TOWNSHIP OF UNION PUBLIC SCHOOLS
CURRICULUM GUIDE

English Department

EN700
English 7 Honors

Adopted 06/19/2018

Updated 12/18/18

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Students continue to develop and master skills in the areas of reading, reading comprehension, writing, listening, thinking, grammar, vocabulary, and appreciation of literature. Students practice writing in several types of writing, including explanatory, narrative, argument, and persuasive. This class will expose students to a wide variety of literary genres and writing styles, in addition to providing opportunity to mastery literary analysis skills. Students further develop concepts regarding text analysis and textual evidence, as well as the beginnings of MLA-style writing and documentation. Due to the Honors nature of the course, materials utilized in the course are at an advanced level and the pacing of the course is markedly faster than that of EN701. Students engage in activities and skills to prepare them for entrance to Grade 8 Honors English.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	R.L. 7.1 R.L. 7.6 R.I. 7.1 R.I. 7.2 R.I. 7.6 R.I. 7.7 R.I. 7.9	W.7.2 W.7.2.b W.7.2.c W.7.3 W.7.3.a W.7.3.b W.7.3.d W.7.5 W.7.7 W.7.9 W.7.9.a W.7.10	SL.7.1 SL.7.1.b SL.7.1.c SL.7.1.d SL.7.2 SL.7.4 SL.7.5	L.7.1 L.7.1.a L.7.2 L.7.2.a L.7.3 L.7.3.a L.7.4 L.7.4.a L.7.4.b L.7.5 L.7.5.c L.7.4.c L.7.6
Unit 2	RL.7.3 RL.7.5 RL.7.7 RI.7.3	W.7.2.a–f W.7.3 W.7.3.b W.7.3.d W.7.6 W.7.7 W.7.8	SL.7.1.a–d SL.7.2 SL.7.4 SL.7.5	L.7.1.a L.7.1.b L.7.2 L.7.4.a L.7.4.b L.7.4.c L.7.5 L.7.5.b L.7.6
Unit 3	RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.5 RI.7. RI.7.2 RI.7.4 RI.7.7 RI.8	W.7.1 W.7.1.a W.7.1.b W.7.1.c W.7.2 W.7.2.a W.7.2.b W.7.3 W.7.3.d W.7.3.d W.7.3.e	SL.7.1 SL.7.1.d SL.7.2 SL.3 SL.7.4 SL.7.5 SL.7.6	L.7.1 L.7.1.a L.7.2 L.7.3 L.7.4 L.7.4.b L.7.4.c L.7.5.b L.7.5.c L.7.6

		W.7.5 W.7.7 W.7.8 W.7.9.b		
Unit 4	RL.7.1 RL.7.2 RL.7.3 RL.7.9 RI.7.1 RI.7.3 RI.7.4 RI.7.6 RI.7.7	W.7.1 W.7.1.a W.7.1.b W.7.2 W.7.2.a W.7.2.b W.7.2.d W.7.7 W.7.8 W.7.9 W.7.9.a	SL.7.1 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.2 SL.7.4 SL.7.5	L.7.1 L.7.1.a L.7.2 L.7.2.a L.7.4 L.7.4.b L.7.6
Unit 5	R.L. 7.3 R.L. 7.4 RI.7.4 RI.7.5 RI.7.6 RI.7.7 RI.7.8	W.7.1.a W.7.1.b W.7.1.d W.7.1.e W.7.2 W.7.2.a W.7.2.b W.7.2.d W.7.2.f W.7.3 W.7.3.b W.7.3.e W.7.7 W.7.8 W.7.9.a	SL.7.1 SL.7.1.a–d SL.7.2 SL.7.4 SL.7.5	L.7.1 L.7.3 L.7.3.a L.7.4 L.7.4.a L.7.4.b L.7.5 L.7.5.a L.7.6

Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of	● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using	Standard 9.1 All students will demonstrate the creative, critical thinking,

		one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. ● 8.1.8.D.4 Assess the credibility and accuracy of digital content.	collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2	ELP STANDARD 2: The Language of Language Arts	● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. ● 8.1.8.D.4 Assess the credibility and accuracy of digital content.	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
3	ELP STANDARD 2: The	● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan,	Standard 9.1 All students will demonstrate the

where the title row of the first cell begins with:

Language Arts

	Language of Language Arts	business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). ● 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. ● 8.1.8.D.4 Assess the credibility and accuracy of digital content. ● 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.	creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
4	ELP STANDARD 2: The Language of Language Arts	● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. ● 8.1.8.D.2 Demonstrate the application of appropriate	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

		citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. ● 8.1.8.D.4 Assess the credibility and accuracy of digital content.	
5	ELP STANDARD 2: The Language of Language Arts	● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. ● 8.1.8.D.4 Assess the credibility and accuracy of digital content.	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	36 days
Unit 2	36 days
Unit 3	36 days
Unit 4	36 days
Unit 5	36 days

