

**Davison Community Schools  
ADVISORY CURRICULUM COUNCIL  
Phase I/II, April 2014**

**7<sup>th</sup> Grade English**

**Course Essential Questions:**

**Writing:**

How can writers draw upon mentor texts to generate ideas and then revise, edit, and publish focused pieces?

How can writers independently gather, focus, and logically organize ideas about a topic and share it with an audience?

How can writers craft a piece of writing being mindful of its purpose, audience, focus, and topic?

**Reading:**

How can readers take charge of their own reading lives?

How can readers use comprehension strategies to deepen their understanding of a text?

How can readers reflect and respond to what they read?

**Language/Speaking and Listening:**

How can I prepare for and participate in a range of conversations and collaborations?

How can I use my understanding of language to communicate clearly and effectively?

How can I use my understanding of language to improve my written and oral communication?

**Phase II Curriculum**

**Unit 1: Launching Writing with Memoir**

**Essential Questions:**

1. How does narrowing the writing on a specific period of time, event or place affect the telling of a writer's memory of an experience?
2. What strategies are used to reconstruct a memory to reveal the internal feelings of the writer?

**Essential Understanding:**

1. Memoir writers use strategies to mine for seed ideas looking for focus on a brief period of time, a place or a recurring behavior.

Memoir writers explore events or series of related events that remain lodged in memory and reconstruct those events to reflect personal significance

2. Memoir writers record of all their thoughts, ideas, memories and stories in a Writer's notebook for further development.

Memoir writers take small moments and

	<p>establish context, point of view and sequence.</p> <p>Memoir writers immerse themselves in the memoir genre to guide their own memoir writing.</p>
<p>3. What strategies or techniques can be used to express feeling and emotion in a given memoir?</p>	<p>3. Memoir writers use relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>
<p>4. How do the narrative components of memoir aid in the telling of the story?</p>	<p>4. Memoir writers use narrative techniques such as dialogue to develop experiences and events that shows, either directly or indirectly, why they are significant.</p>
<p>5. What are ways in which these narrative components can be manipulated to write an effective memoir?</p>	<p>5. Memoir writers analyze the text structure of various memoirs to push and manipulate their own thinking to write on meaningful moments.</p>
<p>6. What is the definition of a meaningful conclusion and how does that enrich the memoir?</p>	<p>6. Memoir writers provide a conclusion that reflects on the experience or event and the meaning of these events in retrospect.</p>
<p>7. What does it mean to be reflective?</p>	<p>7. Being reflective means to live “wide awake” while sharing and responding to stories of others.</p>
<p>8. How does being reflective make one a better writer?</p>	<p>8. Students will share their memoirs and determine if it conveys the message they are trying to get across.</p> <p>Students realize writing is a process and may need continuous revision and editing to deliver a clear message.</p>
<p>9. How can celebrating the writer and the writing make one a more thoughtful and reflective writer?</p>	<p>9. Students will celebrate their writing by sharing it with others in order to benefit from having an authentic audience.</p>

## Curriculum Standards

### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Literature**

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

#### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

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

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 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).

### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing**

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.3a. 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.
- W.7.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

#### **Range of Writing**

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 tasks, purposes, and audiences.

- 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.

### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Language**

### Conventions of Standard English

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

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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

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

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

<b>Knowledge/Content</b> I know....	<b>Skills/Processes</b> I can.....
<ul style="list-style-type: none"><li>• Memoir writers record of all their thoughts, ideas, memories and stories in a Writer's notebook for further development.</li><li>• Memoir writers use strategies to mine for seed ideas looking for focus on a brief period of time, a place or a recurring behavior.</li><li>• Memoir writers explore events or series of related events that remain lodged in memory and reconstruct those events to reflect personal significance</li><li>• Memoir writers take small moments and establish context, point of view and sequence.</li><li>• Memoir writers immerse themselves in the memoir genre to guide their own memoir writing.</li><li>• Memoir writers analyze the text structure of various memoirs to push their own thinking to write on meaningful moments.</li><li>• Memoir writers use narrative techniques such as dialogue to develop experiences and events that shows, either directly or indirectly, why they are significant.</li><li>• Memoir writers use a variety of transition words and phrases to signal shifts from one time frame or setting to another.</li><li>• Memoir writers use relevant descriptive details, and sensory language to capture the action and</li></ul>	<ul style="list-style-type: none"><li>• Imagine an identity as a writer.</li><li>• Read to appreciate, study, emulate, and experiment with the decisions of other writers.</li><li>• Develop a voice that expresses both emotions and ideas through a variety of genres.</li><li>• Engage in a safe community of writers that encourages risk-taking and growth.</li><li>• Become more flexible in their writing and thinking as they have time to experiment with words and ideas.</li><li>• Practice a variety of ways to generate ideas and revise writing.</li><li>• Investigate the ways other writers work through complex ideas and face difficult writing decisions.</li></ul>

<p>convey experiences and events.</p> <ul style="list-style-type: none"> <li>• Memoir writers provide a conclusion that reflects on the experience or event and the meaning of these events in retrospect.</li> </ul>	
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>	
<b>Unit 2: Independent Reading</b>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can a community of readers be created?</li> <li>2. How do readers select captivating books to engage with?</li> <li>3. How does a reader track and recognize central ideas and character attributes while reading?</li> <li>4. How do readers stay focused on what they are reading? How do they refocus when their attention drifts?</li> </ol>	<p><b>Essential Understanding:</b></p> <ol style="list-style-type: none"> <li>1. A community of readers can be created through sharing of reading interests, critique, analysis and recommendations.</li> <li>2. Readers can select a “just right” book after determining one’s reading needs, interests, purposes and goals.</li> <li>3. Readers use selected reading tools, graphic organizers and conversation to identify central ideas and character attributes.</li> <li>4. Readers self-monitor by tracking their interacting and distracting voices to stay focused on their reading.</li> </ol> <p>When their attention drifts readers refocus their attention by making personal connections to the</p>



<p>5. How is point of view controlled by the author?</p> <p>6. How does the author help a reader to understand, get connected to, empathize with, like or dislike a character?</p> <p>7. How does narration within scenes help a reader to understand and connect with the character(s)? How do scenes building upon one another move a story forward and create meaning and connection to the story?</p> <p>8. What is tension and what is its purpose?</p> <p>9. What are essential elements of a book critique?</p>	<p>text, asking questions of the text, identifying confusions and reacting to the ideas.</p> <p>5. The author determines from which point of view a story is told; this impacts the direction of the story and which details are included.</p> <p>6. Just like people, characters in stories have conflicts that create problems for themselves and others. Readers make associations between character conflicts and themselves in order to connect, empathize with, and evaluate the character.</p> <p>7. Readers examine the way narration and scenes work in tandem to move a story forward. Character's narration connects scenes which are the building blocks of a story. Scenes contain the dialogue and the action, whereas the narration works to hold the scene together with the history and background of the characters.</p> <p>8. Tension refers to a sense of heightened involvement, uncertainty, and interest. A reader experiences this tension as the climax of the action approaches, making them want to continue reading.</p> <p>9. The essential components of a book critique are details to give a synopsis, support to share an opinion and a rating system to evaluate the reading.</p>
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### Curriculum Standards

#### CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Literature

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

6. Assess how point of view or purpose shapes the content and style of a text.

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

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

### Knowledge/Content

I know....

- A central idea is the author's message or theme in a text.
- Character attributes are communicated through the character's appearance, words, actions and thoughts, and what other characters say about them.
- The difference between my interacting and distracting voices.
- The way point of view impacts a story.
- Scenes are the building blocks of a story and are connected through character narration.
- Tension is a sense of heightened involvement, uncertainty, and interest
- The essential elements of a book critique are a synopsis, support to share an opinion and a rating system to evaluate the reading

### Skills/Processes

I can.....

- Create a community of readers through sharing, critique, analysis and recommendations.
- Select a just right book after determining my reading needs, interests, purposes and goals.
- Use selected reading tools, graphic organizers and conversation to identify central ideas and character attributes.
- Track interacting and distracting voices while making personal connections to the text.
- Get connected to the main characters while analyzing points of view.
- Use character conflicts to make personal connections with problems.
- Identify that scenes are building blocks of a story and that they are connected through the character's narration.
- Follow the plot to identify the tension in the story and what causes the tension.
- Use all the information gathered during the reading process to analyze the work as a whole and provide a well thought out critique.

### Phase III Textbook/Materials

### Phase IV Summative Assessment Evidence

<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>	
<b>Unit 3: Argument Paragraph</b>	
<b>Essential Questions:</b>	<b>Essential Understanding:</b>
1. How do you construct a persuasive argument?	1. Argument writers must support their ideas with effective evidence to persuade their readers.
2. What constitutes effective evidence?	2. The evidence a writer provides must be explained in commentary to persuade the reader to agree with the argument.
3. How do you revise?	3. Revising a piece of writing improves idea clarity, persuasiveness, and organization.
4. How do you edit?	4. Editing a piece of writing improves grammar usage, capitalization, punctuation, and spelling.
<b>Curriculum Standards</b>	
<b>CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Informational Text</b> <b>Key Ideas and Details</b> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <ul style="list-style-type: none"> <li>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.</li> </ul> 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <ul style="list-style-type: none"> <li>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.</li> </ul> 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <ul style="list-style-type: none"> <li>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.</li> </ul> 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as	



well as the relevance and sufficiency of the evidence.

- 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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing**

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 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.

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

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

Range of Writing

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 tasks, purposes, and audiences.

- 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.

