

Curriculum Unit Template.Taneyville R-II School

2021-2022

Grade: 7th Subject: English Language Arts Literacy (also see ELA Language)

Quarter: 1

Unit Title: Literary Short Stories

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<p>7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.RL.1.D Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.</p>	<p>www.vocabulary.com</p> <p>Literary: <i>Narrative</i></p> <p>Tier Two Words: <i>"Seventh Grade": scowl, quiver, propel, experience, anxious, linger, clever, manage, attempt, impress, plead</i></p>	<p>Week One: Establish routines; Set up notebooks; practice routines</p> <p>"Seventh Grade" by Gary Soto; vocabulary.com or other vocabulary resource; "Dear Seventh Grade Me" poem by Michelle Reed.</p> <ol style="list-style-type: none"> 1. Listen to and read the poem "Dear Seventh Grade Me." 2. Explore the meaning of a <i>Narrative</i> 3. Create a concept map of "storytelling" 4. Read story "Seventh Grade" by Gary Soto 5. Literary Response: Who is speaking? 6. Write: Top Five List 7. Read short biography about author 8. Theme: What is the author saying about seventh grade? 9. Quiz: "Seventh Grade" 10. Extension: Group Project: create an invention to help a student survive seventh-grade and share (speaking and listening) 	<p>Summative: Vocabulary.com practice and vocabulary jam: helps students master each word at least three times using various definitions of each word.</p> <p>Literary Response: students are learning to "cite the text" by doing a close reading of lines 7-10.</p> <p>Thematic Response: students must use proper literary language: "He emphasizes..." "The author suggests..." "Basically he is saying that..."</p> <p>Quiz: "Seventh Grade": https://quizizz.com/admin/quiz/58176f74ac4d86742cd3ca50/seventh-grade</p> <p>Teacher may monitor group projects and guide listening skills as students learn to communicate effectively</p>

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<p>Diagnostic Testing (iReady or NWEA);</p> <p>7.RL.1: Approach texts as a reader by comprehending and interpreting grade appropriate texts.</p> <p>7.RI.1: iReady Practice</p>	<p>www.vocabulary.com</p>	<p>Week Two: Diagnostic Testing (iReady or NWEA): two days</p> <p>Establish independent reading routines:</p> <ol style="list-style-type: none"> 1. Guide students as they pick out an independent book at or near their reading levels 2. Give students independent reading time in class leading to :20 per day of class time 3. Practice literature circles: ask students to connect the books they are reading to one another using hexagonal charts 	<p>Summative: i-Ready Reading</p> <p>Diagnostic: i-Ready uses a vertical scale that allows for comparison of growth within and across years.</p> <p>Administer all BOY tests, including: PASS, i-Ready, and Words Their Way (optional).</p>
<p>7.RL.2: Analyze Craft and Structure: (specifically how a text's form or overall structure contributes to its overall meaning) 7.RI.1: iReady Practice</p> <p>7.RL.2.D: Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.</p>	<p>Plot Structure: <i>Exposition; Rising Action; Climax; Falling Action; Resolution; Denouement</i></p> <p>www.vocabulary.com: "Rikki Tikki Tavi"</p>	<p>Week Three: Plot structure in <i>Rikki Tikki Tavi</i> by Rudyard Kipling</p> <ol style="list-style-type: none"> 1. Take notes over "plot structure" 2. Begin reading the story "Rikki Tikki Tavi" by Rudyard Kipling 3. Practice by identifying the exposition of Rikki Tikki Tavi using Padlet and/or Flipgrid. 4. Engage with book trailers 5. Understand plot structure by looking at plots in movies: https://www.youtube.com/watch?v=8yzY6buMflo&t=1s 6. Finish reading the story and identify the rising action and climax. 7. Vocabulary in "Rikki Tikki Tavi" 	<p>Formative: Identify exposition, rising action, and climax of the story. Students will see other student answers, as well.</p> <p>Quiz: "Rikki Tikki Tavi"</p>

