

Connection Before Content: Establish Routines, Build Relationships, Online Essentials

With the DPS 2020-2021 school year beginning online, it is necessary to focus on the essential online skills and tools to establish routines, build relationships, and help engage students. By investing the time during the first week(s) of school on these essential routines and connections, online learning with academic content will become more effective and efficient. Teachers are empowered to collaborate with their PLC and department to prioritize and make adjustments to instructional pacing as appropriate to provide the best online instruction for all students.

Transitions - A Review of Essential Skills and Standards

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| <p>Focus Standards: RL.7.1, RI.7.1 RL.7.2, RI.7.2 RL.7.6 L.7.5</p> | <p>Purpose This opening unit is to prepare students for instruction by reviewing skills, strategies, and standards that may have been compromised during the COVID19 school closure. It is also an opportunity for students to become more familiar with reading strategies and vocabulary instruction that will aid in reading comprehension throughout the year.</p> | |
| <p>Focused Skills:</p> <ul style="list-style-type: none"> ● Active Reading Strategies ● Annotation ● Develop Reading Stamina <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Apply the appropriate active reading strategies when reading texts ● Learn basic annotation of texts ● Engage in Independent Sustained Reading to increase stamina ● Engage in fiction, informational, and poetry texts | <p>Approach This review unit utilizes one short story, one poem, and one informational text selection surrounding the theme of Change and Transition. It also compliments and seamlessly segues into the StudySync unit of In Pursuit. Teachers may use or replace these recommended anchor selections based on preference. Using a short story, poem, and informational texts allow teachers to weave genres together for optimal student engagement and learning.</p> | |
| <p>Duration It is recommended that teachers use the first <u>10</u> instructional days for this review and to build a foundation for the subsequent units. Approximate number of days of explicit instruction is suggested, but strategies should continue to be used throughout the year.</p> | | |
| <p># of Days/Standards</p> | <p>Lesson Focus</p> | <p>Lesson Resources</p> |

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| <p style="text-align: center;">2</p> <p style="text-align: center;">RL.7.1</p> | <p>Active Reading Strategies</p> <ul style="list-style-type: none"> ● What strategies can I use before, during, and after reading text? ● Can I apply the same strategies when reading fiction, informational texts? ● What are the expectations for reading this year? <p>Before, During, and After Reading Strategies</p> <ul style="list-style-type: none"> ● Gradual release of responsibility (I Do, We Do, You Do) ● Explicitly define and model these reading strategies with selected texts ● Students explicitly use the strategies as they are modeled ● Students reflect on use of strategy ● Create anchor charts after using strategy ● Refer to anchor chart to encourage student use throughout the year ● Establish reading routines | <ul style="list-style-type: none"> ● Before, During, After Reading Strategies ● UNRAP Anchor Chart ● UNRAP Active Reading Strategies ● UNRAP Sort Activity <p>Recommended Anchor Text:</p> <ul style="list-style-type: none"> ● One Friday Morning by Langston Hughes <p>Or</p> <ul style="list-style-type: none"> ● Little Things are Big by Jesus Colon |
| <p style="text-align: center;">2</p> <p style="text-align: center;">RL.7.1 RL.7.2 RL.7.3</p> | <p>Review of Fiction</p> <ul style="list-style-type: none"> ● Elements of a narrative (plot, characters, setting, theme, conflict, point of view) ● Make inferences and predictions about the text, citing evidence to support evolving opinions. ● Finding a theme of the selection ● Summarizing a selection | <p>Reading Fiction PPT</p> <p>Summarizing Text</p> <p>Recommended Anchor Text:</p> <ul style="list-style-type: none"> ● One Friday Morning by Langston Hughes <p>Or</p> <ul style="list-style-type: none"> ● Little Things are Big by Jesus Colon |
| <p style="text-align: center;">1</p> <p style="text-align: center;">RL.7.1 RL.7.2</p> | <p>Annotation of Text</p> <ul style="list-style-type: none"> ● Introduction to annotating text to increase comprehension ● Annotation occurs in all lessons throughout the year. Focus on the basics of annotating in preparation for more in depth work throughout the StudySync units. | <p>Annotating Fiction Text</p> <p>Recommended Anchor Text:</p> <p>One Friday Morning by Langston Hughes</p> <p>Or</p> <p>Little Things are Big by Jesus Colon</p> |

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| <p style="text-align: center;">2</p> <p>RL.7.2 RL.7.6 L.7.5</p> | <p>Reading Poetry</p> <ul style="list-style-type: none"> ● Stanzas ● Speaker ● Tone ● Figurative language ● Rhyme ● Point of view ● Comprehension of theme <p>Note: Focus on elements that are reflected in the selected poem.</p> | <p>Intro to Figurative Language PPT</p> <p>Recommended Anchor Text: Poem Resisting Arrest by Kyle Dargan Or This is Not a Small Voice by Sonia Sanchez</p> |
| <p style="text-align: center;">3</p> <p>RI.7.1 RI.7.2 RI.7.4</p> | <p>Elements of Informational- Overview</p> <ul style="list-style-type: none"> ● Elements of Informational texts/text features ● Reading Fiction v. informational text ● Annotating informational texts ● Citing evidence ● Central idea | <p>Annotating Text</p> <p>Reading NonFiction PPT</p> <p>Recommended Text:</p> <ul style="list-style-type: none"> ● Current events article from sources such as Newsela, Smithsonian Tween Tribune, ReadWorks.org, etc. |
| <p style="text-align: center;">Throughout</p> | <p>Building Reading Stamina</p> <ul style="list-style-type: none"> ● Book selections ● Behaviors of engaged readers ● Expectations for reading | <p>Recommended Text: Independent Reading book</p> <p>Independent Sustained Reading</p> |
| <p>Beginning of Year (BoY) District Assessment</p> | <p>Two (2) Instructional Days CASE 21 Online Administration (assess 6th grade learning) Standards to be assessed: High Priority Standards</p> | |