Overview of Required Activities

	Required Activities	Novels
Unit 1	**Unit Activities:** Unit Goals Unit Reflection Academic Vocabulary **Selection Activities:** Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style	**Optional:** *So B. It* *Stand Tall* *Fair Weather* *Ribbons*
Unit 2	**Unit Activities:** Unit Goals Unit Reflection Academic Vocabulary **Selection Activities:** Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style	**Required - Choose from:** *The Outsiders* *Anne of Green Gables* *Hush* *The Cay* *The Diamond Necklace* *When You Reach Me* *The Railway Children* *A Little Princess* *The Story of Treasure Seekers* *The Face on the Milk Carton*
Unit 3	**Unit Activities:** Unit Goals Unit Reflection Academic Vocabulary **Selection Activities:** Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs	**Required - Choose from:** *Hoot* *The Story of My Boyhood and Youth* *White Fang* *When You Reach Me*

	Conventions & Style	
Unit 4	**Unit Activities:** Unit Goals Unit Reflection Academic Vocabulary **Selection Activities:** Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style	**Required - Choose from:** *The Giver* *Gathering Blue* *A Modern Utopia* *The Lightning Thief* *Letters from Rifka* *No Promises in the Wind* *The Clay Marble* *The Tragedy of Pudd'nhead Wilson* *The Emerald City of Oz* *Tangerine* *Shakespeare Stealer* **Optional:** *Elsewhere* *Parasite Pig* *Crater* *James and The Giant Peach* *When You Reach Me*
Unit 5	**Unit Activities:** Unit Goals Unit Reflection Academic Vocabulary **Selection Activities:** Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style	**Optional:** *Elsewhere* *Parasite Pig* *Crater* *James and The Giant Peach* *When You Reach Me*

Unit 1: Generations

Unit Summary

The unit goals were backwards designed from the Performance-Based Assessment at the end of the unit and the Whole Class and Small-Group Performance Tasks. Students will read and evaluate nonfiction narratives. They will also read a variety of genres to better understand the ways writes express ideas. Students will learn elements of nonfiction narrative writing. They will write their own nonfiction narrative. They will also write for a variety of reasons including organizing and sharing ideas. They will conduct research to explore ideas. Students will develop a deeper understanding of voice, or style of writing, with word choice and sentence structure to convey meaning and add

variety to their writing. Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

Essential Questions
What can one generation learn from another?

READING	
Critical Knowledge and Skills	**Standards**
Cite textual evidence to support analysis of text, both inferential and explicit. Explain author's development of point of view of characters or narrators in a text. Cite textual evidence to support analysis of text, both inferential and explicit. Determine central idea of text and analyze its development throughout text. Determine author's point of view and how it distinguishes his or her position from that of others. Compare / Contrast text to audio, video, or multimedia version of text. Analyze presentations of two or more authors about the same topic focusing on their emphasis of different evidence or interpretations of facts.	R.L. 7.1 R.L. 7.6 R.I. 7.1 R.I. 7.2 R.I. 7.6 R.I. 7.7 R.I. 7.9

Suggested Materials/Educational Resources
Scholastic Scope Various Teacher Created Worksheets/Graphic Organizers Individual Biographies/Collections and Library Approved Databases Newspapers, founding documents, and historical works pertaining to Famous Person Biographical Research project

WRITING	
Critical Knowledge and Skills	**Standards**
Introduce a topic clearly; organize ideas using definition, classification,	W.7.2 W.7.2.b W.7.2.c

comparison/contrast, cause/ effect; include headings, charts, tables, and multimedia to aid comprehension.	W.7.3
	W.7.3.a
	W.7.3.b
Develop topic with relevant facts, definitions, concrete details, quotations, or other information/ examples.	W.7.3.d
	W.7.5
	W.7.7
Use appropriate transitions.	W.7.9
Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.7.9.a
	W.7.10
Establish and maintain a formal style.	
Provide a concluding statement or section that supports the information or explanation presented.	
Engage/Orient reader by establishing a context and point of view and introducing characters / narrator. Organize a logical event sequence.	
Use dialogue, pacing, description, and reflection to develop events and characters.	
Use a variety of transitions, phrases, and clauses to convey sequence and time/setting shifts.	
Use precise words and phrases, descriptive details, and sensory language to capture action and convey experiences or events.	
Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	
Provide a conclusion that follows from and reflects on the narrated experiences or events.	
Conduct short research projects to answer a question, drawing on several sources, and generating additional related questions for further research.	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Write routinely over extended time frames (as for research, reflection, and revision) for a range of purposes and audiences.	