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<p>7.RL.2.B and 7.RI.2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others in an informational text.</p>	<p><i>Internal Conflict:</i> Person v Self</p> <p><i>External Conflict:</i> Person v Person Person v Society Person v Nature Person v Technology Person v Supernatural</p>	<p>Week Four: Read “The Blind Man and the Elephant” and a nonfiction article “What’s Really in a Name” as students apply their understanding of <i>conflict</i> and point of view.</p> <ol style="list-style-type: none"> 1. Read “The Blind Man and the Elephant” 2. Learn the different types of conflict (review from 6th grade) 3. Practice applying by identifying types of conflict in synopses of stories 4. Conflict and POV: find a book or movie and explain how it would be different if told from another point of view 5. Read nonfiction article “What’s Really in a Name?” 6. Annotate the article as the teacher models the text. 	<p>Summative: Types of Conflict Worksheet: Quiz</p> <p>Students must transfer knowledge to a different point of view in a collaborative project.</p> <p>Annotation Practice</p>
<p>7.RL.2.D: Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.</p> <p>7.RL.C.3 Explain how characters and settings reflect historical and/or</p>	<p>i-Ready individualized vocabulary practice</p> <p>Types of Characters: <i>flat, round, dynamic, static</i></p>	<p>Week Five: Characterization and “Two Kinds” by Amy Tan</p> <ol style="list-style-type: none"> 1. Learn: types of characters in literature 2. Take notes, define, and give an example of each type 	<p>i-Ready Practice</p> <p>Quiz: types of characters</p> <p>Create: slide should reflect students’ knowledge of character traits and the ways characters are connected to</p>

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cultural contexts. 7.RL.2.B Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	i-Ready individualized vocabulary practice	<ol style="list-style-type: none"> 3. i-Ready individualized practice 4. Read the story "Two Kinds" by Amy Tan 5. Practice types of characters (quiz) 6. Create a slide that contains a character trait, an image, a quote from the text, and a theme song for one character in any of the stories we have read so far 7. Extension: complete a book report based on individual book reading by using a choice board: https://docs.google.com/document/d/1raywP72B2RGYD5tDGyhflkSA9nv9XeEXxrvEtH3fICU/edit?usp=sharing 	themes.
<p>7.RL.2.C Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning</p> <p>7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Figurative language: <i>simile, metaphor, verbal irony, dramatic irony, situational irony</i></p> <p>Spelling: -ce/-se</p>	<p>Week Six: Irony and O. Henry</p> <ol style="list-style-type: none"> 1. Independent reading 2. Practice spelling words 3. Read "After Twenty Years" by O. Henry 4. Questions over story: quizziz 5. Literary Analysis: "After Twenty Years" 6. Watch "The Gift of the Magi" 7. Discuss irony in the story and identify the main type of irony 8. Extension: Create a modern-day version of "The Gift of the Magi" 	<p>Quiz: "After Twenty Years"</p> <p>Literary Analysis</p> <p>Formative: discussion</p> <p>Create: modern-day story</p>

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7.RL.2.B Analyze craft and structure	Mood words: Tier Two Words: <i>optimistic, urgent, informal, amused, compassionate, lonely, apathetic, indifferent, reflective, despondent, contemplative, cynical, defiant, bitter</i>	Week Seven: Mood in stories <ol style="list-style-type: none"> 1. Independent reading 2. Learn “mood” and answer questions in EdPuzzle: https://edpuzzle.com/assignments/615a22b971c723414df3a152/watch 3. Practice mood using film clips 4. Discuss using Padlet or Flipgrid 5. Quizlet: mood/tone words: https://quizlet.com/362194904/tone-words-7th-flash-cards/ 6. Read “The Raven” by Edgar Allen Poe 7. Create a poster that reflects the mood of “The Raven.” May use Canva or other digital presentation templates. 8. Quiz: “The Raven” 9. Extension: Compare and Contrast the themes to another story: “A Monster Calls” 	Formative: EdPuzzle questions Formative: Digital discussion Quiz: “The Raven”
7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RL.1.D Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from		Week Eight: Review, study, and take test over literary elements Buffering/Reteaching Days	Summative: Unit One Test