Durham Public Schools Curriculum Map 2020-2021

Course: Seventh Grade English Language Arts

Unit 1: In Pursuit

Stage 1: Examine & Unpack Standards

These unpacked standards are expected in every Durham Public Schools classroom

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| <p>FOCUS STANDARD(S):</p> <p>RL.7.1 Cite several pieces of textual <u>evidence</u> to support <u>analysis</u> of what the text says <u>explicitly</u> as well as inferences drawn from the text.</p> <p>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.</p> <p>RL.7.2 Determine a <u>theme</u> of a text and <u>analyze</u> its development over the course of the text; provide an <u>objective summary</u> of the text.</p> <p>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.</p> <p>RL.7.3 <u>Analyze</u> how particular elements of a story or <u>drama</u> interact.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.</p> <p>RL.7.4 Determine the meaning of words and <u>phrases</u> as they are used in a text; <u>analyze</u> the impact of rhymes and repetitions of sounds on meaning and <u>tone</u> in a specific line or section of a literary work.</p> <p>RI.7.4 Determine the meaning of words and <u>phrases</u> as they are used in a text; <u>analyze</u> the impact of a specific word choice on meaning and <u>tone</u>.</p> <p>L.7.4 Determine and/or clarify the meaning of <u>unknown</u> and <u>multiple-meaning words and phrases</u> based on grade 7 reading and content, choosing flexibly from a range of strategies: <u>context clues</u>, word parts, <u>word relationships</u>, and <u>reference materials</u>.</p> | <p>Transfer Goal(s)</p> | |
| | <p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> ● Read, understand, and be able to discuss the essence of a text and analyze how its structure and parts create it. ● Respond to texts in writing. ● Effectively write an informative/explanatory essay. ● Make cross curricular connections between social studies and ELA. | |
| | <p>Making Meaning</p> | |
| | <p style="text-align: center;">UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● Inferences and analyses are supported by citing textual evidence from the text. ● Themes are developed over the course of a text. ● An objective summary includes key supporting details and ideas which are free of personal feelings and biases. ● Good stories consist of different literary elements that interact and influence one another as the story develops/plot unfolds. ● The setting of a story is essential in developing believable characters and influencing the mood & tone of a story. ● Our understanding of the events in a story is based on the point of view in which the story is told. ● The character’s perspective is based on their experiences. ● Authors reveal a character’s traits throughout the plot of the story. | <p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Unit Essential Question:</p> <p><i>What is it that drives us to undertake a mission?</i></p> <ul style="list-style-type: none"> ● How is evidence from the text used to support analysis of and inferences drawn from the text? ● How are themes identified in a text? ● How is the theme developed throughout the text? ● How can a text be summarized objectively? ● How do different elements of a story interact and influence one another? ● How do authors develop a character? ● How does dialogue between characters reveal the character’s personality traits, progress the plot, and establish the mood? ● How does the point of view of the narrator influence the reader’s understanding of the text? ● What influences the narrator’s perspective? ● How do I analyze the text to write a response? |

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| <p>L.7.5 Demonstrate understanding of figurative language and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech in context based on grade 7 reading and content. Distinguish among the connotations of words with similar denotations. | <ul style="list-style-type: none"> Informational text provides factual accounts that support explanatory writing. A variety of techniques are used to write effective essays. | <ul style="list-style-type: none"> How do I apply the features of informational texts to an explanatory essay ? |
| Acquisition | | |
| <p>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.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. 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, graphics, and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | <p style="text-align: center;">KNOWLEDGE</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> Inferences are supported by using evidence from the text. Theme is a lesson/message about life that an author conveys in a text using specific details. Objective summaries are written using particular details from the text which are free from personal opinions or judgments. Characters respond or change as the plot moves toward a resolution. Character traits are revealed by characters actions, words, descriptions of the character and observations of other characters. Characterization and character traits, including the literary terms regarding character development (static, dynamic, flat, round, protagonist, antagonist, tragic hero, foil, etc.) Mood is identified by specific use of words and phrases. Mood influences the reader's feelings and perspective of the narrative/poem/drama. Different types of narrative POV are used in fictional text (First, second, or third person/omniscient, subjectivity, etc.) influence the reliability of the narrator and the audience understanding of events. How different perspectives are developed over the course of the story's plot. | <p style="text-align: center;">SKILLS</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Cite multiple pieces of evidence from the text to support inferences. Analyze how the theme is developed over the course of a text. Write an objective summary. Examine plot structure and determine the way in which conflict drives the action in a story. Determine the significance of setting – especially how the setting can dynamically affect the action in a story, mood and character. Analyze how and why characters change throughout a story or drama. Analyze how story elements influence the characters as the plot moves towards resolution. Use relevant components to write an effective informative/explanatory essay. |

- An informative/explanatory essay includes a central idea, supporting evidence, analysis, and summary around a specific topic.
- Good authors consider their audience and purpose while writing.
- Words, phrases, and figurative language are carefully chosen by authors and impact the text's mood, tone, and themes.

Supporting/Integrating Standards

These standards should be integrated throughout the unit.

RL.7.5 Analyze how a **drama's** or **poem's** (or other literary genres) form or **structure** contributes to its meaning.

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.

RL.7.6 Analyze how an author develops and contrasts the **perspectives** of different **characters** in a text.

RL.7.10 By the end of grade 7, read and understand literature

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.

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

within the 6-8 **text complexity band** proficiently and **independently** for sustained periods of time. Connect prior knowledge and experiences to text.

RI.7.10 By the end of grade 7, read and understand informational texts within the 6-8 **text complexity band** proficiently and **independently** for sustained periods of time. Connect prior knowledge and experiences to text.

W.7.4 Use **digital tools** and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.

W.7.6 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

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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.

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.

plagiarism and following a standard format for citation.

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

Vocabulary

Access www.Vocabulary.com for materials to support acquisition of tier three words.

| Plot | Chara cteriz ation | Litera ry Analy sis | Litera ry Devic es | Narra tion | Stand ard Specif ic |
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| climax | antago nist/pr otago nist | analyz e | allusio n | dialog ue | analyisi s |
| exposi tion | charac ter/ch aracte r traits | theme | analog y | narrati ve point of vlew (1st, 3rd, limite d, objecti ve, & omnis cient) | eviden ce |
| extern al conflic t | dynam ic/stati c charac ter | drama | conno tative/ denot ative mean ing | perspe ctive | explici t, explici tly |
| falling action | flat/ro und charac ter | eviden ce | flashb ack | speak er | infere nce |

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| intern al conflic t | foil | infer/i nferen ce | foresh adow | | text |
| plot struct ure | direct/ indirec t | narrati ve/sto ry | figurat ive langua ge (simile , metap hor, person ificatio n...) | | textual eviden ce |
| resolu tion | conflic ting charac ter | pacing | mood/ tone | | analyz e |
| rising action | | poem | Sensor y details | | objecti ve summ ary |
| setting | | stanza | imager y | | theme |
| scene | | poetic struct ure | irony | | drama |
| | | | | | intera ct |

