- Reading, annotating, and discussing dramatic, novel, and autobiography excerpts, focusing on how conflict shapes a text and on how point of view affects meaning
- Analyzing how obstacles can be overcome despite physical and mental challenges
- Demonstrating command of language conventions in both writing and speaking

Assured Assessments
Student performance on the following assessments will be included in the Trimester 3 report card.

Formative Assessments:
1. Writer's Notebook: Students' writing samples should be located in their Writer's Notebooks, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

2. Student participation within collaborative groups.

Summative Assessments:
1. Each student will respond in a written paragraph response to one of the essential questions of the unit. A common rubric will be used to assess the writing, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

Resources
<u>Core</u>
- Gibson, William. *The Miracle Worker*. New York: Scribner. 2008. Print.
- *The Miracle Worker*. Dir. Arthur Penn. Playfilm, 1962. Film.

<u>Supplemental</u>
- Keller, Helen. *The Story of My Life* selections. Print.
- Miller, Sarah Elizabeth. *Miss Spitfire: Reaching Helen Keller* excerpts. Print.

Time Allotment
- Approximately three weeks

UNIT 7B
Exploring Perspective: Complexity in Fiction

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CCS.ELA-Literacy.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.

Unit Essential Questions

- What techniques does a writer use to explore and present multiple perspectives of a given topic or theme?
- How do multiple perspectives enhance the theme of a novel?
- How do I arrive at a universal truth in a given fictional selection?

Scope and Sequence

- Responding to reading selections in Reader's Notebook
- Reviewing the key elements of fiction
- Describing the development of plot, character, and conflict within a work
- Examining shifts in point of view over the course of the novel
- Applying strategies for determining theme

Assured Assessments
Student performance on the following assessments will be included in the Trimester 3 report card.

Formative Assessments:
1. Independent Reading: in-class and nightly assignments.

2. Reader's Notebook: Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

3. Reading Skills Assessment: Students will apply unit skills as they read and respond to the text, answering a variety of selected-response and constructed-response questions.

4. Student participation within collaborative groups, including informal partner presentation rehearsals.

Summative Assessments:
1. Each student will respond in a written paragraph response to one of the essential questions of the unit. A common rubric will be used to assess the writing, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

Resources
Core
- TBD 2018-19

Supplemental
- N/A

Time Allotment
- Approximately five weeks