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Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
personal opinions			

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Quarter: 2

Unit Title: Historical Fiction/Multicultural Fiction

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<p>7.RL.3.C Explain how characters and settings reflect historical and/or cultural contexts</p> <p>7.RI.3.B Explain how the text reflects historical and/or cultural contexts.</p> <p>7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.RL.3.A Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning</p> <p>7.RL.1.D Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.</p>	<p><i>Immigration; suffrage; shirtwaist; strike; striker; phonograph; scab; union; picket line</i></p> <p>Continue to work on Tier Two Vocabulary focused on analysis of texts: www.vocabulary.com</p>	<p>Weeks 9-13: Literary Historical/Multicultural Novel: <i>Uprising</i> by Margaret Peterson Haddix: Students will read a novel, along with historical newspaper articles, in order to comprehend and analyze the immigrant experience in America, including socio-economic struggles. Students will understand how primary sources, such as eyewitness accounts of the shirtwaist fire, can provide a unique and powerful perspective.</p> <p>Week Nine: Read chapters 1-7</p> <ol style="list-style-type: none"> 1. Show images of New York City in 1911. 2. Ask students to make observations about the images shown: https://picryl.com/media/jewish-family-working-on-garters-in-kitchen-for-tenement-home-for-complete 3. Introduce Bella, an Italian immigrant; Yetta, a Russian Jewish immigrant; and Jane, the daughter of an upper-class American. 4. Begin reading chapters 1-7 (assign independent reading at home, as well). Provide read-aloud to give students experiences with spoken texts, as well as a comparison between written and spoken texts. 5. Students should learn to summarize texts with cultural and historical contexts. 	<p>Formative: mini projects, class discussions</p> <p>Summative: Summaries, literary analysis</p> <p>Summative: quizzes</p> <p>Formative: Newspaper Article summaries</p> <p>Summative: Unit Test</p>

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See above		<p>Week Ten: Read chapters 8-14</p> <ol style="list-style-type: none"> 1. Discuss the suffrage movement of the early 20th century. 2. Literary analysis of what the text says directly, as well as inferences drawn from the text. 3. Students should understand how to quote the text, including leading in and correct formatting. 4. Read chapters 8-14 (may include independent reading outside of class time). 5. Class discussion may take various forms, including cooperative learning activities <p>Note: missing chapters may be read by students independently (optional)</p> <p>Week Eleven: Read chapters 22-29</p> <ol style="list-style-type: none"> 1. Discuss the plight of workers in the early 20th century. 2. Summarize missing chapters 3. Literary analysis of what the text says directly as well as inferences drawn from the text. 4. Read chapters 15-21. 5. Analysis should include understanding of cultural and historical contexts. 6. Class discussion may take various forms, including cooperative learning activities 	See above
See above			See above

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See above		<p>Week Twelve: Read remainder of book</p> <ol style="list-style-type: none">1. Read chapters 30-352. Discuss the main issues that kept workers from getting out.3. Literary analysis4. Class discussions5. Study for test <p>Week Thirteen</p> <ol style="list-style-type: none">1. Test2. Choose and read newspaper eyewitness accounts of the events that occurred.3. Summarize an article.4. Buffering days	<p>See above Unit Test: see above</p>