Stage 2: Assess for Learning

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| Formative Assessments | PLC created |
| Performance Tasks (Optional) | <p>StudySync Recommended</p> <p>Extended Writing Project Prompt and Directions: You have been reading nonfiction accounts of the lives and experiences of real people who have undertaken a mission to pursue their goals. You have also been reading fictional stories of adventure--and of characters who have also undertaken missions, often while facing great personal risk. Now you will think about the experiences of these people and characters as you write your own informative/explanatory essay.</p> <p>Think about what motivates the people or characters in the selections you have read. Consider this question: What drives us to undertake a mission? Write an informative/explanatory essay that answers this question, modeling elements of your writing on the Student Model or a unit selection.</p> <p>Essay should include:</p> <ul style="list-style-type: none"> ● an introduction with a clear thesis statement, or central idea ● body paragraphs with relevant supporting details and a thorough analysis to support your thesis statement ● a conclusion that restates your thesis and summarizes your information <p>Refer to the Extended Writing Prompt in Study Sync online for more details and process.</p> <p>Alternate Extended Writing Prompts:</p> <ul style="list-style-type: none"> ● Write an argumentative essay that identifies a mission from the selections in this unit that you feel best illustrates what it means to go in pursuit of something at the risk of great danger. To support your ideas you will include textual evidence from at least one selection in this unit and research from three other print or digital sources. ● Write a fictional narrative about someone who has undertaken a mission at great personal risk to themselves. Think about what might motivate your character to undertake this mission. What risks does he or she encounter, and what does the character learn from the experience? ● Write a literary analysis in which you compare and contrast Ahmedī’s account of escaping Afghanistan with Galarza’s experience moving from Mexico to California. Determine which person took greater risks in pursuit of a goal. Analyze the reasons and evidence presented in the text as well as the language that is used to describe the individual’s mission. ● Write a personal essay about your pursuit of an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others. (college essay writing prompt) <p>Due Date: YR 10/02 TR 10/16</p> |

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| | Not recommended due to abbreviated pacing |
| District Assessments | <p>Common District Assessment Standards: RI.7.1, RL.7.2, RI.7.2, RL.7.3, RI.7.3, RL.7.4, RI.7.4</p> <p>Due Date: YR 10/02 TR 10/16 Administer online</p> <p>CDA #1 (highly encouraged for all schools) 21 Questions ID: 3699981 Online Passcode: RE9DE4GU5</p> <p>Due to the BoY assessment, only one CDA will be completed for the quarter.</p> |

Stage 3: Plan for Learning

Suggested Learning Sequence

| # of Days | Standard(s) | Lesson Focus | Lesson Resources | |
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| 30 days | | <p>The following lessons focus on both RL and RI standards, and serve as a suggested pacing sequence for the Instructional Reading Routine.</p> <p>Teachers may use external resources for greater acquisition of skills.</p> | <p>Study Sync Differentiation & Scaffolding Supports for EC/ELL/AIG English Learner Support One Pager</p> <p>ESL Tools Access in Study Sync on DPS Curriculum Map</p> <p>NEW!! Unit 1 EL Support</p> | <p>DPS Teacher & Open Source Lesson Resources</p> <p>StudySync is the primary resource for all units. Teachers may incorporate external supplemental quality resources, if and where needed.</p> |
| 5 | RI..1 W.7.1 | <p>Unit Preview:</p> <ul style="list-style-type: none"> Study Sync unit preview (video clip) | <p>EC & ELL Resources EL: Introduction to In Pursuit</p> | <p>Lesson Resources Teacher Collected Resources</p> |

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| | <p>W.7.5 W.7.6</p> | <ul style="list-style-type: none"> ● Unit Essential Question ● Texts - full text and exemplar texts (book walk) ● Extended writing project prompt (see performance task) <p>SyncStart Unit (Highly Encouraged) Complete all components as the structure for establishing the Instructional Reading Routine.</p> | <p>EL: Extended oral project</p> | <p>StudySync’s Recommended Texts:</p> <ul style="list-style-type: none"> ● The Hobbit - not included ● The Call of the Wild- Full text available online via Study Sync ● The Jungle Book - Full text available online via Study Sync ● Exemplars available online via Study Sync <p>Consider Reader & Tasks in whole class text selection, along with time availability. See the TE for recommended sequence for whole class novel.</p> <p>Additional EC Resources</p> <p>Vocabulary Graphic Organizer</p> <p>The Hobbit Graphic Organizers</p> <p>The Call of Wild Picture Guide</p> <p>Reading Response Organizer</p> <p>Sentence Frames for Writing and Discussion</p> <p>Sentence Stems for Discussion</p> <p>Blank Frayer Model</p> <p>POV Constructed Response Guide</p> |
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| 4 | <p>RI.7.1 RI.7.2 RI.7.3 RI.7.4 L.7.4</p> | <p>Blast: In Pursuit Driving Question: What drives us to undertake a mission?</p> <ul style="list-style-type: none"> ● Read ● Discuss ● Create your own Blast - Response ● Number Crunch <p>First Read Barrio Boy by Ernesto Galarza (autobiography) Comprehension Strategy: Asking and Answering questions using Think Aloud.</p> <ul style="list-style-type: none"> ● Introduction ● Sync TV ● Model comprehension strategy <p>Think Questions</p> <p>Skill: Central or Main Idea Concept Definition Video</p> <ul style="list-style-type: none"> ● What is the central (or main) idea of the text? Emphasize the Central idea. ● What do these supporting ideas or details have in common? ● What ideas do they express, explain, or describe? <ul style="list-style-type: none"> ○ Explicit - stated ○ Implicit - inferred ○ Objective summary ○ Textual Evidence ○ Peer Review (optional) ○ Discuss | <p>EC & ELL Resources EL Blast: In Pursuit EL: Barrio Boy reads and scaffolds EL: Comprehension strategy</p> <p>EL: Character EL: Context Clues EL: Central or Main Idea</p> <p>AIG Option Turn on research links for the blast. Have students complete a jigsaw activity with the links. Share what is found via research and then evaluate the motivating force again now that students have done research.</p> | <p>Lesson Resources Teacher Collected Resources Vocabulary.com lists</p> <p>Additional EC Resources Vocabulary Graphic Organizer</p> <p>Additional AIG Resources Have students define the concept of Pursuit. Read the entirety of the memoir Barrio Boy by Ernesto Galarza</p> <p>Achieve the core lesson plan for another look at Barrio Boy excerpt.</p> <p>Poems based on immigration</p> <p>Additional lesson plans on the topic of immigration: Teaching Tolerance Immigration</p> <p>Immigration Free Teaching Materials for Middle School</p> <p>THE NEW AMERICANS . For Educators</p> |