Suggested Materials/Educational Resources
Scholastic Scope
Various Teacher Created Worksheets/Graphic Organizers
Individual Biographies/Collections and Library Approved Databases
Newspapers, founding documents, and historical works pertaining to Famous Person
Biographical Research project
Noodletools

SPEAKING AND LISTENING	
Critical Knowledge and Skills	**Standards**
Come to discussions prepared, having read or researched material under study Follow rules for collegial discussions 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 Acknowledge new information expressed by and, when warranted, modify their own views Analyze the main ideas / supporting details in diverse media Delineate a speaker's argument and specific claims Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning, and details Include multimedia and visual displays into presentations to clarify claims and findings and emphasize salient points	SL.7.1 SL.7.1.b SL.7.1.c SL.7.1.d SL.7.2 SL.7.4 SL.7.5

Suggested Materials/Educational Resources
Scholastic Scope
Multimedia presentations
Youtube
Audiobooks

LANGUAGE	
Critical Knowledge and Skills	**Standards**
Explain the function of phrases and	L.7.1

clauses	L.7.1.a
Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas	L.7.2 L.7.2.a L.7.3 L.7.3.a L.7.4
Place phrases/clause within a sentence, recognize and correct dangling modifiers	L.7.4.a L.7.4.b L.7.5
Use a comma to separate coordinate adjectives	L.7.5.c L.7.4.c
Spell correctly	L.7.6
Choose language that expresses ideas recognizing and eliminating wordiness and redundancy	
Use context as a clue to the meaning of a word or phrase	
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word	
Consult general and specialized reference material to find the pronunciation of a word or clarify its meaning or part of speech/etymology Verify the meaning of a word or phrase	
interpret figures of speech (allusions) in context	
Use the relationship between particular words (synonym/antonym, analogy) to better understand each of the words	
Distinguish among connotations of words with similar denotations	
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases	

Suggested Materials/Educational Resources
Flocabulary   Scholastic Scope   Teacher generated powerpoint presentations

ASSESSMENT PLAN	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Unit Goals Academic Vocabulary Word Network Summary QuickWrite Concept Vocabulary First Read (Guide) Close Read (Guide) Comprehension Check Evidence Log Analyze the Text Analyze Craft and Structure Conventions Writing to Sources Speaking and Listening Close Review Writing to Compare/Drafting Author's Style Whole-Class Learning Performance Assessment Small-Group Learning Performance Assessment Selection Tests Unit Reflection	Performance Based Assessment - Review Evidence for a Nonfiction Narrative **OPTIONAL:** Performance Based Assessment: Presenting a Nonfiction Narrative
District/School Texts	**District/School Supplementary Materials**
My Perspectives (consumable and online) *So B. It* (novel) Stand Tall (novel) Fair Weather(novel) Ribbons(novel) Prentice Hall Writing Coach	Scholastic Scope

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA	Write a Nonfiction Narrative	Grammar/Mechanics

Suggested Modifications
- Modified assessment tasks/rubrics - Additional time for completion - Paired activities - Reading written instructions - Providing notes/study guides - Modeling and providing examples - Non-verbal cues - Bilingual dictionary use - Pairing visual prompts with verbal presentations - Highlighting key words and key strategies - Preferred seating - RTI - Scaffolding complexity level of questioning - Differentiated assignment of novels and short readings - Assist with organization/planning - Provide graphic organizers/partially completed activities - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections
- Historical influence of time periods in which texts were written and/or represent - family histories

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Close Reading and Annotation Guide Evidence Log Guide Word Network Model Research Guide Grades 6-8 Writing Argument Grades 6-8

Unit 2: Turning Points

Unit Summary
The unit goals were backwards designed from the Performance-Based Assessment at the end of the unit and the Whole Class and Small-Group Performance Tasks. Students will read and evaluate explanatory texts. They will also read fiction, drama, a news article, a biography, and a memoir to better understand the ways writers express ideas. They will learn the elements of writing an explanatory essay. They will also write their own explanatory essay. Students will also conduct research to clarify and explore ideas. They will develop a deeper understanding of choosing language that expresses ideas precisely and concisely. Finally, students will work together to build on one another's ideas and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

Essential Questions
What can cause a sudden change in someone's life?

READING	
Critical Knowledge and Skills	**Standards**
- Analyze the interactions between individuals/events/ideas - Analyze how particular elements of a story or drama interact. - Analyze how a drama's or poem's form/structure contributes to its meaning - Compare/Contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version	RL.7.3 RL.7.5 RL.7.7 RI.7.3
Suggested Materials/Educational Resources	

Scholastic Scope
Various Teacher Created Worksheets/Graphic Organizers
Individual Biographies/Collections and Library Approved Databases
Newspapers, founding documents, and historical works pertaining to Famous Person Biographical Research project

WRITING	
Critical Knowledge and Skills	**Standards**
- Write informative/explanatory texts - Introduce the topic/thesis statement clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia to aid comprehension - Develop the topic with relevant facts, definitions, details, quotations - Use appropriate transitions to create cohesion and clarity - Use precise language and domain-specific vocabulary - Establish and maintain a formal style - Provide a concluding section that supports the info presented - Use narrative techniques to develop experiences, events, and/or characters - Use a variety of transition words, phrases, and clauses - Use precise words, descriptive details, and sensory language - Use technology to produce and publish writing - Conduct short research projects to answer a question, drawing on several sources - Gather relevant information from multiple print and digital sources,	W.7.2.a–f W.7.3 W.7.3.b W.7.3.d W.7.6 W.7.7 W.7.8

using search terms effectively; quote and paraphrase while avoiding plagiarism and following a standard format for citation	

Suggested Materials/Educational Resources
Scholastic Scope Various Teacher Created Worksheets/Graphic Organizers Individual Biographies/Collections and Library Approved Databases Newspapers, founding documents, and historical works pertaining to Famous Person Biographical Research project Noodletools