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Quarter: 2-3

Unit Title: **Unit Three:** Drama

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<p>7.RL.3.C Explain how characters and settings reflect historical and/or cultural contexts</p> <p>7.RL.3.D: Read and comprehend literature, including stories, poems, and drama, independently and proficiently.</p> <p>7.RL.3.A Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.</p> <p>7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.RL.1.D Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.</p> <p>7.RL.2.C Analyze how word choice, including the use of figurative</p>	<p>Figurative language: <i>alliteration, couplet, metaphor</i></p> <p>Drama Terms: <i>Stage directions, script, playwright, dialogue, comedy, tragedy, tragic</i></p>	<p>Weeks Fourteen and Fifteen: Read excerpts of <i>A Christmas Carol</i> and watch a drama (movie) version as students compare and contrast the way the text is presented in different forms.</p> <ol style="list-style-type: none"> 1. Explore Charles Dickens' house in London virtually and look at the original illustrations for <i>A Christmas Carol</i>. 2. Discuss the socio-economic background of the book. 3. Read Staves 1 and 3 of the novel. 4. Complete a signpost analysis of the text: <ol style="list-style-type: none"> A) Tough questions B) Aha Moment C) Contrasts and Contradictions D) Memory Moment E) Again and Again F) Words of the Wiser 5. Extension: Quizlet: Stave 3: https://quizlet.com/168479612/a-christmas-carol-stave-3-flash-cards/ 6. Watch Movie: compare and contrast project 7. Buffering days (3-4) <p>Week Sixteen: Elements of drama and read Act 2: <i>Romeo and Juliet</i>.</p> <ol style="list-style-type: none"> 1. Notes over drama using digital notebook: https://docs.google.com/presentation/ 	<p>Compare and Contrast movie and text assignment. Also, compare themes of the text to those of <i>Uprising</i>.</p> <p>Class discussions</p> <p>Summative: Literary Analysis</p> <p>Summative: Quiz</p>

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<p>language, connotations, and/or repetition, contributes to meaning</p> <p>7.RL.3.D: Read and comprehend literature, including stories, poems, and drama, independently and proficiently.</p>	<p><i>flaw, screenplay, radio play, teleplay, external conflict, internal conflict, soliloquy, monologue, aside, set, scenery, lighting,</i></p>	<p>d/1u0swkMAA7wKoTam6Q4xdutsV7ncRPU75PcH7sNz8h4/copy</p> <ol style="list-style-type: none"> 2. Explore Verona, Italy 3. Discuss the idea of "love at first sight." 4. Complete MMTS (Multi Media Text Set) introducing the play 5. Continue to work on vocabulary, iReady, and Study Island sessions <p>Week Seventeen: (last week before Christmas break)</p> <ol style="list-style-type: none"> 1. iReady MOY and other MOY testing 2. Independent Reading 3. Buffering days 4. School holiday activities 	<p>Summative: class notes</p> <p>Multi Media Text Set</p> <p>Vocabulary practice</p> <p>Summative: i-Ready MOY Testing</p>
BREAK	BREAK	BREAK	BREAK
<p>7.RL.2.C Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning</p> <p>7.RI.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		<p>Week Eighteen: Read Act 2: <i>Romeo and Juliet</i></p> <ol style="list-style-type: none"> 1. Read/Watch Act 2 (using closed captioning so students can "see" the text) 2. Compare and contrast performance to the written text 3. Figurative language shared class slide activity 4. Prepare and take test over Act 2: <i>Romeo and Juliet</i> 	<p>Formative: discussion</p> <p>Whole-class figurative-language activity</p> <p>TEST</p>


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7.RL.3.D: Read and comprehend literature, including stories, poems, and drama, independently and proficiently.	See all literary terms above	Week Nineteen: Review and Buffering Days: Review of all literary elements from semester one. Focus on independent reading (literature circles)	Review of semester one