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| | | <p>Your Turn: Assess & Explain</p> <p>Close Read <u>Barrio Boy</u> by Ernesto Galarza (autobiography) Comprehension Strategy: Annotation & Graphic Organizer</p> <ul style="list-style-type: none"> ● Central/Main Idea ● Vocabulary ● Discuss <p>Focus Questions</p> <p>Character: (external resources)</p> <ul style="list-style-type: none"> ● Antagonist v. protagonist ● Static v. dynamic ● Flat v. round <p>Characterization (external resources)</p> <ul style="list-style-type: none"> ● Direct Characterization <ul style="list-style-type: none"> ○ How does the character look? ○ What other qualities are stated directly or does the author tell the reader? ● Indirect Characterization <ul style="list-style-type: none"> ○ What does the character think and feel? ○ What does the character do? ○ How does the character act? ○ What is revealed through the character's effect on other characters? How do other characters feel and behave in reaction to the | <p><i>Compare and Contrast Ernesto's experience with those of Elisa.</i></p> <p>Newsela writing prompt/quiz covers Central Idea</p> <p>AIG Option Exit Question: <i>What are Ernesto and Elisa in pursuit of? Can getting an education be a form of pursuit? Do you pursue your education? How so or why not?</i></p> | |
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| | | <p>character?</p> <ul style="list-style-type: none"> ● Trace the development of the character over the course of the text. <p>Context Clues (external resources)</p> <ul style="list-style-type: none"> ● Definition ● Synonym ● Antonym ● Example ● Inference <p>Connotation (external resources)</p> <ul style="list-style-type: none"> ● Impact of author’s word choice ● What does the word connote about...? <p>Metaphor (external resources)</p> <p>Optional Writing Prompt (contributes to the Extended Writing Prompt (EWP) at the end of the unit).</p> | | |
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| <p>4</p> | <p>RI.7.1 RI.7.2 RI.7.3 RI.7.4 L.7.4 Te</p> | <p>Blast: Life Changers Driving Question: How can a teacher help students reach their goals?</p> <ul style="list-style-type: none"> ● Read ● Discuss ● Create your own Blast - Response ● Number Crunch <p>First Read <u>The Other Side of the Sky</u> By Farah Ahmedi & Tamim Ansary (non-Fiction) Comprehension Strategy: Visualizing</p> <ul style="list-style-type: none"> ● Introduction ● Sync TV ● Model comprehension strategy <p>Think Questions</p> <p>Setting (external resources) Conflict (external resources)</p> <ul style="list-style-type: none"> ● Internal ● External <p>Explicit Theme (external resources)</p> <p>Inferencing from explicit details (external resources)</p> <p>Skill: Textual Evidence Concept Definition Video</p> <ul style="list-style-type: none"> ● What is textual evidence? ● Why is it important to use textual evidence when analyzing a story? ● What is the difference between explicit and inferred textual evidence? ● Peer Review (optional) | <p>EC & ELL Resources EL Blast: Life Changers EL: “The Other Side of the Sky” scaffolds EL: Story Elements EL: Inference from Textual Evidence</p> <p>Exit questions: <i>Did the narrator and her mother do the right thing by trusting someone? What could have happened to them by joining this family? What were the alternatives?</i></p> | <p>Lesson Resources Teacher Collected Resources Vocabulary.com lists Additional EC Resources Vocabulary Graphic Organizer The Other Side of the Sky StoryBoard</p> |
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| | | <ul style="list-style-type: none"> ● Discuss <p>Your Turn: Assess & Explain</p> <p>Close Read: <u>The Other Side of the Sky</u> By Farah Ahmedi & Tamim Ansary</p> <p>Comprehension Strategy: Visualizing</p> <ul style="list-style-type: none"> ● Vocabulary ● Annotation ● Discuss <p>Focus Questions</p> <p>Optional Writing Prompt (contributes to the Extended Writing Prompt (EWP) at the end of the unit).</p> | <p><i>How have you helped someone else that is in pursuit of something out of kindness? Is earning money for yourself at the same time you are helping someone ethically wrong?</i></p> | |
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| <p>4</p> | <p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 L.7.4</p> | <p>First Read: <i>The Song of the Wandering Aengus</i> (Poetry) By William Butler Yeats Comprehension Strategy: Visualizing</p> <ul style="list-style-type: none"> ● Introduction ● Sync TV <p>Think Questions</p> <p>Poetry Structure</p> <ul style="list-style-type: none"> ● Lines ● Stanzas ● Vivid Details ● Imagery <p>Skills Figurative Language Concept Definition Video</p> <ul style="list-style-type: none"> ● Annotate ● Peer Review (optional) ● Discuss <p>Your Turn: Assess and Explain</p> <p>Skills Theme Concept Definition Video</p> <ul style="list-style-type: none"> ● What key evidence can be used to determine the theme? ● Peer Review ● Discuss <p>Your Turn: Assess and Explain</p> <p>Close Read <i>The Song of the Wandering Aengus</i> (Poetry) By William Butler Yeats Comprehension Strategy: Figurative Language and Theme</p> <ul style="list-style-type: none"> ● Repetition | <p>EC & ELL Resources EL: <i>The Song of the Wandering Aengus</i> Scaffolds EL: Poetic Structure EL: Figurative Language EL: Theme</p> <p>AIG Option <i>Compare and Contrast the theme in “The Song of Wandering Aengus” with the theme of “A, Red, Red Rose” by Burns.</i></p> <p><i>What does each poem say about pursuing love? How does the speaker’s use of figurative language support the theme of the poem?</i></p> | <p>Lesson Resources Teacher Collected Resources</p> <p>Vocabulary.com lists</p> <p>Additional EC Resources Vocabulary Graphic Organizer</p> <p>Additional AIG Resource For fun: Puns! Exploring the Power of Puns : Lesson Plans : Thinkmap Visual Thesaurus</p> |
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| | | <ul style="list-style-type: none"> ● Metaphor ● Simile ● Alliteration ● Allusion ● Onomatopoeia ● Discuss <p>Focus Questions</p> <p>Optional Writing Prompt (contributes to the Extended Writing Prompt (EWP) at the end of the unit).</p> | | |
| 3 | <p>RL.7.1 RL.7.2 RL.7.3 RL.7.4</p> | <p>Blast: Go Figure</p> <p>Driving Question: How do figures of speech enhance language?</p> <ul style="list-style-type: none"> ● Read ● Discuss ● Create your own Blast - Response ● Number Crunch <p>First Read The <i>Hobbit</i> by J.R.R Tolkien Sometimes a Dream Needs a Push (replacement text)</p> <p>Comprehension Strategy: Asking and Answering Questions using Think Aloud</p> <ul style="list-style-type: none"> ● Introduction ● Sync TV ● Model comprehension strategy ● Discuss <p>Think Questions</p> <p>Skills Story Elements</p> <p>Concept Definition Video</p> <ul style="list-style-type: none"> ● How are plot, character, and setting | <p>EC & ELL Resources EL Blast: Go Figure EL: The <i>Hobbit</i> reads and scaffolds EL: Comprehension strategy EL: Story Elements</p> <p>AIG Resources The Top 20 Figures of Speech List things that Tolkien, according to the video was in pursuit of. Top 10 Epic Facts About JRR Tolkien Or 3-2-1 STRATEGY</p> | <p>Lesson Resources Teacher Collected Resources</p> <p>RL.7.3 Standard Learning Map & Lesson Plans</p> <p>Vocabulary.com lists</p> <p>Additional EC Resources Vocabulary Graphic Organizer</p> <p>Vocabulary.com Hobbit Word List</p> <p>Additional AIG Resource Novel Study in Stud Sync: The Hobbit</p> <p>Having fun with dialogue lesson plans: Writing Effective Dialogue Writing Dialogue</p> |