Knowledge/Content I know....	Skills/Processes I can.....
<ul style="list-style-type: none"> <li>• Arguments persuade the reader to believe a debatable claim by providing effective evidence.</li> <li>• A debatable claim is an opinion, while effective evidence is made up of facts, details, and reasons that directly relate to and prove the claim.</li> <li>• Writers use two types of evidence in argument pieces: factual and anecdotal.</li> <li>• Factual evidence is statistics, confirmed facts and expert research.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the relationship between claim and evidence.</li> <li>• Define and identify the two main evidence types.</li> <li>• Understand the prompt.</li> <li>• Search for evidence.</li> <li>• Examine evidence to generate a claim.</li> <li>• Revise the original claim.</li> </ul>

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| <ul style="list-style-type: none"> <li>• Anecdotal evidence is the writer's personal experience, the experience of family and friends, and the experience of reliable acquaintances and interviewees.</li> <li>• Writers closely examine a prompt to ensure they understand what they are being asked to write.</li> <li>• Writers study the evidence on the topic to develop a debatable claim, and ask "what is this evidence telling me?"</li> <li>• Writers use only the best evidence that will most effectively support their claim and persuade the reader to agree with their point of view. For evidence to be effective, it must come from a variety of credible sources and be correctly cited.</li> <li>• Writers provide commentary to explain the evidence and make clear to the reader how it proves and supports the claim.</li> <li>• Writers must decide how to arrange the commentary and evidence to best reflect the logic of their argument and most effectively persuade the reader to agree with the debatable claim.</li> <li>• Transition words and phrases are used in an argument paragraph to show the reader how the commentary and the evidence are connected.</li> <li>• Writers put topic sentences at the beginning of each paragraph to tell the reader what ideas they can expect to read about.</li> <li>• Writers include the claim and a summary of evidence in the topic sentence.</li> <li>• Writers revise throughout the drafting process making sure it is as persuasive as possible.</li> <li>• Writers closely edit their pieces to make sure they don't have any sentence fragments or run-ons that would make it difficult for the reader to understand the argument.</li> <li>• When a draft is revised and complete, writers reflect on the final product and process to determine what they will do differently the next time they take on a writing task.</li> </ul> | <ul style="list-style-type: none"> <li>• Select the most effective and credible evidence to support the claim.</li> <li>• Cite sources.</li> <li>• Generate commentary to explain how the evidence supports the claim.</li> <li>• Revise content and structure.</li> <li>• Edit for grammar (fragments and run-ons) and spelling.</li> <li>• Reflect on the process to learn from the experience.</li> <li>• Publish for an authentic audience.</li> </ul> |
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<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	
<b>Phase II Curriculum</b>	
<b>Unit 4: Narrative Reading</b>	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. Why is it important to respect the thoughts of others as they share within our community?</li> <li>2. Why is it important to determine what type of narrator is present?</li> <li>3. How does tracking the text help deepen your comprehension about a specific text?</li> <li>4. What are the elements of a narrative text?</li> <li>5. What is author's craft? How does the author's craft impact the story?</li> </ol>	<b>Essential Understanding:</b> <ol style="list-style-type: none"> <li>1. Readers respect the thoughts of others in order to share and hear ideas about different texts in order to deepen their understanding of the text.</li> <li>2. It is important to determine the type of narration as it is the narrator's tool for communication, used to convey the author's voice to the reader.</li> <li>3. Tracking the text allows the reader to develop theories about text meaning.</li> <li>4. The elements of a narrative text are: theme, character, plot, structure, setting, point of view.</li> <li>5. Author's craft is the way an author makes intentional decisions when they write. Author's craft impacts the way a reader</li> </ol>

<p>6. Why does point of view play such an important role in narrative text?</p> <p>7. How does analysis of literal text help you make inferences that deepen your understanding of the text?</p>	<p>engages with a story and perceives its message.</p> <p>6. Point of view shows that stories are not reflections of reality but are selective versions of it told from a particular view.</p> <p>7. Close reading of the text allows a reader to draw conclusions which deepens his/her understanding of the text.</p>
<b>Curriculum Standards</b>	
<p><b>CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> <li>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> </ul> <p><b>Craft and Structure</b></p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <ul style="list-style-type: none"> <li>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> <li>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).</li> </ul> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	
<p><b>Knowledge/Content</b></p> <p>I know....</p>	<p><b>Skills/Processes</b></p> <p>I can.....</p>

<ul style="list-style-type: none"> <li>• A narrator is who's telling the story.</li> <li>• The elements of a narrative text are: theme, character, plot, structure, setting, point of view.</li> <li>• Author's craft is the way authors make decisions.</li> <li>• A text can have multiple points of view, which impact the story.</li> <li>• Conflict reveals more about the characters.</li> <li>• Elements of a story interact with one another.</li> <li>• Utilizing stopping points improve my comprehension</li> <li>• Language can have multiple levels of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Share and prepare to talk with others about a text.</li> <li>• Engage in community building activity while focusing my efforts and discussion on pre-reading activities.</li> <li>• Identify the narrator within the text.</li> <li>• Track text to develop theories about text meaning.</li> <li>• Identify elements of a narrative text.</li> <li>• Discuss authors craft, decision and intents.</li> <li>• Identify and contrast points of view from different characters within a text.</li> <li>• Track conflicts and make inferences that deepen understanding by analyzing literal text.</li> <li>• Analyze how elements contribute to the meaning of the text while evaluating individual chapters or time segments.</li> </ul>
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#### Phase III Textbook/Materials

#### Phase IV Summative Assessment Evidence

**Common Summative Unit Assessments:**

**Agreed Upon Interim Summative Assessments:**  
(\*identifies Performance Task)

#### Phase V Learning Plan

#### Phase II Curriculum

**Unit 5: Literary Essay**



<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do writers find meaning by using Reader's Response Strategies to review a story as a whole and carefully study a text's themes?</li> <li>2. How do writers collect and connect evidence and use it to support a thesis?</li> <li>3. How do writers structure and organize literary essays?</li> <li>4. How do writers connect evidence to their thesis to create cohesion?</li> </ol>	<p><b>Essential Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Literary essayists write and talk about a text to identify ideas and theories about the story's theme. Literary essayists test their theories by looking for examples in the text that serve as evidence. They look closely at character development, literary devices, and key lines in the text.</li> <li>2. Literary essayists read and reread to identify connections in the text that confirm or disconfirm their theories. They alter their claims based on the evidence they identify and connect.</li> <li>3. Literary Essayists create a claim about a theme that can be supported by the evidence they have collected.  Identify connections in the text that confirm or disconfirm their theories. They alter their theories based on the evidence they identify and connect.  Literary essayists identify reasons and evidence to explain and support the claim.  Literary essayists evaluate their evidence to identify which examples best support the claim.  Literary essayists select and organize their evidence to create a plan for drafting.  They organize the reasons that explain the claim in in a way that logically builds their argument. Chronological order, priority order, and categorical order are three of these ways.</li> <li>4. Writers use key words/synonyms in both the introduction and conclusion which brings cohesiveness to the essay.</li> </ol>
<p><b>Curriculum Standards</b></p> <p><b>CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Literature</b></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <ul style="list-style-type: none"> <li>• RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as</li> </ul> </li> </ol>	

well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

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

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing**

#### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

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

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

#### Range of Writing

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 tasks, purposes, and audiences.

- 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.

#### **Knowledge/Content**

I know....

- Writers test their theories using evidence from the text.
- Writers look closely at character development, literary devices, and key lines in the text.
- Writers read to identify connections in the text to confirm/disconfirm their theories.
- Writers review evidence and create a claim about theme that can be supported by the evidence.
- Writers identify reasons and evidence to explain and support the claim.
- Writers evaluate their evidence to identify which examples best support the claim.
- Writers select and organize evidence in a way that logically builds their argument.
- Writers introduce evidence and connect it back to the claim using key words.
- Writers use peer reviews to identify strengths and set goals for revising their evidence.
- Writers use a formal tone and third person.
- Writers cite their sources.
- Writers reflect on their writing decisions and how they impacted their piece of writing.

#### **Skills/Processes**

I can.....

- Become more flexible in my writing and thinking as I track theories and create a claim that can be supported with evidence from the text.
- Develop a repertoire of strategies for analyzing character development, author's purpose, craft, and thematic development within and across texts and/or genres.
- Practice a variety of writing methods that establish a line of reasoning.
- Engage with quality, grade-level texts that increase in complexity.
- Investigate the ways other writers write about complex ideas, synthesize the ideas of others in order to confirm or disconfirm their theories, and create an argumentative essay.

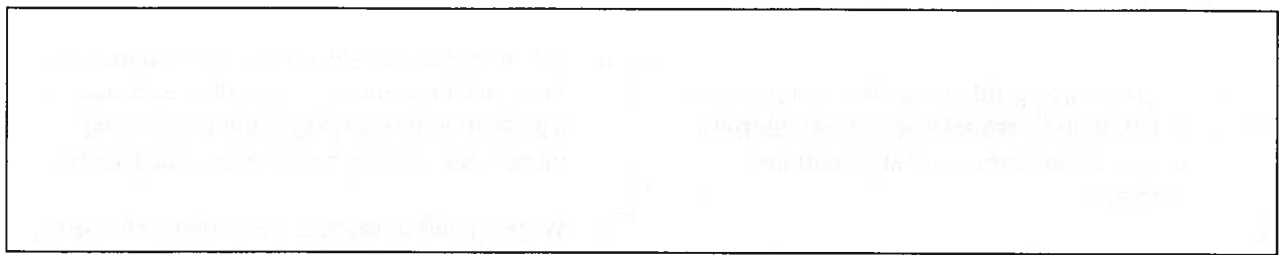
#### **Phase III Textbook/Materials**

#### **Phase IV Summative Assessment Evidence**

**Common Summative Unit Assessments:**

**Agreed Upon Interim Summative Assessments:**  
(\*identifies Performance Task)

#### **Phase V Learning Plan**



## Phase II Curriculum

### Unit 6: Informational Reading

#### Essential Questions:

1. How can informational text features be applied to other subject content areas?
2. How do you use informational text features to help you locate and find information for analysis?
3. What importance does informational text play in everyday life?
4. How does learning about new and real things help us to become better readers of informational text? What strategies and/or tools do we use to understand this new information? What kinds of text features advance the information that is being given?
5. How do good readers make personal connections to informational text? What strategies can good readers employ to help make such personal connections?
6. How do you decode tough words you don't understand? What types of strategies are helpful during decoding?
7. Why is organization and strategy use such an important tool in navigating and analyzing informational text?

#### Essential Understanding:

1. Many subject areas rely on informational text to deliver their content.
2. Informational texts contain various features that aid in navigation of the text, leading to a deeper comprehension of the text.
3. Informational text surrounds us; it is the main method in which we learn about the world around us.
4. Learning about new and real things helps readers to develop more schema related to informational text they may encounter.  
  