SPEAKING AND LISTENING	
Critical Knowledge and Skills	**Standards**
- Come to discussions prepared, having read or researched material under study - Follow rules for collegial discussions - 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 - Acknowledge new information expressed by and, when warranted, modify their own views - Analyze the main ideas / supporting details in diverse media - Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning, and details	SL.7.1.a–d SL.7.2 SL.7.4 SL.7.5

● Include multimedia and visual displays into presentations to clarify claims and findings and emphasize salient points
● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English

Suggested Materials/Educational Resources
Scholastic Scope Multimedia presentations Youtube Audiobooks

LANGUAGE	
Critical Knowledge and Skills	**Standards**
● Explain the function of phrases and clauses ● Choose language that expresses ideas ● recognizing and eliminating wordiness and redundancy ● Use context as a clue to the meaning of a word or phrase ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word ● Interpret figures of speech (allusions) in context ● Use the relationship between particular words (synonym/antonym, analogy) to better understand each of the words ● Distinguish among connotations of words with similar denotations ● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases	L.7.1.a L.7.1.b L.7.2 L.7.4.a L.7.4.b L.7.4.c L.7.5 L.7.5.b L.7.6

Suggested Materials/Educational Resources
Flocabulary Scholastic Scope Teacher generated powerpoint presentations

ASSESSMENT PLAN	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Unit Goals Academic Vocabulary Word Network Summary QuickWrite Concept Vocabulary First Read (Guide) Close Read (Guide) Comprehension Check Evidence Log Analyze the Text Analyze Craft and Structure Conventions Writing to Sources Speaking and Listening Close Review Writing to Compare/Drafting Author's Style Whole-Class Learning Performance Assessment Small-Group Learning Performance Assessment Selection Tests Unit Reflection	Performance Based Assessment - Review evidence for an Explanatory Essay **OPTIONAL:** Performance Based Assessment: Oral Presentation
District/School Texts	**District/School Supplementary Materials**
My Perspectives (consumable and online) The Outsiders *Anne of Green Gables* *The Diamond Necklace* When You Reach Me *The Railway Children*	Prentice Hall Writing Coach

A Little Princess *The Story of Treasure Seekers* The Face on the Milk Carton Hush The Cay	

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA	Write an Explanatory Essay	Grammar/Mechanics

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

Close Reading and Annotation Guide
Evidence Log Guide
Word Network Model
Research Guide Grades 6-8

Unit 3: People and the Planet

Unit Summary

The unit goals were backwards designed from the Performance-Based Assessment at the end of the unit and the Whole Class and Small-Group Performance Tasks. Students will read and evaluate arguments. They will also read an essay, a speech, and several poems to better understand the ways writers express ideas. Students will learn the elements of argumentative writing. They will also write their own argument. They will write to organize and share ideas; to reflect; to gather evidence. Additionally, students will develop a deeper understanding of participles and participial phrases. They will work to build on one another's ideas, develop consensus, and communicate.

Essential Questions

What effects do people have on the environment?

READING	
Critical Knowledge and Skills	**Standards**
- Cite several pieces of textual evidence to support analysis - Determine theme or central idea of text; write an objective summary - Analyze how particular elements of a story or drama interact - Analyze the impact of rhymes and other repetitions of sounds on poetry stanzas or story sections; determine the meaning of specific words/ phrases - Analyze how a drama's or poem's form/structure contributes to its meaning - Cite several pieces of textual evidence to support analysis - Determine two or more central ideas in a text and analyze their development over the course of the text; write an objective summary - Analyze the interactions between individuals/events/ideas	RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.5 RI.7.1 RI.7.2 RI.7.4 RI.7.7 RI.8

- Analyze the impact of a specific word choice on meaning/tone; - determine the meaning of specific words/phrases - Analyze the structure an author uses to organize a text - Compare/contrast text to audio, video, or multimedia version - Trace/Evaluate the argument and specific claims in a text	
Suggested Materials/Educational Resources	
Scholastic Scope Various Teacher Created Worksheets/Graphic Organizers Individual Biographies/Collections and Library Approved Databases Newspapers, founding documents, and historical works pertaining to Famous Person Biographical Research project	

WRITING	
Critical Knowledge and Skills	**Standards**
- Write arguments - Introduce claims, acknowledge alternate or opposing claims, and organize reasons and evidence logically - Support claims with reasoning and relevant evidence - Use words, phrases, and clauses to create cohesion and clarity among claims, reasons, and evidence - Write informative/explanatory texts - Introduce the topic/thesis statement clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia to aid	W.7.1 W.7.1.a W.7.1.b W.7.1.c W.7.2 W.7.2.a W.7.2.b W.7.3 W.7.3.d W.7.3.e W.7.5 W.7.7 W.7.8 W.7.9.b

comprehension ● Develop the topic with relevant facts, definitions, details, quotations ● Write narratives ● Engage the reader by establishing a point of view and introducing a narrator or characters ● Use precise words, descriptive details, and sensory language ● Provide a conclusion that follows from the narrated experiences or event ● Produce clear and coherent writing that is appropriate to task, purpose, and audience ● Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach ● Conduct short research projects to answer a question, drawing on several sources ● Gather relevant information from multiple print and digital sources, using search terms effectively; quote and paraphrase while avoiding plagiarism and following a standard format for citation ● Draw evidence from literary texts to support analysis/reflection ● Draw evidence from informational texts to support analysis, reflection, and research	
Suggested Materials/Educational Resources	
Scholastic Scope Various Teacher Created Worksheets/Graphic Organizers Individual Biographies/Collections and Library Approved Databases Newspapers, founding documents, and historical works pertaining to Famous Person	