Quarter: 3

Unit Title: Unit Four: Poetry

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<p>7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.RL.2.A Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.</p> <p>7.SL1: Delineate a speaker's arguments and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' comments and questions</p>	<p>Poetry terms: <i>stanza, line, couplet, rhyme, meter, iambic, trochaic, pentameter, haiku, sonnet,</i></p> <p><i>Rhyme scheme</i></p>	<p>Various poems such as those found at: https://www.poetryfoundation.org/</p> <p>Week Twenty: Introduction to poetry, meter and rhythm, and rhyme: https://docs.google.com/presentation/d/1JkIPt015wAFjG37D49XZDADCKT2gEoZ3OPbBWScloDc/edit?usp=sharing</p> <ol style="list-style-type: none"> 1. Take notes over "What is Poetry?" 2. Annotate poem <i>Life</i> by Paul Dunbar 3. Take notes over rhythm and meter 4. Practice scanning meter in poetry and songs 5. Notes over sound devices and rhyme 6. Practice marking rhyme scheme 7. Extension: Find a song (popular) and 	 <p>Formative: Annotations</p> <p>Scanning Practice</p> <p>Rhyme Scheme Practice</p>

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Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
	<p><i>Haiku; Free Verse; Lyric Poetry; Narrative Poetry; Limerick</i></p>	<p>mark the rhyme scheme</p> <p>8. Quizziz or other sorting practice (rhyme scheme)</p> <p>Weeks Twenty-One and Twenty-Two:</p> <ol style="list-style-type: none"> 1. Review of Rhyme Scheme 2. Notes over Poetic Forms 3. Practice identifying forms of poetry 4. Writing about poetry 5. Practice annotating 6. Watch clips of poetry in movies 7. Poetry terms quiz 8. Reading poetry aloud. Encourage students to read a poem aloud in groups. Point out language, craft, imagery, sound devices, meter, white space, line breaks, and punctuation. 9. Identify poetic devices in songs and performance: https://www.youtube.com/watch?v=I4MhnxKGfag https://www.youtube.com/watch?v=4x59z2DfiTA https://www.youtube.com/watch?v=LJmQr8IUxR4 10. Annotation practice 	<p>Summative: Quiz</p> <p>Formative: Practice identifying poetry forms</p> <p>Summative: Performance</p> <p>Summative: Quiz and annotation</p>

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<p>7.RL.2.A Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.</p> <p>See above</p>	<p>Tone words:</p> <p>See above</p>	<p>Week Twenty-Three: Meaning, Themes, and Writing about Poetry</p> <ol style="list-style-type: none"> 1. Take notes over poetic language and meaning 2. Read poems and analyze the ways sound devices contribute to meaning in poetry. 3. Review alliteration by listening to examples: https://www.youtube.com/watch?v=aKdV5FvXLuI https://www.youtube.com/watch?v=34zP0xl6EZU&feature=emb_logo 4. Instruct students to write a tongue twister (using alliteration) 5. Literary analysis of poem "One": https://docs.google.com/forms/d/e/1FAIpQLSdF062EqbUogvTRFEQZT-QfNPZ04-PHkxV1oQluMiiSHKnU6g/viewform 6. Annotate and interpret a poem 7. Review of tone and themes <p>Week Twenty-Four: test and buffering days</p>	<p>Formative: Write</p> <p>Summative: Analysis</p> <p>Annotate and interpret poem for meaning.</p> <p>Review and take test over poetry</p> <p>Summative: TEST</p>

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Quarter: 3

Unit Title: **Unit Five (mini unit): Fables, Folktales, and Myths**

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
7.RL.3.C Explain how characters and settings reflect historical and/or cultural contexts	<i>Fables; Folktales, Myths; Tall tales; Creation story;</i>	<p>Week Twenty-Four and Twenty-Five:</p> <ol style="list-style-type: none"> 1. Take notes over fables, folktales, and myths. Identify differences between various traditional stories. 2. Read a fable and explain how it fits the definition of a <i>fable</i>. 3. Choose a folktale to read. 4. Rewrite the story by modernizing it. 5. Understand how myths and traditional stories appear in advertising 6. Learn two common myths (Narcissus and Echo). 7. Understand how myths explain events in nature 8. Learn about creation myths 9. Study terms and practice 10. Take quiz over this short unit. 	<p>Formative: Explain a fable you have read</p> <p>Formative: Rewrite a folktale</p> <p>Summative: Quiz</p>