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| | | <p>interrelated?</p> <ul style="list-style-type: none"> • How does setting influence character and plot? • How does character influence setting and shape plot events? • Peer Review (optional) <p>Setting (external resources; review from lesson three) Conflicting Character (external resources) Characterization (external resources; review from lesson two)</p> <ul style="list-style-type: none"> • Direct • Indirect <p>Dialogue (external resources) Your Turn: Assess and Explain</p> <p>Close Read <u>The Hobbit</u> by J.R.R Tolkien Sometimes a Dream Needs a Push (replacement text)</p> <p>Comprehension Strategy: Interaction of Story Elements</p> <ul style="list-style-type: none"> • Annotation • Character influences plot • Characterization through dialogue • Setting impact of character • Discuss <p>Focus Questions</p> <p>Optional Writing Prompt (contributes to the Extended Writing Prompt (EWP) at the end of the unit).</p> | | |
| Optional | RI.7.1 RI.7.2 | Blast: Hot Pursuit (optional due to revised # of days) | EC & ELL Resources EL Blast: Hot Pursuit | Lesson Resources Teacher Collected Resources |

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| | <p>RI.7.3 RI.7.4</p> | <p>Driving Question: What makes people want to accomplish unusual journeys?</p> <ul style="list-style-type: none"> ● Read ● Discuss ● Create your own Blast - Response ● Number Crunch <p>First Read: <i>Call of the Klondike: A True Gold Rush Adventure</i> By David Meissner & Kim Richardson</p> <p>Comprehension Strategy: Summarizing</p> <ul style="list-style-type: none"> ● Introduction ● Sync TV ● Model comprehension strategy ● Discuss <p>Think Questions</p> <p>Skills: Text Structure</p> <p>Concept Definition Video</p> <ul style="list-style-type: none"> ● Sequential ● Problem/Solution ● Cause/Effect ● Compare/Contrast ● Peer Review (optional) ● Discuss <p>Your Turn: Assess and Explain</p> <p>Close Read: <i>Call of the Klondike: A True Gold Rush Adventure</i> By David Meissner & Kim Richardson</p> <p>Comprehension Strategy: Identifying and Analyzing Informational Text Structure</p> <ul style="list-style-type: none"> ● Vocabulary | <p>EL: <i>Call of the Klondike</i> reads and scaffolds EL: Text Structure</p> <p>AIG Resources <i>What makes people want to accomplish unusual journeys?</i> Travel: Guinness World Records Extraordinary Travel World Records</p> <p>CommonLit: Klondike Gold Rush <i>Compare and Contrast the two accounts of a gold rush. Which text does a better job describing the pursuit of gold? How did the text structure of each text aid in your understanding of a gold rush? What is a modern day version of a gold rush? Explain your answer.</i></p> | <p>Vocabulary.com lists</p> <p>Additional EC Resources vocabulary Graphic Organizer</p> <p>Call of the Klondike Quizlet</p> <p>Additional AIG Resources Read the novel: Call of the Wild by Jack London</p> <p>Lesson plans: The Call of the Wild</p> |
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| | | <ul style="list-style-type: none"> • Annotation • Discuss <p>Focus Questions</p> <p>Optional Writing Prompt (contributes to the Extended Writing Prompt (EWP) at the end of the unit).</p> | | |
| Optional | <p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 L.7.4 L.7.5</p> | <p>First Read (optional due to revised # of days) <u>The King of Mazy May</u> by Jack London</p> <p>Comprehension Strategy: Making, Confirming, and Revising Predictions</p> <ul style="list-style-type: none"> • Introduction • Sync TV • Model comprehension strategy <p>Think Questions</p> <p>Skills: Textual Evidence Concept Definition Video</p> <ul style="list-style-type: none"> • Explicit evidence • Inferred evidence • Annotate • Peer Review (optional) • Discuss <p>Your Turn: Assess and Explain</p> <p>Skills: Story Elements Concept Definition Video</p> <ul style="list-style-type: none"> • Plot • Character • Setting • How are the three main story elements interrelated? • Peer Review (optional) | <p>EC & ELL Resources EL: The King of Mazy May Scaffolds EL: Textual Evidence EL: Story Elements EL: Compare and Contrast</p> <p>AIG Resources Use historical pictures to add another level of text to the compare and contrast idea.</p> <p>Klondike Gold Rush: 39 Fascinating Historical Photos</p> <p>Exit question: <i>Would you have stopped the claim-robbers? Was there another way Walt could have stopped the men?</i></p> <p><i>What are the different types of pursuit in the short story "The King of Mazy May"?</i></p> | <p>Lesson Resources Teacher Collected Resources</p> <p>Five Elements of a Story - Language Arts - Theme of Story</p> <p>Vocabulary.com lists</p> <p>Additional EC Resources Vocabulary Graphic Organizer</p> <p>King of Mazy May Guided Reading</p> <p>Mentor Sentences</p> <p>The King of MAzy May Quizlet</p> <p>The King of Mazy May Study Guide</p> <p>Additional AIG Resource Lesson plan using historical photos: Teaching Strategy: Analyzing Images Facing History</p> <p>Lesson Plan: A picture is worth a thousand words Lesson Plan</p> |