Readers identify what they already know about a topic to help them figure out what they want to know or identify what their purpose is when learning new material via informational text.  
  
Features such as graphs, charts, timelines, photos, vocabulary boxes, diagrams, illustrations, etc. highlight pertinent information in an informational text. These features help a reader break into the text and deepen his/her comprehension.
5. Readers apply the text-to-self, text-to-text, and text-to-world connections to make relevant associations between the text and themselves.
6. Readers use context clues and text features to make meaning out of difficult vocabulary.
7. Understanding text structure helps a reader make connections between ideas presented in a text (compare/contrast, problem/solution, etc.).



<p>8. Why is being able to determine relevance of details in informational text so important to the comprehension of informational reading?</p> <p>9. Why are central themes, main ideas and relevant details so important when writing a summary of informational text?</p> <p>10. How do authors use informational text features to advance their claim?</p> <p>11. Why is it important to compare different authors' key points on the same subject?</p>	<p>8. When readers can determine which details are the most important in a text, they walk away with a greater understanding of the whole piece, rather than unimportant or superficial details.</p> <p>9. Writers need to capture the essence of a piece; by synthesizing the material presented into meaningful units, readers will remember the material better.</p> <p>10. Authors of informational text use text features to support a reader's understanding.</p> <p>11. Comparing different authors' key points on the same subject provides the reader with multiple perspectives and understandings of a topic.</p>
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#### **Curriculum Standards**

##### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Informational Text**

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

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

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

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

6. Assess how point of view or purpose shapes the content and style of a text.

- 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.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- 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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- 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.



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

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

<b>Knowledge/Content</b> I know....	<b>Skills/Processes</b> I can.....
<ul style="list-style-type: none"> <li>• Informational readers understand that authors present information in a variety of ways.</li> <li>• Information text readers read to find specific information. They read to gather information.</li> <li>• Informational readers read purposely to explore new and unfamiliar concepts.</li> <li>• Informational text gives readers a chance to learn about new and real things.</li> <li>• Informational readers make connections to what they know and new information.</li> <li>• Informational text readers use strategies to decode context of words they don't understand using clues in text.</li> <li>• Informational readers use effective strategies to navigate different structures of informational text.</li> <li>• Informational readers evaluate details and assess if they are relevant and support the central idea.</li> <li>• Informational text readers examine one or more central ideas and are able to provide a summary of the text using an authors presented evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Read to find and gather specific information.</li> <li>• Read purposely to explore new and unfamiliar concepts.</li> <li>• Make connections between previous knowledge and new information.</li> <li>• Use strategies to decode context of unknown words which cannot be understood by clues in the text.</li> <li>• Evaluate details and assess if they are relevant and support the central idea.</li> <li>• Determine the main idea of a text.</li> <li>• Summarize a text using the author's evidence.</li> <li>• Determine how two different authors advance their evidence to support the central idea in an informational text.</li> </ul>

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

**Common Summative Unit Assessments:**

**Agreed Upon Interim Summative Assessments:**  
(\*identifies Performance Task)

**Phase V Learning Plan**

## Phase II Curriculum

### Unit 7: Informational Essay (A Moment in History from a Unique Perspective)

#### Essential Questions:

1. What is chronological structure?
2. How do you write about an historical event to convey the key moments of that event?
3. How do you select, organize, and analyze information to teach a reader about a topic?

#### Essential Understanding:

1. A chronological structure provides summaries and descriptions of a significant event's key moments in the order in which they occurred.
2. Writers use a chronological structure in informational essays to show how one moment followed and even led to another in creating what became a significant event. Summary and descriptive writing about key moments makes that chronological relationship clear.
3. Writers usually produce their best writing when focused on a topic they care about. They brainstorm and pre-write to identify and explore possible topics, then carefully select a topic based on their interests and the assignment.

Writers perform research to increase their knowledge of the chosen topic. They sort through their prior knowledge and research information, categorizing facts, details, quotations, and examples into categories and sub-categories.

#### Curriculum Standards

##### CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Informational Text

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a 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).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- 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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing**

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 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.

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

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

**Range of Writing**

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 tasks, purposes, and audiences.

- 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.

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Speaking & Listening**

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 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.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

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

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Language**

### Conventions of Standard English

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

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

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

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

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 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.

<b>Knowledge/Content</b> I know....	<b>Skills/Processes</b> I can.....
<ul style="list-style-type: none"><li>• Writers of informational essays use many different strategies to convey information to the reader, including cause and effect, definition, compare and contrast, and classification.</li><li>• A chronological structure provides summaries and descriptions of a significant event's key moments in the order in which they occurred.</li><li>• Summary and descriptive writing about key moments that makes the chronological relationship clear.</li><li>• Writers usually produce their best writing when focused on a topic they care about.</li><li>• Writers brainstorm and pre-write to identify and explore possible topics, then carefully select a topic based on their interests and the assignment.</li><li>• Writers develop research questions to focus their investigation of a topic.</li><li>• Writers perform research to increase their knowledge of the chosen topic.</li><li>• Writers sort through their prior knowledge and research information, categorizing facts, details,</li></ul>	<ul style="list-style-type: none"><li>• Select an historical event that I am extremely interested in.</li><li>• Craft a chronological account of key moments in an historical event.</li><li>• Devise a research question, find credible sources, and sift and sort information to determine a central idea.</li><li>• Draft body paragraphs that include summary, description, and analysis to convey the key moments and impact of this event, organizing them in chronological sequence.</li><li>• Engage in peer review and revise to strengthen the clarity of my ideas, organization of my essay, and completeness of my analysis.</li></ul>

quotations, and examples into categories and sub-categories.

- In an essay focused on chronology, the central idea will point to the key moments in an historical event and state why these moments were so important.
- Informational essay writers select key facts, details, quotations, and examples to support the central idea in the topic sentence as they draft body paragraphs.
- Writers analyze information to help the audience make sense of the facts and link them to the central idea.
- Within the paragraphs of a chronological account, writers organize summary, description, and analysis to have the greatest impact on the reader.
- Writers use transitions within and between paragraphs to help readers understand the logical flow of ideas.
- Informational essay writers select or craft and carefully place pictures, graphs, charts, and headings and sub-headings to help the reader visually understand their central and supporting ideas.
- Informational essay writers craft introductory and concluding paragraphs that make clear to the reader the importance of the topic.
- In the chronological structure, the concluding paragraph discusses how the historical event affected the culture or future events.
- Writers use a reverse outline to determine the effectiveness of their piece. Using all this information, they formulate a revision plan, and then make changes accordingly.

### Phase III Textbook/Materials

### Phase IV Summative Assessment Evidence



<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>	
<b>Unit 8: Argument Writing—Proposal Essay (Problem/Cause and Effect)</b>	
<b>Essential Questions:</b>	<b>Essential Understanding:</b>
<ol style="list-style-type: none"> <li>1. How does an author select a viable topic, argument, and structure for a writing task?</li> <li>2. How do you pinpoint and define a problem using evidence?</li> <li>3. What makes a solution feasible?</li> <li>4. How does an author support an argument?</li> <li>5. How do you use research to determine the causes of a problem, illustrate its effects, and support the feasibility of a proposed solution?</li> <li>6. How does a researcher find credible sources to gather information?</li> <li>7. What is the difference between drafting, revision, and editing?</li> </ol>	<ol style="list-style-type: none"> <li>1. Exploring and experimenting with topics by brainstorming, discussing, and drafting possible topics helps a writer to select a viable topic, argument, and structure for a writing task.</li> <li>2. Writers brainstorm possible problems, identify evidence of the problem as well as its long-term effects to verify and define a problem.</li> <li>3. A feasible solution is one that is practical, affordable, and preferable.</li> <li>4. Authors support an argument with a variety of anecdotal and factual evidence.</li> <li>5. By using credible sources, authors can sift through information to find the most effective evidence to convey the causes and effects of a problem and support the feasibility of a proposed solution.</li> <li>6. A researcher uses URLs, authors, and cross-references facts to find credible sources. A researcher also creates and refines search terms to gather information.</li> <li>7. Drafting allows a writer to begin organizing ideas on a topic while revising allows the writer to revisit their work to verify that it makes sense, is organized, and targets the audience. Then, an author can use key editing points to check for convention errors.</li> </ol>

8. How does being reflective make one a better writer?

8. Authors reflect on their writing to determine if it conveys the message they are trying to get across. Students realize writing is a process and may need continuous revision and editing to deliver a clear message.

#### **Curriculum Standards**

##### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Informational Text**

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

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

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

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- 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.

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

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

##### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing**

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

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 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.

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

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

#### Range of Writing

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 tasks, purposes, and audiences.

- 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.

#### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Speaking & Listening**

##### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 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.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

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

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

#### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Language**

##### Conventions of Standard English

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

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

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

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

##### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- 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.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

<b>Knowledge/Content</b> I know....	<b>Skills/Processes</b> I can.....
<ul style="list-style-type: none"> <li>• A viable writing topic is one which can be argued, is relevant to the reader, and has evidence available for support.</li> <li>• An argument in writing is an opinion which can be backed up with evidence.</li> <li>• A problem is a question or matter involving doubt, uncertainty, or difficulty.</li> <li>• A problem statement is a clear and concise statement of a problem that defines the causes and effects.</li> <li>• A proposal is an argument that presents a solution for how to solve an existing problem.</li> <li>• Evidence is details, facts, and reasons that support a debatable claim.</li> <li>• Anecdotal evidence is based on personal observation and experience, often in the form of a brief story.</li> <li>• Factual evidence is data, confirmed facts, and research performed by experts.</li> <li>• Cause is the situation or event that generates a problem.</li> <li>• Effects are the difficulties or outcomes that result</li> </ul>	<ul style="list-style-type: none"> <li>• Discover the best topic, argument, and structure for a writing task.</li> <li>• Annotate a text to summarize and extend its ideas.</li> <li>• Create a reverse outline of a text to identify the key claims and structure.</li> <li>• Determine the viability of a problem.</li> <li>• Determine the causes and effects of a problem.</li> <li>• Evaluate the credibility of sources.</li> <li>• Sift information to find the most effective evidence to incorporate into an argument.</li> <li>• Determine key search terms to gather information.</li> <li>• Write with the audience and purpose in mind.</li> <li>• Identify the intended audience to influence the tone of a writing piece.</li> <li>• Define a problem and its effects.</li> <li>• Suggest a detailed solution.</li> <li>• Argue the feasibility of a solution.</li> <li>• Determine the feasibility of a solution.</li> </ul>



<p>from the problem.</p> <ul style="list-style-type: none"> <li>• A feasible solution is practical, affordable, and preferable.</li> <li>• To annotate a text is to make notes on a text that summarizes its meaning and extends its ideas; annotation also includes posing questions from the reader to the writer.</li> <li>• A reverse outline is an outline of the structure of an existing text that notes the focus or key claim of each paragraph and its purpose in a text.</li> <li>• Problems can have multiple causes and effects.</li> <li>• There are multiple solutions to a given problem, but they vary in effectiveness and feasibility.</li> <li>• Arguments must be supported with substantive evidence to be persuasive.</li> <li>• A credible source is one that is reliable, accurate, and created by experts in the field.</li> </ul>	<ul style="list-style-type: none"> <li>• Use anecdotal and factual evidence to support an argument.</li> <li>• Draft, revise, and edit to increase the clarity and complexity of a writing piece.</li> <li>• Reflect on the process to improve as a writer.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	



**Davison Community Schools  
ADVISORY CURRICULUM COUNCIL  
Phase II, April 2014**

**7<sup>th</sup> Grade Honors Language Arts**

**Course Essential Questions:**

**Writing:**

How can writers draw upon mentor texts to generate ideas and then revise, edit, and publish focused pieces?

How can writers independently gather, focus, and logically organize ideas about a topic and share it with an audience?

How can writers craft a piece of writing being mindful of its purpose, audience, focus, and topic?

**Reading:**

How can readers take charge of their own reading lives?

How can readers use comprehension strategies to deepen their understanding of a text?

How can readers reflect and respond to what they read?

**Language/Speaking and Listening:**

How can I prepare for and participate in a range of conversations and collaborations?

How can I use my understanding of language to communicate clearly and effectively?

How can I use my understanding of language to improve my written and oral communication?

**Phase II Curriculum**

**Unit: Independent Reading (Ongoing)**

**Essential Questions:**

1. How do readers select books which will challenge and interest them?
2. How does a reader reflect on a piece of literature?
3. How do literary elements employed by authors impact a text and a reader's understanding of it?
4. What skills and strategies are necessary to read independently over a period of time?
5. How does a reader evaluate a piece of literature?

**Essential Understanding:**

1. Readers select books based on their individual interests and skill set. Good readers also know to evaluate their selection to inform future choices. Readers also benefit from the sharing of titles in order to broaden their repertoire of text.
2. Readers identify themes in texts in order to make connections and gain understanding.
3. Authors use literary elements to engage readers while crafting a complex text.
4. Readers must plan and set aside time devoted to reading and reflecting on text.
5. Readers analyze author's style in order to evaluate the effectiveness of a text in

engaging an audience and conveying meaning.

**Curriculum Standards- DOK noted where applicable with Standards**

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Literature Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

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

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing**

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- 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.
- W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1.D Establish and maintain a formal style.
- W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.

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

- 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.
- W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2.E Establish and maintain a formal style.
- W.7.2.F Provide a concluding statement or section that follows from and supports the information or

explanation presented.

#### Production and Distribution of Writing

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

#### Research to Build and Present Knowledge

- W.7.9.A Draw evidence from literary texts to support analysis, reflection, and research.

#### Range of Writing

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 tasks, purposes, and audiences.

- 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.
- 

#### CCSS: English Language Arts 6-12, CCSS: Grade 7, Speaking & Listening

##### Comprehension and Collaboration:

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

#### CCSS: English Language Arts 6-12, CCSS: Grade 7, Language

##### Knowledge of Language

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

- L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### LEARNING TARGETS

#### Knowledge/Content

##### I Know ...

- A variety of reading strategies to employ to improve my comprehension of a text.
- A variety of literary devices employed by authors as well as their definitions and impact on a piece of literature.
- The connection between author's craft and a reader's enjoyment and understanding of literature.
- My identity as reader.
- The central idea of a text is the author's primary message conveyed and is developed throughout the piece.

#### Skills/Processes

##### I Can ...

- Examine text and draw inferences from a given text.
- Determine a theme of the text.
- Identify the details that support the theme.
- Track the development of the theme throughout the course of the text.
- Generate an objective summary of the text free from personal opinions and judgments.
- Identify and describe story elements.
- Give examples and explain how two or more story elements influence one another.
- Comprehend texts by thinking about, talking

	<p>about, and responding to what I read.</p> <ul style="list-style-type: none"> <li>• Read and comprehend literature with increasing text complexity and proficiency.</li> <li>• Craft a claim.</li> <li>• Provide reasons and evidence to support my claim.</li> <li>• Organize my reasons and evidence logically.</li> <li>• Cite sources accurately and appropriately.</li> <li>• Demonstrate an understanding of the topic or text.</li> <li>• Support claim(s) with logical reasoning and relevant evidence.</li> <li>• Compose a variety of phrases and clauses.</li> <li>• Choose the words, phrases, and clauses that will create cohesion.</li> <li>• Choose the words, phrases, and clauses that will show the relationships among claim(s), reasons, and evidence.</li> <li>• Use and maintain a formal style.</li> <li>• Write a concluding statement or section that follows from and supports the argument presented.</li> <li>• Identify the task, audience, and purpose.</li> <li>• Strengthen my writing by planning, revising, editing, or rewriting.</li> <li>• Demonstrate command of language conventions in my writing and editing.</li> <li>• Draw evidence from literary texts to support analysis, reflection, and research.</li> <li>• Write for a wide range of discipline-specific tasks, purposes, and audiences.</li> <li>• Identify and present main ideas and supporting details from a text in diverse media and formats.</li> <li>• Recognize and eliminate wordiness and redundancy.</li> <li>• Demonstrate knowledge of language and conventions in writing.</li> <li>• Use precise language to express ideas concisely.</li> <li>• Use grade appropriate academic (Tier 2) and domain specific (Tier 3) words and phrases.</li> </ul>
<b>Phase III Textbook/Materials</b>	



Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Unit: Vocabulary Development—Wordly Wise (Ongoing)	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How do learners master new words?</li> <li>2. How do readers and writers use new vocabulary?</li> <li>3. How does knowing the nuances of a new word impact readers and writers?</li> <li>4. How does understanding the conventions of language help a learner understand and use new words?</li> </ol>	<b>Essential Understanding:</b> <ol style="list-style-type: none"> <li>1. Learners master new words by understanding meaning, appropriate contexts for words, pronunciation, and word relationships.</li> <li>2. Readers use new vocabulary to deepen their comprehension of challenging texts. Writers use new vocabulary to select precise language and communicate clearly.</li> <li>3. Understanding that words have nuances benefits readers and writers by increasing their ability to think critically about what they read and write with style and clarity.</li> <li>4. Understanding the conventions of language helps a learner use new words in the appropriate part of speech, tense, and context.</li> </ol>
Curriculum Standards- DOK noted where applicable with Standards	
<b>CCSS: English Language Arts 6-12, CCSS: Grade 7, Language</b> Conventions of Standard English <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>• L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul> </li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>• L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul> </li> </ol> Knowledge of Language <ol style="list-style-type: none"> <li>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> <li>• L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul> </li> </ol> Vocabulary Acquisition and Use:	



**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.

- **L.7.4.A** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.7.4.C** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **L.7.4.D** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **L.7.5.A** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- **L.7.5.B** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- **L.7.5.C** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

## LEARNING TARGETS

**Knowledge/Content**  
**I Know ...**

**Skills/Processes**  
**I Can ...**

- There are eight parts of speech which all function differently within a sentence.
- Words can take on multiple forms.
- Words are nuanced to be used in different contexts.
- A variety of strategies to define and master unknown words.
- A synonym is a word that is similar in meaning to another word.
- An antonym is a word that is opposite in meaning to another word.
- The many relationships which exist between words.
- Various types of analogies.
- The conventions of standard English.

- Analyze the explicit meaning of a text.
- Examine text and draw inferences from a given text.
- Locate and explain the meaning of words and phrases in a story.
- Examine figurative meanings of words and phrases in a story.
- Comprehend texts by thinking about, talking about, and responding to what I read.
- Read and comprehend literature with increasing text complexity and proficiency.
- Draw evidence from literary nonfiction texts to support analysis, reflection, and research.
- Apply correct punctuation and capitalization.
- Demonstrate knowledge of language and conventions in writing
- Use context clues to determine the meaning of a word or phrase.
- Determine which reference materials are appropriate for finding specific information.
- Use reference materials to determine the precise meaning of a word.
- Use reference materials to determine the part of speech of a word and pronunciation.
- Make a preliminary guess about the meaning of a word or a phrase.
- Verify the actual meaning of a word or a phrase by checking the context or a dictionary.
- Identify the relationship between particular words to better understand each word.
- Use vocabulary knowledge in a variety of situations.

### **Phase III Textbook/Materials**

### **Phase IV Summative Assessment Evidence**

**Common Summative Unit Assessments:**

**Agreed Upon Interim Summative Assessments: (\*identifies Performance Task)**

### **Phase V Learning Plan**

<b>Unit: Narrative Writing</b>	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How do writers express feelings and emotion in a narrative in order to convey an experience?</li> <li>2. What are ways in which narrative components can be manipulated to write an effective story?</li> <li>3. What is the definition of a meaningful conclusion and how does that enrich the narrative?</li> <li>4. How do authors use writing conventions and language structure to effectively communicate ideas?</li> <li>5. How do writers engage in the writing process to effectively accomplish the writing task?</li> </ol>	<b>Essential Understanding:</b> <ol style="list-style-type: none"> <li>1. Narrative writers use relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>2. Writers use narrative techniques such as dialogue to develop experiences and events that shows, either directly or indirectly, why they are significant.</li> <li>3. Narrative writers provide a conclusion that reflects on the experience or event and the meaning of these events.</li> <li>4. Students use conventions of Standard English to present ideas clearly as well as a variety in sentence structure and word choice to engage the reader.</li> <li>5. Students engage in brainstorming, pre-writing, drafting, revising, and editing in order to refine their writing for the task and audience. Students realize writing is a process and may need continuous revision and editing to deliver a clear message.</li> </ol>
<b>Curriculum Standards- DOK noted where applicable with Standards</b>	
<p><b>CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Literature</b></p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> <li>• RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> </ul> <p><b>Craft and Structure</b></p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	

- 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).

### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing**

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.3a. 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.
- W.7.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 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.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- 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.

### **Range of Writing**

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 tasks, purposes, and audiences.

- 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.

### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Language**

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

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

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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

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



and spelling when writing.

#### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

5. Demonstrate understanding of word relationships and nuances in word meanings.

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

### LEARNING TARGETS

#### Knowledge/Content

##### I Know ...

- Narrative writers use narrative techniques such as dialogue to develop experiences and events that shows, either directly or indirectly, why they are significant.
- Narrative writers use a variety of transition words and phrases to signal shifts from one time frame or setting to another.
- Narrative writers use relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Narrative writers provide a conclusion that reflects on the experience or event and the meaning of these events.
- Appropriate conventions for Standard English including formatting for dialogue.

#### Skills/Processes

##### I Can ...

- Develop a voice that expresses both emotions and ideas through a variety of genres.
- Practice a variety of ways to generate ideas and revise writing.
- Choose a setting, point of view, narrator and/or characters.
- Construct a natural and logical sequence of events (plot).
- Engage the reader using vivid and descriptive details.
- Construct dialogue which is formatted correctly and contributes to the overall meaning of the narrative.
- Apply narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use appropriate transitions to signal shifts in time and setting.
- Select precise words and phrases, including descriptive details and sensory language, to capture the action.
- Use conventions for Standard English to convey my ideas clearly.
- Write a conclusion that resolves the narrative and reflects on the experiences or events.
- Write specific to the task, audience, and purpose.
- Create clear and coherent writing.
- Use appropriate organization.
- Use appropriate style.
- Critique my writing by using guidance and support from peers and adults.
- Strengthen my writing by planning, revising, editing, or rewriting.

### Phase III Textbook/Materials



<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	

<b>Unit: Launching Reading and Writing</b>	
<b>Essential Questions:</b>	<b>Essential Understanding:</b>
<ol style="list-style-type: none"> <li>1. How do I think critically about the texts I read?</li> <li>2. How do readers apply ideas from texts to the world around them?</li> <li>3. How do I write and support a thesis statement in many text types?</li> <li>4. How do writers participate in a writing community?</li> <li>5. How do authors use writing conventions and language structure to effectively communicate ideas?</li> <li>6. How do writers engage in the writing process to effectively accomplish the writing task?</li> </ol>	<ol style="list-style-type: none"> <li>1. Readers use close reading to examine what a text says explicitly and implicitly in order to deepen one's comprehension of the text.</li> <li>2. Literature includes implications for real-life. Through critical thinking and a clear understanding of the text, students are able to explore these implications.</li> <li>3. Through brainstorming ideas on a topic, I can craft a concise statement of my opinion while finding the most relevant details to support that opinion.</li> <li>4. Writers participate in writing communities by giving and receiving feedback throughout the writing process from brainstorming to drafting and revising. In order to effectively participate as a member of a writing community, one must be willing to share their writing and be critical and specific in their feedback.</li> <li>5. Students use conventions of Standard English to present ideas clearly as well as a variety in sentence structure and word choice to engage the reader.</li> <li>6. Students engage in brainstorming, pre-writing, drafting, revising, and editing in order to refine their writing for the task and audience. Students realize writing is a</li> </ol>

process and may need continuous revision and editing to deliver a clear message.

**Curriculum Standards- DOK noted where applicable with Standards**

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Literature**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

**Craft and Structure**

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

**Integration of Knowledge and Ideas**

- 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.

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

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Informational**

**Key Ideas and Details:**

- 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.

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

- 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.

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing**

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- 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.
- W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1.D Establish and maintain a formal style.
- W.7.1.E Provide a concluding statement or section that follows from and supports the argument

presented.

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

- 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.
- W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2.E Establish and maintain a formal style.
- W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### Production and Distribution of Writing

- 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.

#### Range of Writing

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 tasks, purposes, and audiences.

- 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.

#### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Speaking & Listening**

##### Comprehension and Collaboration:

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.

- 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.
- SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

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

#### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Language**

##### Knowledge of Language

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

L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

#### Vocabulary and Acquisition Use

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.

## LEARNING TARGETS

### Knowledge/Content

#### I Know ...

- Writer's use literary elements to engage their readers while conveying a message.
- The definitions of common literary elements and their use in literature.
- A thesis statement is the author's position or opinion on a topic and the topic.
- Standard conventions for language when writing.
- The connection between literature and real-life.
- Compare and contrast texts are for the purposes of demonstrating similarities and differences.
- Problem and solution texts are for the purposes of exploring an issue and presenting the most viable solution.
- Cause and effect essays are for the purpose of exploring the chain-reaction relationship between two things.
- Effective peer feedback is both positive and constructive as well as specific.
- The steps of the writing process and their purpose.

### Skills/Processes

#### I Can ...

- Analyze the explicit meaning of a text.
- Examine text and draw inferences from a given text.
- Identify and describe story elements.
- Give examples and explain how two or more story elements influence one another.
- Distinguish the points of view of different characters or narrators in a text.
- Trace the development of the points of view of different characters or narrators in a text.
- Analyze the contrasting points of view of different characters or narrators in a text for a deeper understanding of the text.
- Compare and contrast a written story to its filmed version.
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.
- Distinguish how authors of fiction use or alter history.
- Comprehend texts by thinking about, talking about, and responding to what I read.
- Read and comprehend literature and literary nonfiction texts with increasing text complexity and proficiency.
- Identify a specific relationship between individuals, events, and ideas in a text.
- Make a claim.
- Acknowledge alternate or opposing claims.
- Provide reasons and evidence to support my claim.
- Organize my reasons and evidence logically.
- Demonstrate an understanding of the topic or text.
- Support claim(s) with logical reasoning and relevant evidence.
- Choose the words, phrases, and clauses that

	<p>will create cohesion and show the relationships among claim(s), reasons, and evidence.</p> <ul style="list-style-type: none"> <li>• Use and maintain a formal style.</li> <li>• Write a concluding statement or section that follows from and supports the argument presented.</li> <li>• Use strategies to organize ideas, concepts, and information (problem/solution, comparison/contrast, and cause/effect).</li> <li>• Identify the task, audience, and purpose.</li> <li>• Critique my writing by using guidance and support from peers and adults.</li> <li>• Strengthen my writing by planning, revising, editing, or rewriting.</li> <li>• Demonstrate command of language conventions in my writing and editing.</li> <li>• Try a new approach when needed.</li> <li>• Evaluate how well purpose and audience have been addressed.</li> <li>• Draw evidence from literary and literary nonfiction texts to support analysis, reflection, and research.</li> <li>• Write for a wide range of discipline-specific tasks, purposes, and audiences.</li> <li>• Participate in collaborative discussions (one-on-one, in groups, and teacher-led).</li> <li>• Work effectively with diverse partners.</li> <li>• Build on others' ideas.</li> <li>• Express my own ideas clearly.</li> <li>• Prepare for discussions by reading and researching material ahead of time.</li> <li>• Refer to previously read material during discussion.</li> <li>• Follow accepted rules for discussion.</li> <li>• Ask open-ended questions.</li> <li>• Respond to what others say.</li> <li>• Redirect my group as needed.</li> <li>• Listen to new information expressed by others.</li> <li>• When warranted, I can modify my original views.</li> <li>• Identify the main ideas and supporting details in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</li> <li>• Demonstrate knowledge of language and conventions in writing, speaking, reading, and</li> </ul>
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	listening. • Use precise language to express ideas concisely. • Use grade appropriate academic (Tier 2) and domain specific (Tier 3) words and phrases. • Use vocabulary knowledge in a variety of situations.
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	

<b>Unit: Themes in Literature &amp; Life</b>	
<b>Essential Questions:</b>  1. How do themes in literature help to develop your understanding of the world around you?  2. How does a reader approach identifying themes in fiction and nonfiction texts?  3. How does a learner use research strategies to most effectively gather resources?  4. How does a reader draw comparisons between multiples texts on the basis of theme?  5. How do readers use their writing skills to communicate their thinking about texts?	<b>Essential Understanding:</b>  1. Themes in literature demonstrate examples of human nature and human interaction which can aid readers in considering their identity and relationships with others.  2. Readers closely examine texts to have a full understanding including the author's deeper message.  3. Researchers use search terms, understanding of credible sources, and MLA formatting to gather and cite information appropriately.  4. Readers identify themes in multiple texts and use similarities and differences between texts to draw conclusions.  5. Readers use writing style and organization to effectively communicate their thinking about texts.
<b>Curriculum Standards- DOK noted where applicable with Standards</b>	

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Literature****Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- **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.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- **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.

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

10. Read and comprehend complex literary and informational texts independently and proficiently.

- **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.

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Informational****Key Ideas and Details:**

- **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).

**Craft and Structure:**

- **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.

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

- **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.

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing**

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

- **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.
- **W.7.2.B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.7.2.C** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **W.7.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.7.2.E** Establish and maintain a formal style.
- **W.7.2.F** Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Production and Distribution of Writing**

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

#### Research to Build and Present Knowledge

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

- W.7.9.A Draw evidence from literary texts to support analysis, reflection, and research.

#### Range of Writing

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 tasks, purposes, and audiences.

- 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.