Biographical Research project
Noodletools

SPEAKING AND LISTENING	
Critical Knowledge and Skills	**Standards**
- Come to discussions prepared, having read or researched material under study - Follow rules for collegial discussions - 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 - Acknowledge new information expressed by and, when warranted, modify their own views - Analyze the main ideas / supporting details in diverse media - Delineate a speaker's argument and specific claims - Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning, and details - Include multimedia and visual displays into presentations to clarify claims and findings and emphasize salient points - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English	SL.7.1 SL.7.1.d SL.7.2 SL.3 SL.7.4 SL.7.5 SL.7.6
Suggested Materials/Educational Resources	
Scholastic Scope Multimedia presentations	

Youtube
Audiobooks

LANGUAGE

Critical Knowledge and Skills	Standards
- Explain the function of phrases and clauses - Spell correctly - Choose language that expresses ideas - recognizing and eliminating wordiness and redundancy - Use context as a clue to the meaning of a word or phrase - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word - Consult general and specialized reference material to find the pronunciation of a word or clarify its meaning or part of speech/etymology - Use the relationship between particular words (synonym/antonym, analogy) to better understand each of the words - Distinguish among connotations of words with similar denotations - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases	L.7.1 L.7.1.a L.7.2 L.7.3 L.7.4 L.7.4.b L.7.4.c L.7.5.b L.7.5.c L.7.6
Suggested Materials/Educational Resources	
Flocabulary Scholastic Scope Teacher generated powerpoint presentations	

ASSESSMENT PLAN

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Unit Goals Academic Vocabulary Word Network Summary QuickWrite Concept Vocabulary First Read (Guide) Close Read (Guide) Comprehension Check Evidence Log Analyze the Text Analyze Craft and Structure Conventions Writing to Sources Speaking and Listening Close Review Writing to Compare/Drafting Author's Style Whole-Class Learning Performance Assessment Small-Group Learning Performance Assessment Selection Tests Unit Reflection	Performance Based Assessment - Review Evidence for an Argument **OPTIONAL:** Performance Based Assessment: Presenting an Argument
District/School Texts	**District/School Supplementary Materials**
My Perspectives (consumable and online) Hoot *The Story of My Boyhood and Youth* *White Fang* When You Reach Me My Side of the Mountain Hatchet	Prentice Hall Writing Coach

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA	Write an Argument	Grammar/Mechanics

Suggested Modifications
- Modified assessment tasks/rubrics - Additional time for completion - Paired activities - Reading written instructions - Providing notes/study guides - Modeling and providing examples - Non-verbal cues - Bilingual dictionary use - Pairing visual prompts with verbal presentations - Highlighting key words and key strategies - Preferred seating - RTI - Scaffolding complexity level of questioning - Differentiated assignment of novels and short readings - Assist with organization/planning - Provide graphic organizers/partially completed activities - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections
- Historical influence of time periods in which texts were written and/or represent - sociology - science and environmental concerns

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Close Reading and Annotation Guide Evidence Log Guide Word Network Model Research Guide Grades 6-8 Writing Argument Grades 6-8

Unit 4: Facing Adversity
Unit Summary The unit goals were backwards designed from the Performance-Based Assessment at

the end of the unit and the Whole Class and Small-Group Performance Tasks. Students will read and analyze informative texts. They will also read a novel excerpt, news articles, and short stories to better understand the ways writers express ideas. Students will learn the elements of writing an informative text. They will also write their own informative text. They will write for a number of reasons, including organizing and sharing ideas, reflecting on experiences, and gathering evidence. They will conduct research to clarify and explore ideas. Students will develop a deeper understanding of using coordinate adjectives. They will then practice using coordinate adjectives in their own writing. Finally, students will work together to build on one another's ideas and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

Essential Questions

How do we overcome obstacles?