Quarter: 3-4

Unit Title: **Unit Six: Informational Texts and Nonfiction Reading**

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
7.RI.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences	<i>Distinguish; support; claim; validate, survey.</i>	<p>Week 26 (Twenty-Six): Analyze Text Structure using an article</p> <ol style="list-style-type: none"> 1. Assign nonfiction books to students 	

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<p>drawn from the text.</p> <p>7.RI.2.D Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p>7.RI.3.B Compare and contrast one author's presentation of events with that of another.</p>	<p>Risk factor; aggression; obsese; "potentially harmful"; collaboration;</p>	<p>according to reading levels (or allow them to find independent books). Suggested: <i>The Finest Hours</i>; <i>Twice Toward Justice</i>; <i>MLK</i></p> <ol style="list-style-type: none"> 2. Read nonfiction article with a focus on textual evidence. 3. Instruct students to highlight (three to four different colors), looking for explicit textual evidence. 4. Discuss their findings, pointing out the ways they might use headings, subheadings, bolded words, and other features to help them find evidence. 5. Instruct students to highlight (four to five different colors), looking for implicit textual evidence. 6. Help students understand that inferences are not stated directly. 7. Analyze the argument found in the article as students find evidence to support given claims and then write the evidence they find from the text. 8. Discuss whether the evidence proves the claims. 9. Watch a video that correlates with the article and answer questions or discuss 10. Complete a skills test 	<p>Formative: highlight textual evidence as teacher observes and works with individual students</p> <p>Formative: analyze arguments</p> <p>Formative: Discussion questions along with video.</p> <p>Summative: Skills Test (quiz)</p>
<p>7.RI.1.B Determine the meanings of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings, using context, affixes, or</p>	<p><i>Connotation; denotation; justified; indifferent; values; objective; subjective</i></p>	<p>Week 27 (twenty-seven): Analyze a news article</p> <ol style="list-style-type: none"> 1. Continue to read assigned nonfiction books. Allow students time to work in literature circles each week. 	

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<p>reference materials.</p> <p>7.RI.2.C Analyze how word choice contributes to the meaning and tone</p> <p>7.RI.2.A Analyze how a text's organization or overall structure contributes to meaning</p>	<p>Incident; motive;</p>	<ol style="list-style-type: none"> 2. Introduce <i>connotation</i> in news articles. Compare and contrast two sentences: The culprits fled the scene. Two teens walked away from the scene. 3. Instruct students to work in pairs, finding sentences (or provide them) and changing the connotations of the sentences they find. 4. Ask for volunteers to share their sentences to allow other students to hear and see more examples. 5. Read a news article with bias or strong connotation. 6. Ask students to highlight any words they do not understand as they read. 7. Complete an inference assignment, as students determine how the writer and others who are interviewed in the article feel about the subject. 8. Students should also identify the values of the writer. 9. Students should complete level two comprehension questions. 	<p>Formative: Pairs Activity</p> <p>Formative: Inference assignment</p> <p>Summative: Comprehension Questions</p>
SPRING BREAK			

