

7 <sup>th</sup> Grade – Unit 1				
How do personal histories influence our choices?				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Instructional Focus Standards</b>	2 – determine central ideas and themes 3-Analyze characters/events 6-Analyze point of view 7-Analyze two different mediums	3-Narrative	1-Prepare and participate	5 – Figurate language, word relationships, and nuances
<b>Topical Essential Questions</b>	How do readers recognize writers’ bias and interpretation?	How do writers develop an effective narrative?	How do writers strengthen their pieces of writing?	How does creative choice impact an audience?
<b>Enduring Understandings</b>	Readers understand that writers’ points of view are developed through experiences and opinions that influence their presentations.	Writers develop narratives by using a variety of techniques to create a story line with well-structured event sequences.	Writers use planning, revising, editing and rewriting to strengthen writing.	Writers make creative choices in the words and events to impact their audience.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	Reading and writing Diagnostic Analyze Text to Text Complete Plot Diagram and Identify Story Elements Apply Figurative Language, Sensory Details, and Imagery to Text Compare and Contrast a Fiction Text to Actual Events Establish a Writer’s/Reader’s Notebook		Continue a Story Comparative Analysis  <i>*Additional Summative Assessments developed by the grade level per building</i>	
<b>Learning Targets</b>	I can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. I can analyze how particular elements of a story interact with the whole text and other text.			

	<p>I can visualize, infer and make connections while reading.                  I can demonstrate close reading through annotation.                  I can support my claim with text evidence.                  I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text.                  I can determine the meaning of figurative language and author’s word choices.                  I can reflect on my writing and make revisions and edits.                  I can use graphic organizers to organize my notes and ideas.                  I can compare and contrast a written story, drama, or <b>poem</b> to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium</p>	
<p><b>Essential Vocabulary</b></p>	<p><b>Tier Two</b></p>	<p><b>Tier Three</b></p>
	<p>Compose                  Construct                  Determine                  Reflect                  Visualize                  Infer                  Analyze                  Demonstrate                  Support                  Strengthen                  Interpret                  Convey</p>	<p>Interpretation                  Bias                  Opinion                  Figurative Language                  Story Elements                  Compare / Contrast                  Edit                  Revise                  Story line / plot line                  Sequence                  Narrative                  Personal Narrative                  Author’s Bias                  Theme</p>
<p><b>Recommended Text</b></p>		

7 <sup>th</sup> Grade – Unit 2				
What do we learn from the choices we make?				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Instructional Focus Standards</b>	1-Cite textual evidence/draw inferences 5-Analyze structure 9 – Analyze source material	2-Informative/Explanatory 7 – Short Research 8 – Gather sources	4 – Present information	1, 2-Conventions
<b>Topical Essential Questions</b>	How do readers recognize and choose relevant evidence to support their own thinking and gain understanding?	How do good writers organize and present their information?	How do good writers create research questions and find their answers?	How do speakers impact their audience?
<b>Enduring Understandings</b>	Readers read and reread text to determine and identify authors' claims and supporting evidence and evaluate their validity.	Writers use a variety of structures to organize information.	Writers use key words and inquiry to locate valid evidence to find answers.	Speakers choose what to include and exclude to create their most effective message.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	Read, Annotate, Mark text for Evidence and Answers Establish questions and collect relevant evidence Identify author's bias ICEE* Analyze Writing Structures Use Graphic Organizers Utilize Writer's notebooks		Multi-text structure product Informational Broadcast Presentation  <i>*Additional Summative Assessments developed by the grade level per building</i>	
<b>Learning Targets</b>	I can select and compose using a variety of organizational structures. I can develop self-generated questions and research answers. I can read and reread text to annotate for claims and evidence. I can use key words and search terms to locate information.			

	<p>I can critique speaker’s presentations.                  I can present information to others.                  I can make a coherent oral presentation, using effective speaking skills.                  I can analyze the structure a text: how the major sections contribute to the whole; the development of the ideas.                  I can cite several pieces of text evidence to support ideas both explicitly and inferentially.                  I can gather relevant information from print and digital sources; assess credibility/accuracy of each source; quote/paraphrase the data/conclusions of others; avoiding plagiarism.                  I can write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and rhetorical analysis of relevant content.                  I can provide an objective summary.                  I can conduct short research projects to answer a question with appropriate research techniques.                  I can use text features to efficiently navigate nonfiction text.</p>		
<p><b>Essential Vocabulary</b></p>	<p><b>Tier Two</b></p>		<p><b>Tier Three</b></p>
	<p>Select                  Develop                  Gather                  Critique                  Compose                  Identify                  Recognize                  Textual Evidence                  Coherent</p>	<p>Target Audience                  Message                  Author’s purpose                  Validity                  Text                  Cite                  Informational                  Almanac                  Periodical                  Feature Article</p>	<p>Quote                  Chronological                  Problem / Solution                  Descriptive                  Cause / effect                  Objective summary                  Quote                  Page format                  Viewpoint                  Influence</p>
<p><b>Recommended Text</b></p>			