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| | | <ul style="list-style-type: none"> ● Discuss <p>Your Turn: Assess and Explain</p> <p>Skills Compare and Contrast</p> <p>Concept Definition Video</p> <ul style="list-style-type: none"> ● Annotate ● Skill work ● Discuss <p>Your Turn: Assess and Explain</p> <p>Close Read</p> <p>The King of Mazy May by Jack London</p> <p>Comprehension Strategy: Annotation and making notes that tie text to focus skills</p> <p>Focus Questions</p> <p>Optional Writing Prompt (contributes to the Extended Writing Prompt (EWP) at the end of the unit).</p> | | <p>CNN: Mining modern-day gold</p> <p><i>Compare and contrast using what you read about the gold rush over 100 years ago with the modern day gold mining video. How is gold mining the same and how is it different? How would modern day gold mining stories change the characters, setting, and events in “The Kind of Mazy May”?</i></p> |
| Optional | <p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.5 L.7.4 L.7.5</p> | <p>First Read</p> <p>(optional due to revised # of days)</p> <p>“The Cremation of Sam McGee” by Robert W. Service (narrative poem)</p> <p>Comprehension Strategy: Visualizing</p> <ul style="list-style-type: none"> ● Introduction ● Sync TV ● Model comprehension strategy <p>Think Questions</p> <p>Skills: Poetic Structure (Poetic Forms)</p> <p>Concept Definition Video</p> <ul style="list-style-type: none"> ● How does the meaning of a poem connect to its form and structure? | <p>EC & ELL Resources</p> <p>EL: “The Cremation of Sam McGee”</p> <p>Scaffolds</p> <p>EL: Poetic Structure</p> <p>EL: Poetic Elements</p> <p>EL: Word Meaning</p> <p>EL Blast: The Race for Gold</p> <p>AIG Resources</p> <p>Poem recited by Johnny Cash: Johnny Cash - Cremation of Sam McGee</p> | <p>Lesson Resources</p> <p>Teacher Collected Resources</p> <p>Vocabulary.com lists</p> <p>Additional EC Resources</p> <p>Vocabulary Graphic Organizer</p> <p>Text Evidence - Sam McGee</p> <p>PowerPoint - Sam McGee</p> <p>Additional AIG Resource</p> <p>Ballad of Blasphemous Bill</p> |

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| | | <ul style="list-style-type: none"> ● Narrative Poem ● Stanzas ● Line Breaks ● Rhyme Schemes ● Refrain ● Peer Review (optional) <p>Your Turn: Assess and Explain</p> <p>Skills: Poetic Elements</p> <p>Concept Definition Video</p> <ul style="list-style-type: none"> ● Simile ● Metaphor ● Personification ● Imagery ● Sound devices ● Rhythm/meter ● Rhyme <ul style="list-style-type: none"> ○ Internal rhyme ○ End rhyme <p>Alliteration Tone</p> <p>Your turn: Assess and Explain</p> <p>Skills: Word Meaning (including Word Choice)</p> <p>Concept Definition Video</p> <ul style="list-style-type: none"> ● How does word choice impact tone and theme? ● Context Clues ● Discuss <p>Your Turn: Assess & Explain</p> <p>Close Read <i>The Cremation of Sam McGee</i> by Robert W. Service</p> | | <p>Another ballad about Alaska, death, and a promise. Have students explain how this is a ballad. <i>How are the two ballads similar? Explain how the setting is the driving force for both ballads.</i></p> |
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| | | <p>Comprehension Strategy: Annotation</p> <ul style="list-style-type: none"> ● Text Features ● Characterization ● Stressed and unstressed syllables indicate rhythm or meter ● Foreshadow ● Discuss <p>Focus Questions</p> <p>Blast: The Race for Gold</p> <p>Driving Question: What risks did people take when they followed the Klondike Gold Rush?</p> <ul style="list-style-type: none"> ● Read ● Discuss ● Create your own Blast - Response ● Number Crunch <p>Optional Writing Prompt (contributes to the Extended Writing Prompt (EWP) at the end of the unit).</p> | | |
| 5 | <p>RI.7.1 RI.7.2 RI.7.3 RI.7.4 L.7.4 L.7.5</p> | <p>First Read</p> <p><i>New Directions</i> by Maya Angelou (biographical essay)</p> <p>Comprehension Strategy Rereading</p> <ul style="list-style-type: none"> ● Introduction ● Sync TV ● Model comprehension strategy <p>Think Questions</p> <p>Plot (external resources and review from lesson eight)</p> <p>Character</p> <p>Setting (external resources; review from</p> | <p>EC & ELL Resources</p> <p>EL: New Directions Scaffolds</p> <p>EL: Story Elements</p> <p>EL: Informational Text Elements</p> <p>EL: Figurative Language</p> <p>EL: Connotation and Denotation</p> <p>AIG Option</p> <p>Read “Still I Rise” by Maya Angelou Lesson plan: Maya Angelou How does the poem “Still I Rise” connect with the concept of pursuit?</p> | <p>Lesson Resources</p> <p>Teacher Collected Resources</p> <p>Vocabulary.com lists</p> <p>RL.7.3 Standard Learning Map & Lesson Plans</p> <p>Additional EC Resources</p> <p>Vocabulary Graphic Organizer</p> <p>New Directions Quizlet</p> |

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| | | <p>lessons three and five) Motivation (external resources) Theme (external resources)</p> <p>Skills: Informational Text Elements Concept Definition Video</p> <ul style="list-style-type: none"> • How do the various elements of a text interact (details, people, events, and ideas) • Annotate • Skill work • Peer Review (optional) • Discuss <p>Your Turn: Assess and Explain</p> <p>Skills Figurative Language Concept Definition Video</p> <ul style="list-style-type: none"> • What is the difference between literal and figurative language? • Annotate • Skill work • Discuss <p>Your Turn: Assess and Explain</p> <p>Skills Connotation and Denotation Concept Definition Video</p> <ul style="list-style-type: none"> • How does the author’s word choice affect the meaning of the text? • How can prefixes, suffixes, and word roots help identify the denotation of unfamiliar words? • How can the context of the text help identify the denotation of unfamiliar words. • How can the context of the text | <p><i>Interview three adults and find out if a significant life event sent them in a new direction.</i></p> <ul style="list-style-type: none"> • <i>What event?</i> • <i>What direction?</i> • <i>What were the results?</i> | <p>Additional AIG Resources Lesson plan on gathering and sharing family stories. Exploring and Sharing Family Stories</p> |
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| | | <p>help identify the connotation or shades of meaning that are implied or associated with a word?</p> <p>Your Turn: Assess and Explain</p> <p>Close Read <i>New Directions</i> by Maya Angelou (biographical essay)</p> <p>Comprehension Strategy: Annotation</p> <ul style="list-style-type: none"> • How do the various elements of a text interact (details, people, events, and ideas) • Annotate • Skill work • Discuss <p>Focus Questions</p> <p>Optional Writing Prompt (contributes to the Extended Writing Prompt (EWP) at the end of the unit).</p> | | |
| Optional | <p>RI.7.1 RI.7.2 RI.7.3 RI.7.4 L.7.4</p> | <p>First Read (optional due to revised # of days) <i>Travels with Charley</i> by John Steinbeck (Non-Fiction)</p> <p>Comprehension Strategy: Summarizing by using Think Aloud</p> <ul style="list-style-type: none"> • Introduction • Sync TV • Model comprehension strategy <p>Think Questions</p> <p>Figurative language (review of lessons four and eight)</p> <p>Descriptive Language (review of lesson</p> | <p>EC & ELL Resources EL: Travels with Charley Scaffolds EL: Figurative Language EL: Descriptive Language EL: Informational Text Elements</p> <p>AIG Option CommonLit "The power of Advertising" (informational text) <i>How does this article explain the phenomenon that Steinbeck discusses when he listens to the radio?</i> <i>How can the radio or advertising impact</i></p> | <p>Lesson Resources Teacher Collected Resources</p> <p>Vocabulary.com lists</p> <p>Additional EC Resources Vocabulary Graphic Organizer</p> <p>Travels with Charley Vocab Organizer</p> <p>Travels with Charley Vocab Organizer 2</p> |