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Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<p>7.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them.</p> <p>7.RI.1.D Explain the central/main ideas of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.</p>	<p><i>Formal; informal; casual; slang; technical; conversational; genre; informative; significant; style; tone.</i></p>	<p>Week 28 (Twenty-eight): Analyze a Magazine Article</p> <ol style="list-style-type: none"> 1. Continue reading nonfiction books, assigning literature circle activities 2. Discuss the title of the magazine article and the ways journalism titles may reflect the purpose and audience. 3. Read article as a class while students underline words they do not know or understand 4. Assign graphic-organizer to students as they identify: the genre, purpose, audience, style, figurative language, any facts, and their own opinions about the article and topic. 5. Students should summarize the article and write a caption. 6. Complete comprehension questions 	<p>Formative: Literature Circles</p> <p>Formative: Graphic Organizer</p> <p>Summative: Comprehension questions</p> <p>Optional: Summary</p>
<p>7.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them.</p> <p>7.RI.2.A Analyze how a text's overall structure contributes to meaning.</p>		<p>Week 29 (Twenty-nine): Analyze text features and encyclopedia article</p> <ol style="list-style-type: none"> 1. Complete nonfiction books and take AR tests or literature circle finals. 2. Begin with a discussion of encyclopedia entries 3. Pass out graphic organizer as students write the definition of <i>encyclopedia</i>. 4. Assign an encyclopedia article or have students find one. 5. Complete a graphic organizer, a students identify the purpose, genre, information 	<p>Formative: Discussion</p> <p>Formative: Graphic organizer</p> <p>Summative: prepare for test</p>

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Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
		<p>included in the article, language and writing style (pairs or groups)</p> <ol style="list-style-type: none"> 6. Ask students to compare the information found in an EA to other types of information. 7. Optional: Comprehension questions 8. Discuss the text features found in news: headlines, leads, pyramid structure. 9. Look at a news article about a natural disaster and find the features. 	
		Week 29 (Twenty-nine): Buffering days and Test over informational text. IReady or other Test Prep EOY Testing.	

Quarter: 4

Unit Title: **Unit Seven: MAP Practice and Novel**

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<p>7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.W.1.A Conduct research to answer a question; gather relevant sources,</p>	<p><i>Citation; In-Text citation; quoting; paraphrasing; summarizing; parenthetical citation; format</i></p>	<p>Week 30 (Thirty):</p> <ol style="list-style-type: none"> 1. Begin reading a whole-class novel such as <i>Stargirl</i> from the reality fiction genre. 2. Go over the three ways to cite text: quoting, paraphrasing, summarizing 3. Discuss proper in-text formatting as students practice citing the text. 4. Practice using a sorting activity and 	<p>Formative and Summative: In-text citation practice</p> <p>Formative: Blooket or other sorting activity</p>

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Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<p>print and digital; integrate information using a standard citation system</p> <p>7.W.1.B Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic information...</p> <p>7.RL.3.D Read and comprehend grade appropriate texts, independently and proficiently.</p>		<p>practice rewriting citations correctly.</p> <ol style="list-style-type: none"> Learn and review vocabulary (125 words 7th-grade students should know) Review of literary genres. Complete Study Island lessons: "Compare and Contrast" and "Gather Relevant Information" 	<p>Formative OR summative: www.vocabulary.com</p> <p>Formative https://www.cde.ca.gov/ci/cr/rl/litrgenres.asp</p> <p>Summative: Study Island</p>
<p>7.W.1.B Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic information...</p> <p>7.RI.1.B Determine the meanings of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings, using context, affixes, or</p>	<p><i>Almanac; atlas; dictionary; thesaurus; encyclopedia; index.</i></p> <p>List 5 and 6: <i>benevolent; blunt; censorship; contract; diligent; embellish; endure; fugitive; inexplicable; intrigue; obscure; prod; torrent; tranquil; warily</i></p> <p><i>Blemish; colossal; conscious;</i></p>	<p>Week 31 (Thirty-one):</p> <ol style="list-style-type: none"> Learn and review vocabulary (125 words 7th-grade students should know) Review of literary and non-fiction reading passages: various excerpts, practicing answering standardized questions. Review of Reference Materials, including dictionaries, almanacs, atlases, thesauruses, etc. Students should complete Study Island practice "Reference Materials" 	<p>Reading Practice (Google Form)</p> <p>www.vocabulary.com</p> <p>https://guides.auraria.edu/reference/sources/types</p> <p>Formative: Quizziz Summative: Study Island "Reference Materials"</p> <p>Formative or Summative: Quiz over</p>