7 <sup>th</sup> Grade – Unit 3				
What forces influence our choices?				
SBG Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Instructional Focus Standards:</b>	8-Delineate/evaluate argument and claims 9-Analyze source material	1-Argument 7-Short/sustained research 8-Gather sources 9-Draw evidence to support	4-Presentation of information	1 – Conventions 6 – academic vocabulary
<b>Topical Essential Questions</b>	How do writers identify and choose reliable and relevant evidence?	How do writers appropriately credit their sources?	What considerations do writers need to make when presenting information formally?	What makes a presentation influential?
<b>Enduring Understandings</b>	Researchers focus their research around a central question, analyzing and evaluating multiple sources.	Writers identify other writers’ words and ideas using citations within text, and cite sources while writing and speaking.	Writers use precision of language, facts, details and examples to influence their audience.	Speakers utilize multimedia and other resources to present information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	Create a Summary Using Citations Philosophical Chairs Develop an Outline Identify Author’s Viewpoint and Provide Evidence Identify Claim and Counterclaim in Text Develop Claim and Counterclaim from Textual Evidence Utilize Writer’s Notebook when collecting research		Influencing a Choice: Research, Write, and Present an Argument Annotated Outline  <i>*Additional Summative Assessments developed by the grade level per building</i>	
<b>Learning Targets</b>	I can cite several pieces of text evidence to support ideas both explicitly and inferentially.			

	<p>I can include multimedia components and visual displays in presentations.</p> <p>I can write arguments to support claims with clear reasons and relevant evidence.</p> <p>I can 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.</p> <p>I can differentiate fact versus opinion from multiple sources based on the same topic.</p> <p>I can create an outline with annotation.</p> <p>I can determine the meaning of unknown and multiple-meaning words and phrases.</p> <p>I can 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.</p>	
<p><b>Essential Vocabulary</b></p>	<p><b>Tier Two</b></p>	<p><b>Tier Three</b></p>
	<p>Evaluate</p>	<p>Copyright law                      Excerpt                      Source                      Bibliography                      Outline                      Annotation                      Emphasis                      Logic                      Accuracy</p> <p>Validity                      Connotation                      Denotation                      Position                      Point of View                      Claim                      Target Audience</p>
<p><b>Recommended Text</b></p>		

7 <sup>th</sup> Grade – Unit 4				
How do choices shape who we are?				
SBG Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
		Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.
Instructional Focus Standards	3-Analyze characters/events 5-Analyze structure 10 – Range of reading	10 –Range of writing	1-Prepare and participate	5-Figurative language, word relationships, and nuances
Topical Essential Questions	How do readers respond to text?	How do writers use literary and story elements in their writing?	How does purpose impact writing?	How can readers be clear about the meaning of words in a text?
Enduring Understandings	Readers write about and react to text by citing important details and analyzing syntax, structure, characters, events, and themes.	Writers use multiple literary and story elements that often interact with and affect each other to develop their theme.	Writers determine audience, topic, and text structure before identifying and gathering relevant information to share.	Effective readers demonstrate knowledge of structure and context of language to clarify new vocabulary.
Assessments	Formative		Summative	
	Analyze How the Elements of a Story Affect One Another Identify and Interpret Figurative Language in Text Include Figurative Language in Writing Utilize Writer’s/ Reader’s Notebook		Reflect on a Piece of Literature: Analyze Text and Write  <i>*Additional Summative Assessments developed by the grade level per building</i>	
Learning Targets	I can analyze how a drama or poem’s form or structure contributes to its meaning. I can 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. I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. I can draw evidence from literary or informational texts to support analysis, reflection, and research, including writing on demand. I can read and write at grade level.			

	<p>I can choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy and use logical sequence.</p> <p>I can analyze and question how ideas in a text influence individuals or events or vice versa.</p>	
<p><b>Essential Vocabulary</b></p>	<p><b>Tier Two</b></p>	<p><b>Tier Three</b></p>
		<p>Historical Fiction                  Historical Novel                  Life Story                  Poem                  Drama                  Historical Significance                  Literary Criticism                  Style                  Technique</p>
<p><b>Recommended Text</b></p>		