READING	
Critical Knowledge and Skills	**Standards**
- Cite several pieces of textual evidence to support analysis - Determine theme or central idea of text; write an objective summary - Analyze how particular elements of a story or drama interact - Analyze the impact of rhymes and other repetitions of sounds on poetry stanzas or story sections; determine the meaning of specific words/ phrases - Compare/Contrast a fictional portrayal of a time, place, or character and a historical account of the same time period - Cite several pieces of textual evidence to support analysis course of the text; write an objective summary - Analyze the interactions between individuals/events/ideas RI 7.4 Analyze the impact of a specific word choice on meaning/tone;	RL.7.1 RL.7.2 RL.7.3 RL.7.9 RI.7.1 RI.7.3 RI.7.4 RI.7.6 RI.7.7

● Determine the author's point of view or purpose and analyze how the author distinguishes his or her position from that of others ● Compare/contrast text to audio, video, or multimedia version	

Suggested Materials/Educational Resources
Scholastic Scope Various Teacher Created Worksheets/Graphic Organizers Individual Biographies/Collections and Library Approved Databases Newspapers, founding documents, and historical works pertaining to Famous Person Biographical Research project

WRITING	
Critical Knowledge and Skills	**Standards**
● Write arguments ● Introduce claims, acknowledge alternate or opposing claims, and organize reasons and evidence logically ● Support claims with reasoning and relevant evidence ● Write informative/explanatory texts ● Introduce the topic/thesis statement clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia to aid comprehension ● Develop the topic with relevant facts, definitions, details, quotations W 7.2c Use appropriate transitions to create cohesion and clarity ● Use precise language and domain-specific vocabulary	W.7.1 W.7.1.a W.7.1.b W.7.2 W.7.2.a W.7.2.b W.7.2.d W.7.7 W.7.8 W.7.9 W.7.9.a

● Conduct short research projects to answer a question, drawing on several sources ● Gather relevant information from multiple print and digital sources, using search terms effectively; quote and paraphrase while avoiding plagiarism and following a standard format for citation ● Draw evidence from literary texts to support analysis/reflection	

Suggested Materials/Educational Resources
Scholastic Scope Various Teacher Created Worksheets/Graphic Organizers Individual Biographies/Collections and Library Approved Databases Newspapers, founding documents, and historical works pertaining to Famous Person Biographical Research project Noodletools

SPEAKING AND LISTENING	
Critical Knowledge and Skills	**Standards**
● Come to discussions prepared, having read or researched material under study ● Follow rules for collegial discussions ● 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 ● Analyze the main ideas / supporting	SL.7.1 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.2 SL.7.4 SL.7.5

Critical Knowledge and Skills	Standards
- details in diverse media - Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning, and details - Include multimedia and visual displays into presentations to clarify claims and findings and emphasize salient points	

Suggested Materials/Educational Resources
Scholastic Scope Multimedia presentations Youtube Audiobooks

LANGUAGE	
Critical Knowledge and Skills	**Standards**
- Explain the function of phrases and clauses - Use a comma to separate coordinate adjectives - Use context as a clue to the meaning of a word or phrase - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases	L.7.1 L.7.1.a L.7.2 L.7.2.a L.7.4 L.7.4.b L.7.6
Suggested Materials/Educational Resources	
Flocabulary Scholastic Scope	

Teacher generated powerpoint presentations

ASSESSMENT PLAN	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Unit Goals Academic Vocabulary Word Network Summary QuickWrite Concept Vocabulary First Read (Guide) Close Read (Guide) Comprehension Check Evidence Log Analyze the Text Analyze Craft and Structure Conventions Writing to Sources Speaking and Listening Close Review Writing to Compare/Drafting Author's Style Whole-Class Learning Performance Assessment Small-Group Learning Performance Assessment Selection Tests Unit Reflection	Performance Based Assessment - Review Evidence for an Informative Essay **OPTIONAL:** Performance Based Assessment:Present Multimedia Profiles
District/School Texts	**District/School Supplementary Materials**
My Perspectives (consumable and online) The Giver Gathering Blue *A Modern Utopia* The Lightning Thief *The Tragedy of Pudd'nhead Wilson* *The Emerald City of Oz* Tangerine Shakespeare Stealer	Prentice Hall Writing Coach

Letters from Rifka No Promises in the Winds The Clay Marble	

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA	Write an Informative Essay	Grammar/Mechanics

Suggested Modifications
- Modified assessment tasks/rubrics   - Additional time for completion   - Paired activities   - Reading written instructions   - Providing notes/study guides   - Modeling and providing examples   - Non-verbal cues   - Bilingual dictionary use   - Pairing visual prompts with verbal presentations   - Highlighting key words and key strategies   - Preferred seating   - RTI   - Scaffolding complexity level of questioning   - Differentiated assignment of novels and short readings   - Assist with organization/planning   - Provide graphic organizers/partially completed activities   - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections
- Historical influence of time periods in which texts were written and/or represent   - sociology   - psychology   - social/historical constructs

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Close Reading and Annotation Guide   Evidence Log Guide   Word Network Model   Research Guide Grades 6-8

Unit 5: A Starry Home
Unit Summary The unit goals were backwards designed from the Performance-Based Assessment at the end of the unit and the Whole Class and Small-Group Performance Tasks. Student will read and evaluate arguments. They will also read nonfiction narratives and explanatory essays to better understand the ways writes express ideas. They will learn the elements of writing arguments. Students will write for a number of reasons, sharing ideas, reflecting on experiences, and gathering evidence. They will conduct research to clarify and explore ideas. Students will develop understanding of the proper use of verb tenses. They will then practice demonstrating those verb tenses in their own writing. Students will work together to build on one another's ideas and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.
Essential Questions Should we make a home in space?