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Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<p>reference materials.</p> <p>7.RL.1.D Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.</p>	<p><i>discipline; gingerly; infringe; judicial; jut; mediocre; ominous; protrude; sheepish; stricken; stupendous; whim</i></p>	<p>5. Read novel: <i>Stargirl</i> discuss themes of inclusion and isolation.</p> <p>All activities are assigned to a student “playlist” and may be completed as a whole class or individually (self-paced).</p>	<p>vocabulary</p> <p>Summative: Reading passage practice</p> <p>Formative: Class discussions over novel.</p>
<p>7.RL.1 Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.RL.1.D Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.</p> <p>7.RI.1.B Determine the meanings of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings, using context, affixes, or reference materials.</p>	<p><i>Analogies:</i></p> <p>List 7 and 8: <i>compatible; convey; disdain; entail; grueling; ingenious; juvenile; melancholy; oppress; rebellious; scorn; smug; subside; tumultuous; wispy</i></p> <p><i>calamity; casual; chortle; cower; curt; dormant; dubious; falter; idle; keen; lament; ornate; perpetual; recede; relentless; sociable; sullen; unfurl; waft; writhe</i></p>	<p>Week 32 (Thirty-two):</p> <ol style="list-style-type: none"> 1. Learn and review vocabulary (125 words 7th-grade students should know) 2. Review of literary and non-fiction reading passages: various excerpts, practicing answering standardized questions, including POETRY. 3. Read about <i>analogies</i>. 4. Practice completing analogies using Quizziz or other sorting activity. 5. Complete Study Island Lessons “Task, Purpose, and Audience,” “Introduce and Close Topics,” and “Organization.” 6. Continue to read the novel <i>Stargirl</i>, discussing and completing activities. <p>All activities are assigned to a student “playlist” and may be completed as a whole class or individually (self-paced).</p>	<p>www.vocabulary.com</p> <p>https://forms.gle/Bxwcm3WFoyndKNE89</p>

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Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<p>7.RL.1 Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.RL.2.C and 7.RI.2.C Analyze how word choice contributes to meaning and tone.</p>	See all of the above (weeks 29-33).	<p>Week 33 (Thirty-three):</p> <ol style="list-style-type: none"> 1. Review testing tools using DESE's links. 2. Take practice test(s) provided by DESE. 3. Quiz or Test over vocabulary lists #1-8 4. Complete Study Island lessons 	<p>Summative: Practice Tests</p> <p>Summative: Test Vocabulary</p> <p>Formative OR summative: Study Island lessons</p>
All standards are tested except for those noted in the state blueprints (some of the Speaking and Listening standards).	The teacher will review the testing tools with students in the weeks prior to the test.	<p>Weeks 34-35:</p> <p>STATE TESTING</p> <p>Students may read independent books or complete novels. No regular teaching of concepts may occur during testing days.</p> <p>Students may work on independent novel activities on non-testing days (Fridays).</p>	Summative: MAP TESTING
<p>7.SL:</p> <p>7.SL1: Delineate a speaker's arguments and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' comments and questions</p> <p>Review of standards.</p>	1.	<p>Week 36 (Thirty-six):</p> <p>Watch movie: <i>Stargirl</i>. Compare and contrast plot, characters, and themes.</p> <ol style="list-style-type: none"> 1. Analyze speeches 2. Students will present their projects in class. 3. Students will be evaluated and will evaluate others. 4. Watch movie of final novel. 5. Compare and contrast using sheets 	<p>Summative: Presentations of multi-genre research projects.</p> <p>https://bookunitsteacher.com/reading-stargirl/speech-preview.pdf</p> <p>Formative: Graphic Organizer comparing and contrasting novel and movie.</p>

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Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
		provided.	