#### CCSS: English Language Arts 6-12, CCSS: Grade 7, Language

##### Knowledge of Language

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

L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> <li>• Strategies for reading fiction are different than strategies for reading nonfiction.</li> <li>• The central idea or theme of a text is the author's primary message conveyed and is developed throughout the piece.</li> <li>• The influence real-life has on literature and the implications for real-life in literature.</li> <li>• MLA format for citations.</li> <li>• Appropriate conventions for Standard English including formatting for dialogue.</li> <li>• A variety of research strategies including using search terms to gather resources.</li> <li>• The main idea in a nonfiction text is the author's primary purpose for writing and the big idea he/she intends to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the explicit meaning of a fiction and nonfiction texts.</li> <li>• Examine text and draw inferences from a fiction and nonfiction texts.</li> <li>• Accurately cite several pieces of textual evidence by stating page number or line number to prove understanding.</li> <li>• Determine a theme of the text.</li> <li>• Determine the main idea of a text.</li> <li>• Identify the details that support the theme and/or main idea.</li> <li>• Comprehend texts by thinking about, talking about, and responding to what I read.</li> <li>• Read and comprehend literature with increasing text complexity and proficiency.</li> <li>• Identify a specific relationship between individuals, events, and ideas in multiple texts.</li> <li>• Write a topic sentence that previews what is</li> </ul>

	<p>to follow.</p> <ul style="list-style-type: none"> <li>• Use strategies to organize ideas, concepts, and information.</li> <li>• Support the topic with concrete details, quotations, and examples.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Select precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use and maintain a formal style.</li> <li>• Write concluding statement or section.</li> <li>• Strengthen my writing by planning, revising, editing, or rewriting.</li> <li>• Demonstrate command of language conventions in my writing and editing.</li> <li>• Use technology, including the internet, to produce my writing.</li> <li>• Avoid plagiarism by quoting and paraphrasing correctly.</li> <li>• Gather relevant information from multiple digital sources.</li> <li>• Use search terms effectively.</li> <li>• Evaluate the credibility and accuracy of each source.</li> <li>• Produce a citation in standard format.</li> <li>• Draw evidence from literary texts to support analysis, reflection, and research.</li> <li>• Draw evidence from literary nonfiction texts to support analysis, reflection, and research.</li> <li>• Write over extended time frames (time for research, reflection, and revision).</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	



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<b>Unit:</b>	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How do themes in literature help to develop your understanding of the world around you?</li> <li>2. How can I broaden my idea of what makes a text to deepen my understanding of a theme or idea?</li> <li>3. How does a reader draw comparisons between multiples texts on the basis of theme?</li> <li>4. How is the approach to reading a classic piece of literature different from the approach to reading for leisure?</li> <li>5. How do students participate in a community of readers?</li> <li>6. How do readers use their writing skills to communicate their thinking about texts?</li> </ol>	<b>Essential Understanding:</b> <ol style="list-style-type: none"> <li>1. Themes in literature demonstrate examples of human nature and human interaction which can aid readers in considering their identity and relationships with others.</li> <li>2. Readers understand that images, videos, songs, poems, literature, and nonfiction can all convey ideas which can be 'read' and understood through close examination. Readers also understand that reading about an idea through many texts helps to increase the understanding of that idea.</li> <li>3. Readers identify themes in multiple texts and use similarities and differences between texts to draw conclusions.</li> <li>4. Though classic literature is entertaining, it also serves to challenge a reader. As such, a reader employs reading strategies and techniques conducive to helping them think more deeply about the text.</li> <li>5. A community of readers can be created when readers are prepared by completing the reading and preparing discussion points and questions. While working in group, readers are willing to participate and share ideas while respecting and learning from the ideas of others.</li> <li>6. Readers use writing style and organization to effectively communicate their thinking about texts.</li> </ol>
<b>Curriculum Standards- DOK noted where applicable with Standards</b>	



## **CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Literature**

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - **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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - **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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
  - **RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### **Craft and Structure**

- **RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- **RL.7.6.** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
  - **RL.7.7.** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
  - **RL.7.9** 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.

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

10. Read and comprehend complex literary and informational texts independently and proficiently.
  - **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.

## **CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Informational**

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

- **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.

### **Craft and Structure:**

- **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.

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

- **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.

### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing**

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

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- 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.
- W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1.D Establish and maintain a formal style.
- W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.

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

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

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

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

- W.7.9.A Draw evidence from literary texts to support analysis, reflection, and research.

#### **Range of Writing**

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 tasks, purposes, and audiences.

- 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.

### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Speaking & Listening**

#### **Comprehension and Collaboration:**

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.

- 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.
- SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.

- SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.
2. SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Language**

**Knowledge of Language**

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

**Vocabulary Acquisition and Use:**

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.

L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**LEARNING TARGETS**

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> <li>• Loyalty is represented in many relationships and in many ways and can drive a person's decisions and be affected by other factors.</li> <li>• Literature has implications for real-life.</li> <li>• Web resources can be valuable in gaining background information about a text and its time period.</li> <li>• Thesis statement is an opinion or position on a topic which requires support from sources.</li> <li>• Texts can be read, watched, viewed, and heard to gain ideas.</li> <li>• The expectations of members in a reading community.</li> <li>• A community of readers can work together to improve one another's comprehension.</li> <li>• A variety of reading and vocabulary strategies to deepen my comprehension of a challenging text.</li> <li>• Conventions of Standard English to use when writing and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the explicit meaning of a variety of texts.</li> <li>• Examine text and draw inferences from a variety of texts.</li> <li>• Accurately cite several pieces of textual evidence by stating page number or line number to prove understanding.</li> <li>• Determine a theme of the text.</li> <li>• Determine the main idea of a text.</li> <li>• Identify the details that support the theme and/or main idea.</li> <li>• Track the development of the theme throughout the course of the text.</li> <li>• Identify and describe story elements.</li> <li>• Give examples and explain how two or more story elements influence one another.</li> <li>• Locate and explain the meaning of words and phrases in a story.</li> <li>• Examine figurative meanings of words and phrases in a story.</li> <li>• Distinguish the points of view of different characters or narrators in a text.</li> <li>• Trace the development of the points of view of different characters or narrators in a text.</li> <li>• Analyze the contrasting points of view of different characters or narrators in a text for a deeper understanding of the text.</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.</li> <li>• Distinguish how authors of fiction use or alter history.</li> <li>• Comprehend texts by thinking about, talking about, and responding to what I read.</li> <li>• Read and comprehend literature with increasing text complexity and proficiency.</li> <li>• Identify a specific relationship between individuals, events, and ideas in multiple texts.</li> <li>• Make a claim.</li> <li>• Provide reasons and evidence to support my claim.</li> <li>• Demonstrate an understanding of the topic or text.</li> <li>• Support claim(s) with logical reasoning and relevant evidence.</li> <li>• Write a topic sentence that previews what is to follow.</li> <li>• Use strategies to organize ideas, concepts, and information.</li> <li>• Support the topic with concrete details, quotations, and examples.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Select precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use and maintain a formal style.</li> <li>• Write concluding statement or section.</li> <li>• Strengthen my writing by planning, revising, editing, or rewriting.</li> <li>• Identify the task, audience, and purpose.</li> <li>• Demonstrate command of language conventions in my writing and editing.</li> <li>• Avoid plagiarism by quoting and paraphrasing correctly.</li> <li>• Draw evidence from literary texts to support analysis and reflection.</li> <li>• Draw evidence from literary nonfiction texts to support analysis and reflection.</li> <li>• Write over extended time frames.</li> <li>• Participate in collaborative discussions (one-on-one, in groups, and teacher-led).</li> <li>• Work effectively with diverse partners.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Build on others' ideas.</li> <li>• Express my own ideas clearly.</li> <li>• Prepare for discussions by reading and researching material ahead of time.</li> <li>• Refer to previously read material during discussion.</li> <li>• Follow accepted rules for discussion.</li> <li>• Track my group's progress toward specific goals and deadlines.</li> <li>• Assign individual roles within the group.</li> <li>• Ask open-ended questions.</li> <li>• Respond to what others say.</li> <li>• Redirect my group as needed.</li> <li>• Listen to new information expressed by others.</li> <li>• When warranted, I can modify my original views.</li> <li>• Identify the main ideas and supporting details in diverse media and formats (e.g., visually, quantitatively, orally).</li> <li>• Explain how the ideas clarify a topic, text, or issue under study.</li> <li>• Use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>• Demonstrate the accurate and appropriate use of formal English.</li> <li>• Modify and adjust my speech to a variety of contexts and tasks.</li> <li>• Demonstrate knowledge of language and conventions in writing, speaking, reading, and listening.</li> <li>• Use precise language to express ideas concisely.</li> <li>• Use context clues to determine the meaning of a word or phrase (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence).</li> <li>• Interpret figures of speech in context.</li> <li>• Use grade appropriate academic (Tier 2) and domain specific (Tier 3) words and phrases.</li> </ul> <p>Use vocabulary knowledge in a variety of situations.</p>
<b>Phase III Textbook/Materials</b>	



<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	

<b>Unit: Narrative Reading – <u>The Outsiders</u> Novel Study</b>	
<b>Essential Questions:</b>	<b>Essential Understanding:</b>
<ol style="list-style-type: none"> <li>1. Why is it important to respect the thoughts of others as they share within our community?</li> <li>2. What is author's craft? How does the author's craft impact the story?</li> <li>3. Why does point of view play such an important role in narrative text?</li> <li>4. How does analysis of literal text help you make inferences that deepen your understanding of the text?</li> <li>5. How do themes in literature help to develop your understanding of the world around you?</li> <li>6. How does a writer support his/her claim with textual evidence?</li> <li>7. How does a reader select and present ideas</li> </ol>	<ol style="list-style-type: none"> <li>1. Readers respect the thoughts of others in order to share and hear ideas about different texts in order to deepen their understanding of the text.</li> <li>2. Author's craft is the way an author makes intentional decisions when they write. Author's craft impacts the way a reader engages with a story and perceives its message.</li> <li>3. Point of view shows that stories are not reflections of reality but are selective versions of it told from a particular view.</li> <li>4. Close reading of the text allows a reader to draw conclusions which deepens his/her understanding of the text.</li> <li>5. Themes in literature demonstrate examples of human nature and human interaction which can aid readers in considering their identity and relationships with others.</li> <li>6. Writers thoughtfully select evidence including quotations to prove their position.</li> </ol>

from a text?	7. When reading and sharing about literature, readers select information carefully in order to engage an audience without spoiling the reading experience.
8. What are the techniques used by effective speakers?	8. Effective speakers use eye contact, voice inflection, appropriate volume, and engaging material to entertain and inform an audience.
9. How does format impact a narrative?	9. The format of a narrative informs what details are included and in what ways (auditory, visual, print, etc.) and can alter or impact the development of characters, relationships, and themes of a narrative.