READING	
Critical Knowledge and Skills	**Standards**
- Cite textual evidence to support analysis of text, both inferential and explicit. - Analyze words/phrases, and impact of rhyme, alliteration, repetition, on a piece of literature or poem. - Determine the meaning of words and phrases in text, including figurative and connotative meanings. - Analyze impact of word choice on meaning and tone in text. - Analyze structure of text- how sentence / paragraph / section / chapter contribute to development of ideas.	R.L. 7.3 R.L. 7.4 RI.7.4 RI.7.5 RI.7.6 RI.7.7 RI.7.8

- Determine author's point of view and how it distinguishes his or her position from that of others. - Compare / Contrast text to audio, video, or multimedia version of text. - Trace / Evaluate the argument and specific claims in a text, assessing reasoning and relevance of evidence to support claims.	
Suggested Materials/Educational Resources	

Scholastic Scope
Various Teacher Created Worksheets/Graphic Organizers
Individual Biographies/Collections and Library Approved Databases
Newspapers, founding documents, and historical works pertaining to Famous Person
Biographical Research project

WRITING	
Critical Knowledge and Skills	**Standards**
- Write arguments - Introduce claims, acknowledge alternate or opposing claims, and organize reasons and evidence logically - Support claims with reasoning and relevant evidence - Provide a concluding section that supports the argument - Write informative/explanatory texts - Introduce the topic/thesis statement clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia to aid comprehension - Develop the topic with relevant	W.7.1.a W.7.1.b W.7.1.d W.7.1.e W.7.2 W.7.2.a W.7.2.b W.7.2.d W.7.2.f W.7.3 W.7.3.b W.7.3.e W.7.7 W.7.8 W.7.9.a

facts, definitions, details, quotations W 7.2c Use appropriate transitions to create cohesion and clarity	
● Use precise language and domain-specific vocabulary ● Provide a concluding section that supports the info presented ● Write narratives ● Engage the reader by establishing a point of view and introducing a narrator or characters ● Use narrative techniques to develop experiences, events, and/or characters ● Provide a conclusion that follows from the narrated experiences or event ● Conduct short research projects to answer a question, drawing on several sources ● Gather relevant information from multiple print and digital sources, using search terms effectively; quote and paraphrase while avoiding plagiarism and following a standard format for citation ● Draw evidence from literary texts to support analysis/reflection	

Suggested Materials/Educational Resources
Scholastic Scope Various Teacher Created Worksheets/Graphic Organizers Individual Biographies/Collections and Library Approved Databases Newspapers, founding documents, and historical works pertaining to Famous Person Biographical Research project Noodletools

SPEAKING AND LISTENING	
Critical Knowledge and Skills	**Standards**

- Come to discussions prepared, having read or researched material under study - Follow rules for collegial discussions - 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 - Acknowledge new information expressed by and, when warranted, modify their own views - Analyze the main ideas / supporting details in diverse media - Delineate a speaker's argument and specific claims Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning, and details - Include multimedia and visual displays into presentations to clarify claims and findings and emphasize salient point - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English	SL.7.1 SL.7.1.a–d SL.7.2 SL.7.4 SL.7.5

Suggested Materials/Educational Resources

Scholastic Scope
Multimedia presentations
Youtube
Audiobooks

LANGUAGE	
Critical Knowledge and Skills	**Standards**
- Explain the function of phrases and clauses - Choose language that expresses ideas - recognizing and eliminating wordiness and redundancy - Use context as a clue to the meaning of a word or phrase - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word - Interpret figures of speech (allusions) in context - Use the relationship between particular words (synonym/antonym, analogy) to better understand each of the words - Distinguish among connotations of words with similar denotations - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases	L.7.1 L.7.3 L.7.3.a L.7.4 L.7.4.a L.7.4.b L.7.5 L.7.5.a L.7.6
Suggested Materials/Educational Resources	
Flocabulary Scholastic Scope Teacher generate powerpoint presentations	

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- science and tech

ASSESSMENT PLAN	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Unit Goals	Performance Based Assessment - Review evidence for an Argument
Academic Vocabulary	
Word Network	**OPTIONAL:**
Summary	Performance Based Assessment: Present an Argument
QuickWrite	
Concept Vocabulary	
First Read (Guide)	
Close Read (Guide)	
Comprehension Check	
Evidence Log	
Analyze the Text	
Analyze Craft and Structure	

Conventions
Writing to Sources
Speaking and Listening
Close Review
Writing to Compare/Drafting
Author's Style
Whole-Class Learning Performance
Assessment
Small-Group Learning Performance
Assessment
Selection Tests
Unit Reflection

District/School Texts	District/School Supplementary Materials
My Perspectives (consumable and online) *Elsewhere* (novel) Parasite Pig (novel) Crater(novel) James and The Giant Peach(novel) The Enchanted Castle(novel) Peter Pan(novel) Alice in Wonderland(novel) A Modern Utopia(novel) When You Reach Me(novel) Prentice Hall Writing Coach	Scholastic Scope

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA	Write an Argument	Grammar/Mechanics

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Close Reading and Annotation Guide Evidence Log Guide Word Network Model Research Guide Grades 6-8 Writing Argument Grades 6-8

Optional Unit:
Famous Person Biographical Research Project (Honors Only)

Unit Summary

Each student will choose from a teacher generated list of historical individuals and gather information via books, databases, and other credible sources. Using a specific timeline, students will hand in a one-page paper at the end of each month focusing on a specific aspect of their chosen historical person. Throughout the process, students will create an outline, complete graphic organizers, conduct research in the library and at home, apply MLA format when writing, and generate an appropriate bibliography. During the final stage of this project, students will share what they have learned about their subjects through oral presentations. *This project is an Optional Honors Only project and is ongoing throughout the duration of the school year.