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| | | <p>four)</p> <p>Skills Informational Text Elements</p> <p>Concept Definition Video</p> <ul style="list-style-type: none"> How is figurative language used to persuade readers to share a point of view or perspective? How is figurative language used to enhance an argument? How are details used to describe events, ideas and/or individuals? How do text features help provide additional information about a topic? How are transitional words and phrases used to signal interactions between events, ideas and/or individuals? <p>Your Turn: Assess and Explain</p> <p>Close Read <i>Travels with Charley</i> by John Steinbeck (Non-Fiction)</p> <p>Comprehension Strategy: Annotation</p> <ul style="list-style-type: none"> Vocabulary Annotation Discuss <p>Focus Questions</p> <p>Optional Writing Prompt (contributes to the Extended Writing Prompt (EWP) at the end of the unit).</p> | <p><i>the pursuit of something?</i></p> <p>RAFT Writing Template <i>Write from the point of view of Charlie the dog that rides with Stienbeck or a local New Englander that sees a Steinbeck at the coffee shop.</i></p> | <p>Travel with Charley Vocab</p> <p>Additional AIG Resource Steinbeck describes the marvel of a New England fall. Emily Dickinson: Writing Nature Poems LESSON PLAN Emily Dickison’s poem “3. Nature 28” describes the fall. Students could discuss whether or not Dickonson has the same perspective about fall as the New England woman that Steinbeck talks to.</p> |
| 4 | RI.7.1 RI.72 | <p>First Read Apollo 13: Mission Highlights by NASA</p> | <p>EC & ELL Resources EL: Apollo 13 Scaffolds</p> | <p>Lesson Resources Teacher Collected Resources</p> |

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| | <p>RI.7.3 RI.7.4 L.7.4</p> | <p>Kennedy Space Center (non-fiction)</p> <p>Comprehension: Strategy Rereading by using Think Aloud</p> <ul style="list-style-type: none"> ● Introduction ● Sync TV ● Model comprehension strategy <p>Think Questions</p> <p>Skills Technical Language</p> <p>Concept Definition Video</p> <ul style="list-style-type: none"> ● How does technical language support the central idea of the text? ● How does the meaning of words impact the tone of the text? ● Annotate ● Skill work ● Peer Review (optional) ● Discuss <p>Your Turn: Assess and Explain</p> <p>Skill Greek and Latin Affixes and Roots</p> <p>Concept Definition Video</p> <ul style="list-style-type: none"> ● How are Greek and Latin affixes clues to the meaning of unfamiliar words? ● How are roots a clue to the meaning of unfamiliar words? <p>Your Turn: Assess and Explain</p> <p>Close Read</p> <p>Apollo 13: Mission Highlights by NASA Kennedy Space Center (non-fiction)</p> <p>Comprehension Strategy: Annotation</p> <ul style="list-style-type: none"> ● Vocabulary ● Annotation | <p>EL: Technical Language</p> <p>EL: Greek and Latin Affixes and Roots</p> <p>EL: Annotation</p> <p>EL Blast: Spacing Out</p> <p>EL Blast: Blast Off</p> <p>AIG Option</p> <p><i>Compare and Contrast the way technical language was presented in the article versus the video.</i></p> <p>A Bomb exploded on Apollo 13: Here is What Happened</p> <p>Exit question: <i>What was the pursuit of Apollo 13? How did the pursuit change? How does the word pursuit relate to emergencies?</i></p> | <p>Vocabulary.com lists</p> <p>Additional EC Resources</p> <p>Vocabulary Graphic Organizer</p> <p>Additional AIG Resource</p> <p>Writing Technical Instructions</p> |
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| | | <ul style="list-style-type: none"> • Discuss <p>Focus Questions</p> <p>Blast: Spacing Out (Optional) Driving Question: What do we do when we run into obstacles while in pursuit of our goals?</p> <ul style="list-style-type: none"> • Discussion • Partner work • Create your own Blast - Response • Number Crunch <p>Blast: Blast Off (Optional) Driving Question What is a press kit and how does its text features help readers understand the content?</p> <ul style="list-style-type: none"> • Discussion • Partner work • Create your own Blast - Response • Number Crunch <p>Optional Writing Prompt (contributes to the Extended Writing Prompt (EWP) at the end of the unit).</p> | | <p>Connects to Blast: Blast off Article from Reader’s Digest on how to create a press kit for a book that you wrote. This would make a good “book report” project for a book that students read independently or for the novel study book.</p> <p>How to Create a Professional Press Kit in 8 Easy Steps</p> |
| <p>Optional</p> | <p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 L.7.4</p> | <p>First Read optional due to revised # of days or use in place of lesson 3 <i>Rikki-Tikki-Tavi</i> by Rudyard Kipling (fiction) Sometimes a Dream Needs a Push (replacement text)</p> <p>Comprehension Strategy: Making, Confirming, and Revising Predictions</p> | <p>EC & ELL Resources EL: Rikki-Tikki-Tavi scaffolds EL: Story Elements EL: Theme EL: Word Meaning</p> <p>AIG Option <i>Compare “ Rikki-Tikki-Tav”i with the David and Goliath story from the Bible.</i></p> | <p>Lesson Resources Teacher Collected Resources</p> <p>RL.7.3 Standard Learning Map & Lesson Plans</p> <p>Vocabulary.com lists</p> <p>Additional EC Resources</p> |