#### **Curriculum Standards- DOK noted where applicable with Standards**

#### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Literature**

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

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - 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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
  - RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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

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

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

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
  - 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).

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

10. Read and comprehend complex literary and informational texts independently and proficiently.
  - 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.

#### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing**

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

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid

reasoning and relevant and sufficient evidence.

- W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- 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.
- W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1.D Establish and maintain a formal style.
- W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.

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

- 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.
- W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2.E Establish and maintain a formal style.
- W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

#### Research to Build and Present Knowledge

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

- W.7.9.A Draw evidence from literary texts to support analysis, reflection, and research.

#### Range of Writing

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 tasks, purposes, and audiences.

- 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.

**Comprehension and Collaboration:**

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.
8. 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.
9. SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
10. 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.
11. SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

**Presentation of Knowledge and Ideas:**

- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Language****Knowledge of Language**

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

**LEARNING TARGETS**

<b>Knowledge/Content I Know ...</b>	<b>Skills/Processes I Can ...</b>
<ul style="list-style-type: none"><li>• Author's craft is the way authors make decisions.</li><li>• A text can have multiple points of view, which impact the story.</li><li>• Conflict reveals more about the characters.</li><li>• A variety of reading strategies to be used for different purposes.</li><li>• The expectations of being part of a reading community.</li><li>• A claim is a statement of position on a topic.</li><li>• The techniques for presentation include eye contact, voice inflection, volume, and engaging materials.</li></ul>	<ul style="list-style-type: none"><li>• Share and prepare to talk with others about a text.</li><li>• Discuss authors craft, decision and intents.</li><li>• Identify and contrast points of view from different characters within a text.</li><li>• Make inferences that deepen understanding by analyzing literal text understanding by analyzing literal text.</li><li>• Analyze the explicit meaning of a text.</li><li>• Cite several pieces of textual evidence.</li><li>• Determine a theme of the text.</li><li>• Identify the details that support the theme.</li><li>• Track the development of the theme throughout the course of the text.</li><li>• Comprehend texts by thinking about, talking about, and responding to what I</li></ul>

	<p>read.</p> <ul style="list-style-type: none"> <li>• Read and comprehend literature with increasing text complexity and proficiency.</li> <li>• Provide reasons and evidence to support my claim.</li> <li>• Organize my reasons and evidence logically.</li> <li>• Demonstrate an understanding of the topic or text.</li> <li>• Choose the words, phrases, and clauses that will create cohesion in writing and speaking.</li> <li>• Establish and maintain a formal style.</li> <li>• Create writing pieces appropriate to a specific task, specific purpose, and specific audience.</li> <li>• Utilize the writing process to develop and strengthen writing.</li> <li>• Utilize revising strategies to maintain consistent purpose and audience.</li> <li>• Draw evidence from literary texts to support analysis and reflection.</li> <li>• Use appropriate eye contact.</li> <li>• Use adequate volume.</li> <li>• Use clear pronunciation.</li> <li>• Deliver an oral presentation stating a claim.</li> <li>• Demonstrate knowledge of language and conventions when speaking.</li> <li>• Connect my understanding of themes in a text to my understanding of the world.</li> <li>• Compare and contrast a text to an video version of the text.</li> <li>• Analyze how the content of a narrative changes when presented in the different formats.</li> <li>• Participate in collaborative discussions.</li> <li>• Build on others' ideas.</li> <li>• Express my own ideas clearly.</li> <li>• Prepare for discussions by reading and reflecting on material ahead of time.</li> <li>• Track my group's progress toward specific goals and deadlines.</li> <li>• Assign individual roles within the group.</li> <li>• Ask open-ended questions.</li> <li>• Respond to what others say.</li> <li>• Listen to new information expressed by</li> </ul>
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	others.
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	

<b>Unit: Classics Challenge</b>	
<b>Essential Questions:</b>	<b>Essential Understanding:</b>
1. What elements help to define classic literature?	1. Elements which help to define classic literature include longevity, universal appeal, universal theme, complexity, and artistic quality.
2. What is the value in reading classic literature?	2. Classic literature challenges the reader while providing insight into timeless themes and human nature.
3. How is the approach to reading a classic piece of literature different from the approach to reading for leisure?	3. Though classic literature is entertaining, it also serves to challenge a reader. As such, a reader employs reading strategies and techniques conducive to helping them think more deeply about the text.
4. How do students participate in a community of readers?	4. A community of readers can be created through sharing of reading interests, critique, analysis and recommendations.
5. How does a writer support his/her claim with textual evidence?	5. Writers thoughtfully select evidence including quotations to prove their position.

6. How does a reader select and present ideas from a text?	6. When reading and sharing about literature, readers select information carefully in order to engage an audience without spoiling the reading experience.
7. What are the techniques used by effective speakers?	7. Effective speakers use eye contact, voice inflection, appropriate volume, and engaging material to entertain and inform an audience.

**Curriculum Standards- DOK noted where applicable with Standards**

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Literature**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

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

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing**

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- 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.
- W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1.D Establish and maintain a formal style.
- W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.

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

- 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.
- W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2.E Establish and maintain a formal style.
- W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

#### Research to Build and Present Knowledge

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

- W.7.9.A Draw evidence from literary texts to support analysis, reflection, and research.

#### Range of Writing

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 tasks, purposes, and audiences.

- 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.

#### CCSS: English Language Arts 6-12, CCSS: Grade 7, Speaking & Listening

##### Presentation of Knowledge and Ideas:

- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### CCSS: English Language Arts 6-12, CCSS: Grade 7, Language

##### Knowledge of Language

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

L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### LEARNING TARGETS

**Knowledge/Content**

**I Know ...**

**Skills/Processes**

**I Can ...**

<ul style="list-style-type: none"> <li>• The elements which define a classic piece of literature.</li> <li>• The value of reading classic literature.</li> <li>• A variety of reading strategies to be used for different purposes.</li> <li>• The expectations of being part of a reading community.</li> <li>• A claim is a statement of position on a topic.</li> <li>• The techniques for presentation include eye contact, voice inflection, volume, and engaging materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Select a piece of classic literature with the appropriate level of challenge and interest for me.</li> <li>• Analyze the explicit meaning of a text.</li> <li>• Examine text and draw inferences from a given text.</li> <li>• Cite several pieces of textual evidence.</li> <li>• Determine a theme of the text.</li> <li>• Identify the details that support the theme.</li> <li>• Track the development of the theme throughout the course of the text.</li> <li>• Identify and describe story elements.</li> <li>• Comprehend texts by thinking about, talking about, and responding to what I read.</li> <li>• Read and comprehend literature with increasing text complexity and proficiency.</li> <li>• Provide reasons and evidence to support my claim.</li> <li>• Organize my reasons and evidence logically.</li> <li>• Demonstrate an understanding of the topic or text.</li> <li>• Choose the words, phrases, and clauses that will create cohesion in writing and speaking.</li> <li>• Establish and maintain a formal style.</li> <li>• Create writing pieces appropriate to a specific task, specific purpose, and specific audience.</li> <li>• Utilize the writing process to develop and strengthen writing.</li> <li>• Utilize revising strategies to maintain consistent purpose and audience.</li> <li>• Draw evidence from literary texts to support analysis and reflection.</li> <li>• Use appropriate eye contact.</li> <li>• Use adequate volume.</li> <li>• Use clear pronunciation.</li> <li>• Deliver an oral presentation stating a claim.</li> <li>• Demonstrate knowledge of language and conventions when speaking.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	

<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	

<b>Unit: Science Fiction Discussion Groups &amp; Theme Analysis</b>	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What are the elements of science fiction?</li> <li>2. How do science fiction texts prompt a reader to explore society?</li> </ol>	<b>Essential Understanding:</b> <ol style="list-style-type: none"> <li>1. Science fiction texts are often set if in the future, past, or on distant planets yet contain characters and settings which are credible within the text. This imaginative literature is based on scientific principles, discoveries, and laws. It is also often suspenseful in nature.</li> <li>2. Science fiction authors comment on human nature, advancements in technology, social and/or governmental structures, and approaching the unknown within the text in</li> </ol>



<p>3. How do readers analyze the themes presented in a text?</p> <p>4. How do students participate in a community of readers?</p> <p>5. How do readers use their writing skills to communicate their thinking about texts?</p>	<p>order to provide real-life implications.</p> <p>3. Readers use close reading of the text's explicit and implicit assertions in order to analyze and identify the author's intended message. Readers then identify evidence, including quotations, which support the analysis of theme.</p> <p>4. A community of readers can be created when readers are prepared by completing the reading and preparing discussion points and questions. While working in group, readers are willing to participate and share ideas while respecting and learning from the ideas of others.</p> <p>5. Readers use writing style and organization to effectively communicate their thinking about texts.</p>
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### Curriculum Standards- DOK noted where applicable with Standards

#### CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Literature

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

##### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 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).

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

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

#### CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing

##### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - 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.
  - W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - W.7.1.D Establish and maintain a formal style.
  - W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - 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.
  - W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - W.7.2.E Establish and maintain a formal style.
  - W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - 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.)

#### Research to Build and Present Knowledge

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

#### Range of Writing

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 tasks, purposes, and audiences.
  - 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.

#### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Speaking & Listening**

##### Comprehension and Collaboration:

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.
  - 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.
  - SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and

define individual roles as needed.