Essential Questions

What defines a source as authoritative?
What qualifies something as plagiarism?
How can parenthetical citations be used appropriately?
What determines a person's legacy?

READING	
Critical Knowledge and Skills	**Standards**
- Cite several pieces of textual evidence to support analysis - Determine two or more central ideas in a text and analyze their development over the course of the text; write an objective summary - Analyze the interactions between individuals/events/ideas - Analyze the structure an author uses to organize a text - Trace/Evaluate the argument and specific claims in a text - By the end of the year, read and comprehend literary nonfiction	RI.7.3 RI.7.6 RI.7.8 RI.7.9 RI.7.10
Suggested Materials/Educational Resources	
Biography Project Introduction Page	

WRITING	
Critical Knowledge and Skills	**Standards**

● Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● Write routinely over extended time frames AASL: ● Find, evaluate, and select appropriate sources to answer questions. ● Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. ● Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning ● Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. ● Demonstrate mastery of technology tools for accessing information and pursuing inquiry. ● Respect copyright/intellectual property rights of creators and producers. ● Seek divergent perspectives during	W.7.7 W.7.8 w.7.10 Other Standards: AASL 1.1.4 1.1.5 1.1.6 1.1.7 1.1.8 1.3.1 1.3.2 1.3.3

information gathering and assessment. ● 1.3.3 Follow ethical and legal guidelines in gathering and using information.	
Suggested Materials/Educational Resources	
[Biography Project Task Page](#) [Rubric](#)	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	**Standards**
● Come to discussions prepared, having read or researched material under study ● Follow rules for collegial discussions ● 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 ● Acknowledge new information expressed by and, when warranted, modify their own views ● Analyze the main ideas / supporting details in diverse media ● Delineate a speaker's argument and specific claims ● Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning, and details ● Include multimedia and visual displays into presentations to clarify claims and findings and emphasize salient points	SL.7.1 SL.7.1.b SL.7.1.c SL.7.1.d SL.7.2 SL.7.4 SL.7.5
Suggested Materials/Educational Resources	

LANGUAGE	
Critical Knowledge and Skills	**Standards**
- Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas - Place phrases/clause within a sentence, recognize and correct dangling modifiers - Use a comma to separate coordinate adjectives - Spell correctly - Choose language that expresses ideas - recognizing and eliminating wordiness and redundancy - Use context as a clue to the meaning of a word or phrase - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word - Consult general and specialized reference material to find the pronunciation of a word or clarify its meaning or part of speech/etymology Verify the meaning of a word or phrase - interpret figures of speech (allusions) in context - Use the relationship between particular words (synonym/antonym, analogy) to better understand each of the words - Distinguish among connotations of words with similar denotations	L.7.1 L.7.2 L.7.2.a L.7.3 L.7.3.a L.7.4 L.7.4.a L.7.4.b L.7.5 L.7.5.c L.7.4.c L.7.6

● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases	

Suggested Materials/Educational Resources
Flocabulary Scholastic Scope Teacher generated powerpoint presentations Rubric

Suggested Modifications
- Modified assessment tasks/rubrics - Additional time for completion - Paired activities - Reading written instructions - Providing notes/study guides - Modeling and providing examples - Non-verbal cues - Bilingual dictionary use - Pairing visual prompts with verbal presentations - Highlighting key words and key strategies - Preferred seating - RTI - Scaffolding complexity level of questioning - Differentiated assignment of novels and short readings - Assist with organization/planning - Provide graphic organizers/partially completed activities - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections
- Historical influence of time periods in which texts were written and/or represent - sociology - psychology - social/historical constructs

ASSESSMENT PLAN	
District/School Formative	**District/School Summative**

Assessment Plan	Assessment Plan
Unit Goals Academic Vocabulary Note-Taking Packet Analyze the Text Writing to Sources Speaking and Listening Close Review Writing to Compare/Drafting	Performance Based Assessment - Review steps for writing a research paper Performance Based Assessment- Oral presentation on Famous Person
District/School Texts	**District/School Supplementary Materials**
Library approved biographies and available databases including (but not limited to) Gale Virtual Reference Library ebook: Encyclopedia of World Biography and one of these Facts on File databases	Close Reading and Annotation Guide Evidence Log Guide Word Network Model Research Guide Grades 6-8 Writing Informational/Explanatory Grades 6-8

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA	Write an MLA Style Research Paper	Oral Presentation