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| | | <ul style="list-style-type: none"> ● Introduction ● Sync TV ● Model comprehension strategy <p>Think Questions</p> <p>Review of story elements</p> <p>Skills Theme</p> <p>Concept Definition Video</p> <ul style="list-style-type: none"> ● How is theme different from the central idea? ● How is theme explicitly stated? ● How is theme developed over the course of the text? <ul style="list-style-type: none"> ○ Consider literary elements such as plot, POV, setting, and word choice when determining the theme. <p>Peer Review (optional) Discuss</p> <p>Your Turn: Assess and Explain</p> <p>Skill Word Meaning</p> <p>Concept Definition Video</p> <ul style="list-style-type: none"> ● How do you use context clues to determine the meaning of unfamiliar words? ● How does word choice impact the meaning of the text? ● How does the use of figurative language affect the context of the text? ● Annotate ● Skill work ● Peer Review (optional) | <p><i>What do Rikki-tikki and David have in common? How are they able to overcome their enemies? Do they face a similar conflict? Why or why not? Why are both these stories considered a coming of age story?</i></p> <p>The Story of David and Goliath Free Reading Passages and Literacy Resources</p> | <p>Vocabulary Graphic Organizer</p> <p>Rikki-Tikki-Tavi StoryBoard</p> <p>Additional AIG Resource Optional short story about a pursuit of treasure and what it does to people. The Treasure in the Forest</p> <p>Fictional Short Stories from CommonLit: The Wild Dog of Caucomgomoc Examination Search Muffin</p> |
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| | | <ul style="list-style-type: none"> Discuss <p>Your Turn: Assess and Explain</p> <p>Close Read <i>Rikki-Tikki-Tavi</i> by Rudyard Kipling (fiction) Sometimes a Dream Needs a Push (replacement text)</p> <p>Comprehension Strategy: Annotation</p> <ul style="list-style-type: none"> Vocabulary Annotation Peer Review Discuss <p>Focus Questions</p> <p>Optional Writing Prompt (contributes to the Extended Writing Prompt (EWP) at the end of the unit).</p> | | |
| Optional | <p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 L.7.4</p> | <p>First Read (optional due to revised # of days) <i>The Call of the Wild</i> by Jack London (fiction)</p> <p>Comprehension Strategy: Visualizing using Think Aloud</p> <ul style="list-style-type: none"> Introduction Sync TV Model comprehension strategy <p>Think Questions</p> <ul style="list-style-type: none"> How do the character motivations unfold plot events? <p>Skills Media Concept Definition Video</p> <ul style="list-style-type: none"> How does the presentation of a text in a different medium impact the | <p>EC & ELL Resources EL: <i>The Call of the Wild</i> scaffolds EL: Media</p> <p>AIG Resources Question: <i>How would you turn this chapter into a video or a part of a movie? What things would you need to consider in order to do so?</i></p> <p>Lesson plan on making a video to highlight mood and tone: Storyboard Template</p> <p>Use some of the lesson plan but apply it</p> | <p>Lesson Resources Teacher Collected Resources</p> <p>Vocabulary.com lists</p> <p>Additional EC Resources Vocabulary Graphic Organizer</p> <p>Call of the Wild Picture Matching</p> <p>Additional AIG Resource Novel study: In Study Sync Full text THE CALL OF THE WILD BY JACK LONDON</p> |

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| | | <p>meaning of the text?</p> <ul style="list-style-type: none"> o Intonation ● How are story elements portrayed differently between different mediums? <p>Your Turn: Assess and Explain</p> <p>Close Read The Call of the Wild by Jack London (fiction)</p> <p>Comprehension Strategy: Annotation</p> <ul style="list-style-type: none"> ● Vocabulary ● Annotation ● Discuss <p>Focus Questions</p> <p>Optional Writing Prompt (contributes to the Extended Writing Prompt (EWP) at the end of the unit).</p> | <p>to the StudySync story. Lesson Plan Title: Using Video to Create Setting and Mood</p> | |
| 1 | <p>RI.7.1 W.7.1a W.7.5 W.7.6</p> | <p>Unit Wrap Blast: Where Do We Go From Here? Driving Question: How should we proceed after accomplishing a goal?</p> <ul style="list-style-type: none"> ● Discussion ● Create your own Blast - Response ● Number Crunch | <p>EC & ELL Resources EL Blast: Where Do We Go From Here? <i>Leveled EL assessments for each StudySync unit are available:</i> <i>ConnectED - Online Assessment Center - My Test Library - My Tests - choose either EL Reading/Writing/Listening or EL Speaking - filter by grade level and unit - stars correspond to levels - note that Grammar contains both pre and post quizzes</i></p> <p>AIG Option <i>Create a one minute speech that answers the question of what is the best thing to do</i></p> | <p>Lesson Resources Teacher Collected Resources Vocabulary.com lists Additional EC Resources Vocabulary Graphic Organizer Additional AIG Resource Elevator Speech Lesson Plan: Elevator Pitch Assignment and Class Activity: Requires: 45-60 minutes of class time and 60 minutes of time prior to class 1. Pr</p> |

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| | | | <i>after completing a goal. Have a contest to see who has the best idea and delivers the most persuasive speech.</i> | |
| | <p>RI.7.1 RI.7.2 RI.7.5 W.7.2 a-g</p> | <p>Optional Extended Writing Project Informative/Explanatory</p> <ul style="list-style-type: none"> ● Writing Prompt ● Writing Process ● Writing Lessons <p>Not recommended due to abbreviated pacing</p> | <p>EC Resources Sentence Starters</p> <p>Informational Writing Supports</p> <p>ELL Resources Use the EL Extended Oral Project</p> <p>AIG Resources College Essay writing prompt: <i>Discuss your pursuit of an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.</i></p> | <p>6 Traits of Writing Rubric Extended Writing Project available on StudySync online</p> <p>Vocabulary Graphic Organizer</p> |
| 1 | <p>RI.7.1 RL.7.2 RI.7.2 RL.7.3 RI.7.3 RL.7.4 RI.7.4</p> | <p>Common District Assessment Standards: RI.7.1, RL.7.2, RI.7.2, RL.7.3, RI.7.3, RL.7.4, RI.7.4</p> <p>Due Date: YR 10/02 TR 10/16</p> <p>Administer online</p> <p>CDA #1 (highly encouraged for all schools) 21 Questions ID:3699981 Online Passcode: RE9DE4GU5</p> <p>Due to the BoY assessment, only one CDA will be completed for the quarter.</p> | | <p>Corrected Instruction Worksheet</p> <p>Additional AIG Resources Six Strategies for Challenging Gifted Learners</p> |

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| | | Optional Writing Performance Task | | |
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| Teacher Resources <i>These resources aid in professional learning.</i> | Student Resources <i>These resources supplement the Plan for Learning.</i> |
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| <p>Teacher Collected Resources</p> <p>RL.7.3 Standard Learning Map & Lesson Plans</p> <p>Question Stems</p> <p>Suggested Short Stories</p> <p>Recommended Text Sets</p> <p>Morphology for Vocabulary Instruction</p> <p>RACER Rubric</p> <p>Create a data collecting review quiz using www.Quizzz.com www.Kahoot.com www.Quizlet.com</p> <p>Six Strategies for Challenging Gifted Learners</p> | <p>Access www.Vocabulary.com for materials to support acquisition of tier three words.</p> <p>Commonlit - Free Reading Passages and Tracking</p> <p>Read Theory - Free Online Reading Passages and Growth Tracking</p> <p>NewsELA - Free Online Source for Informational Text</p> <p>100 Words Every Middle Schooler Should Know</p> |