- 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.
- SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS: English Language Arts 6-12, CCSS: Grade 7, Language**

**Knowledge of Language**

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

L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**LEARNING TARGETS**

<b>Knowledge/Content</b> <b>I Know ...</b>	<b>Skills/Processes</b> <b>I Can ...</b>
<ul style="list-style-type: none"> <li>• Science fiction texts are often set if in the future, past, or on distant planets yet contain characters and settings which are credible within the text. This imaginative literature is based on scientific principles, discoveries, and laws. It is also often suspenseful in nature.</li> <li>• Science fiction authors comment on human nature, advancements in technology, social and/or governmental structures, and approaching the unknown within the text in order to provide real-life implications.</li> <li>• The expectations for being a member in a reading community.</li> <li>• A reading community is successful when all members participate and are prepared.</li> <li>• Theme is the author's intended message in a piece of literature which is developed throughout.</li> <li>• Theme analysis writing requires relevant supporting details from a text including quotations.</li> <li>• A variety of reading strategies to improve my comprehension of text.</li> <li>• Conventions of Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the explicit meaning of a text.</li> <li>• Examine text and draw inferences from a given text.</li> <li>• Accurately cite several pieces of textual evidence by stating page number or line number to prove understanding.</li> <li>• Determine a theme of the text.</li> <li>• Identify the details that support the theme.</li> <li>• Track the development of the theme throughout the course of the text.</li> <li>• Identify and describe story elements.</li> <li>• Give examples and explain how two or more story elements influence one another.</li> <li>• Comprehend texts by thinking about, talking about, and responding to what I read.</li> <li>• Read and comprehend literature with increasing text complexity and proficiency</li> <li>• Make a claim.</li> <li>• Acknowledge alternate or opposing claims.</li> <li>• Provide reasons and evidence to support my claim.</li> <li>• Organize my reasons and evidence logically.</li> <li>• Demonstrate an understanding of the topic or text.</li> <li>• Support claim(s) with logical reasoning and relevant evidence.</li> <li>• Choose the words, phrases, and clauses that will create cohesion and show the relationships among claim(s), reasons, and evidence.</li> <li>• Use and maintain a formal style.</li> <li>• Write a concluding statement or section that follows from and supports the argument presented.</li> <li>• Write a topic sentence that previews what is to follow.</li> </ul>

	<ul style="list-style-type: none"> <li>• Accurately cite quotations and examples from supplementary texts.</li> <li>• Identify the task, audience, and purpose.</li> <li>• Draw evidence from literary texts to support analysis and reflection.</li> <li>• Write for a wide range of discipline-specific tasks, purposes, and audiences.</li> <li>• Participate in collaborative discussions (one-on-one, in groups, and teacher-led).</li> <li>• Work effectively with diverse partners.</li> <li>• Build on others' ideas.</li> <li>• Express my own ideas clearly.</li> <li>• Prepare for discussions by reading and researching material ahead of time.</li> <li>• Refer to previously read material during discussion.</li> <li>• Follow accepted rules for discussion.</li> <li>• Track my group's progress toward specific goals and deadlines.</li> <li>• Assign individual roles within the group.</li> <li>• Ask open-ended questions.</li> <li>• Respond to what others say.</li> <li>• Redirect my group as needed.</li> <li>• Listen to new information expressed by others.</li> <li>• When warranted, I can modify my original views.</li> <li>• Use appropriate volume, eye contact, and pronunciation.</li> <li>• Demonstrate the accurate and appropriate use of formal English.</li> <li>• Modify and adjust my speech to a variety of contexts and tasks.</li> <li>• Demonstrate knowledge of language and conventions in writing, speaking, reading, and listening.</li> <li>• Use grade appropriate academic (Tier 2) and domain specific (Tier 3) words and phrases.</li> <li>• Use vocabulary knowledge in a variety of situations.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	

<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	

<b>Unit: Nonfiction Reading &amp; Research</b>	
<b>Essential Questions:</b>	<b>Essential Understanding:</b>
<ol style="list-style-type: none"> <li>1. How does knowing the purpose of an informational text help readers understand the author's claim or intent?</li> <li>2. How can researching a topic enhance one's understanding of a reading selection?</li> <li>3. How do readers analyze content-specific words and phrases of informational text?</li> <li>4. How can readers figure out or deduce an author's claim, intent or argument in a piece of informational text?</li> <li>5. How can readers of informational text determine if the evidence supports the author's claim and has supporting details that align with the claim/main idea?</li> </ol>	<ol style="list-style-type: none"> <li>1. Texts have multiple purposes (i.e., to inform, to inform and entertain, to offer help or advice, to persuade, to involve, to entertain) which can impact the strategies a reader chooses to read and the information the reader hopes to gain.</li> <li>2. Researching a topic allows one to gather multiple viewpoints and pieces of information related to a topic which can be applied to their critical thinking of a text they read in order to provide a more in-depth understanding of said topic.</li> <li>3. Readers can use a variety of techniques to analyze content-specific words. These include using context clues to look for meaning, checking the glossary, and identifying unfamiliar words and other text features, including photographs, illustrations, and/or charts.</li> <li>4. By connecting structural elements and text features, readers must constantly question the author's claim, intent, or argument in order to gather the author's overall claim.</li> <li>5. Using textual evidence and background knowledge, readers can make inferences about the author's claim and the evidence he/she provides.</li> </ol>



6. How does a reader/writer present a strong understanding of a topic in writing?	6. Readers synthesize information presented in a variety of texts on a topic to gather the most relevant information needed to explain a topic. As writers, they must then organize the information and use writing conventions and style to present that information in a clear and meaningful way to the audience.
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#### **Curriculum Standards- DOK noted where applicable with Standards**

##### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Informational Text**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a 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).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- 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.

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

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

##### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing**

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

- 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.
- W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2.E Establish and maintain a formal style.

- W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 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.

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

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

#### Range of Writing

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 tasks, purposes, and audiences.

- 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.

### **CCSS: English Language Arts 6-12, CCSS: Grade 7, Language**

#### Conventions of Standard English

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

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

#### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

## LEARNING TARGETS

<b>Knowledge/Content</b> <b>I Know ...</b>	<b>Skills/Processes</b> <b>I Can ...</b>
<ul style="list-style-type: none"> <li>• The purpose of an informational text helps me understand the author's claim or intent.</li> <li>• Authors of informational text use different features to make sure that readers understand their purpose and intent.</li> <li>• The structure of an informational text piece lends to the understanding of the text and what the author is trying to communicate.</li> <li>• Analyzing content-specific words and phrases help in the understanding of informational text.</li> <li>• It is necessary for authors of informational text to acknowledge opposing viewpoints or opposing evidence.</li> <li>• Viewing multiple texts on a topic of study enhances my understanding of it.</li> <li>• That understanding the following terms will help me understand and analyze a piece of informational text: inference, author's purpose, claim, analyze, central idea, compare/contrast, evaluate, evidence, point of view, supporting details, text features, and text structures.</li> <li>• A variety of reading strategies to closely read print and digital sources to gather relevant information on a topic.</li> <li>• MLA citation for print and digital sources.</li> <li>• Conventions for standard English.</li> <li>• Author's claim or thesis is his/her statement of opinion or position on a topic as supported by details.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately cite several pieces of textual evidence by stating page number or line number to prove understanding.</li> <li>• Analyze the explicit meaning of a text.</li> <li>• Examine text and draw inferences from a given text.</li> <li>• Identify main idea and supporting details in a variety of texts.</li> <li>• Identify the details that support the central ideas.</li> <li>• Track the development of the central ideas throughout the course of the text.</li> <li>• Generate an objective summary of the text free from personal opinions and judgments.</li> <li>• Identify a specific relationship between individuals, events, and ideas in a text.</li> <li>• Analyze how individuals influence ideas or events in a text.</li> <li>• Analyze how ideas influence individuals or events in a text.</li> <li>• Analyze how events influence individuals or ideas in a text.</li> <li>• Determine the structure an author uses to organize a text.</li> <li>• Analyze how major sections contribute to the development of ideas.</li> <li>• Analyze how major sections contribute to the whole.</li> <li>• Identify the point of view of the author.</li> <li>• Determine the author's purpose.</li> <li>• Analyze how the author distinguishes his position from that of other authors on the same topic.</li> <li>• Identify evidence and support in a text.</li> <li>• Identify the argument in a text.</li> <li>• Trace and evaluate the argument and specific claims in a text.</li> <li>• Assess whether the reasoning in a text is sound.</li> <li>• Assess whether the evidence in a text is relevant.</li> <li>• Assess whether the evidence in a text is sufficient to support the claim.</li> <li>• Identify evidence and facts used in the texts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare and contrast two texts about the same topic.</li> <li>• Contrast the authors' emphasis of different evidence and interpretation of the facts.</li> <li>• Analyze how the authors' choices shape their presentations of key information.</li> <li>• Comprehend texts by thinking about, talking about, and responding to what I read.</li> <li>• Read and comprehend literary nonfiction with increasing text complexity and proficiency.</li> <li>• Write a topic sentence that previews what is to follow.</li> <li>• Use strategies to organize ideas, concepts, and information (definition, classification, comparison/contrast, and cause/effect).</li> <li>• Support the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</li> <li>• Accurately cite quotations and examples from supplementary texts.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Select precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use and maintain a formal style.</li> <li>• Write concluding statement or section.</li> <li>• Identify the task, audience, and purpose.</li> <li>• Create clear and coherent writing with appropriate organization and style.</li> <li>• Critique my writing by using guidance and support from peers and adults.</li> <li>• Strengthen my writing by planning, revising, editing, or rewriting.</li> <li>• Demonstrate command of language conventions in my writing and editing.</li> <li>• Use technology, including the Internet, to produce writing.</li> <li>• Conduct short research projects to answer a question.</li> <li>• Use information from several sources.</li> <li>• Generate related, focused questions for further research and investigation.</li> <li>• Avoid plagiarism by quoting and paraphrasing correctly.</li> <li>• Gather relevant information from multiple print and digital sources.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use search terms effectively.</li> <li>• Evaluate the credibility and accuracy of each source.</li> <li>• Produce a citation in standard format.</li> <li>• Draw evidence from literary nonfiction texts to support analysis, reflection, and research.</li> <li>• Write for a wide range of discipline-specific tasks, purposes, and audiences.</li> <li>• Identify the main ideas and supporting details in diverse media and formats (e.g., visually, quantitatively, orally).</li> <li>• Explain how the ideas clarify a topic, text, or issue under study.</li> <li>• Demonstrate knowledge of language and conventions in writing, speaking, reading, and listening.</li> <li>• Use grade appropriate academic (Tier 2) and domain specific (Tier 3) words and phrases.</li> <li>• Use vocabulary knowledge in a variety of situations.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
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