

# Middle School - 7th Grade ELA

## North Boone CUSD 200

UNITS (4/4 SELECTED)

SUGGESTED DURATION

-  Unit 1: Taking Action *31 lessons*
-  Unit 2: Poetry and Drama *30 lessons*
-  Unit 3: Reality Check (HMH Unit 2) *30 lessons*
-  Unit 4: Change Agents (HMH Unit 6) *30 lessons*

# Unit 1: Taking Action

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

## STANDARDS

<b>National Common Core - Grade 7 - English Language Arts (ELA)</b>
CCSS.ELA-Literacy.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CCSS.ELA-Literacy.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCSS.ELA-Literacy.L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CCSS.ELA-Literacy.RL.7.2
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CCSS.ELA-Literacy.RI.7.6
Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
CCSS.ELA-Literacy.RI.7.7
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
CCSS.ELA-Literacy.SL.7.1d
Acknowledge new information expressed by others and, when warranted, modify their own views.

# Unit 1: Taking Action

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

CCSS.ELA-Literacy.W.7.9a
Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CCSS.ELA-Literacy.W.7.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-Literacy.L.7.2b
Spell correctly.
CCSS.ELA-Literacy.L.7.3a
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CCSS.ELA-Literacy.SL.7.1a
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.
CCSS.ELA-Literacy.SL.7.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.W.7.10

# Unit 1: Taking Action

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.7.1b

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

CCSS.ELA-Literacy.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.L.7.1

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

CCSS.ELA-Literacy.W.7.9

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

CCSS.ELA-Literacy.W.7.3

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

CCSS.ELA-Literacy.W.7.3a

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-Literacy.W.7.3b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.7.3c

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-Literacy.W.7.3d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-Literacy.W.7.3e

# Unit 1: Taking Action

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

Provide a conclusion that follows from and reflects on the narrated experiences or events.

## PRIORITY STANDARDS

CCSS.ELA-Literacy.RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.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.

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

CCSS.ELA-Literacy.RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-Literacy.W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

# Unit 1: Taking Action

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	What helps people rise up to face difficulties?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• Academic Vocabulary: inference, citation, transitions, quote, paraphrase, plagiarism, theme, central idea, objective summary, characters, setting, plot, plot development, symbol, connotative, denotative.</li><li>• Greek and Latin roots</li><li>• RACE method for writing</li></ul>	<ul style="list-style-type: none"><li>• Cite evidence to support inferences drawn from the text.</li><li>• Analyze plot elements, including plot stages, conflict, and setting.</li><li>• Write a description of how to adapt the story as a movie.</li><li>• Discuss plot details in <i>Freak the Mighty</i>.</li><li>• Cite textual evidence to support analysis of character and conflict in fiction writing.</li><li>• Discuss information that can help encourage other community members to overcome difficulties in life.</li><li>• Conduct research about crowdfunding.</li><li>• Write an objective summary of the article.</li><li>• Discuss opinions on a human-interest story.</li><li>• Use context clues to define unfamiliar words.</li><li>• Determine multiple themes.</li><li>• Understand characters' traits and behavior.</li><li>• Comprehend academic vocabulary.</li><li>• Understand and use the Latin root struct.</li><li>• Discuss themes in small groups.</li><li>• Write an explanation.</li><li>• Employ and practice skills for planning, preparing, and organizing text.</li><li>• Use the Mentor Text as a model for style and structure.</li><li>• Revise drafts, incorporating feedback from peers.</li><li>• Edit drafts for consistent verb tenses.</li></ul>

# Unit 1: Taking Action

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
	<ul style="list-style-type: none"><li>• Publish writing to share it with an audience.</li></ul>

## LEARNING PLAN

### Unit Resources:

- HMH Into Literature - Unit 1
- HMH Grammar Studio - Units 1 and 2
- IXL
- Novel: *Freak the Mighty* by Rodman Philbrick

### Summary of Learning Activities:(including lessons from Into Literature)

- Reading
  - Texts
    - Thank You, M'am
    - Rogue Wave
    - Novel: *Freak the Mighty*
- English
  - Texts
    - A Police Stop Changed This Teenager's Life
    - Women in Aviation - Mentor Text
  - Grammar
    - The Sentence
    - Parts of Speech

## Unit 2: Poetry and Drama

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

### STANDARDS

#### National Common Core - Grade 7 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-Literacy.RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CCSS.ELA-Literacy.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.RL.7.6

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.7.4

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

CCSS.ELA-Literacy.W.7.6

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

CCSS.ELA-Literacy.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



## Unit 2: Poetry and Drama

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

CCSS.ELA-Literacy.W.7.1b
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.SL.7.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-Literacy.RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CCSS.ELA-Literacy.RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
CCSS.ELA-Literacy.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.L.7.5a
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
CCSS.ELA-Literacy.RL.7.2
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CCSS.ELA-Literacy.SL.7.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.SL.7.5
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCSS.ELA-Literacy.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

## Unit 2: Poetry and Drama

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

### CCSS.ELA-Literacy.RL.7.7

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

### CCSS.ELA-Literacy.W.7.9

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

#### PRIORITY STANDARDS

CCSS.ELA-Literacy.RL.7.1/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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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

CCSS.ELA-Literacy.RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-Literacy.W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Unit 2: Poetry and Drama

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

### DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	What does it mean to be in harmony with nature?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• Academic Vocabulary: theme, central idea, development, transitions, objective summary, characters, setting, plot, plot development, figurative meaning / language, script writing</li><li>• Greek and Latin roots</li><li>• RACE method for writing</li></ul>	<ul style="list-style-type: none"><li>• Analyze subjective and objective points of view.</li><li>• Write a letter.</li><li>• Discuss efforts to attain sustainability.</li><li>• Use context clues to determine the meaning.</li><li>• Identify and analyze an idea or problem in a sonnet.</li><li>• Identify the form of a sonnet.</li><li>• Identify and analyze a sonnet's parts.</li><li>• Identify and analyze a sonnet's rhyme scheme.</li><li>• Write about an aspect of nature.</li><li>• Analyze an ode and a lyric poem.</li><li>• Research famous nature poems.</li><li>• Compare the organization, sound devices, and figurative language in two poems.</li><li>• Identify and analyze rhyme and rhyme schemes.</li><li>• Analyze sound devices (such as alliteration, assonance, consonance, and repetition) and mood in poetry.</li><li>• Prepare and present a comparison of two poems.</li><li>• Analyze and compare types of persuasive media.</li><li>• Analyze digital texts and video.</li><li>• Research environmental problems and solutions.</li><li>• Analyze drama, including cast of characters, dialogue, and stage directions.</li><li>• Employ and practice skills for planning, preparing, and organizing ideas and text.</li><li>• Develop a focused, structured draft.</li><li>• Use the Mentor Text as a model for form and</li></ul>

## Unit 2: Poetry and Drama

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
	<p>content in developing narratives.</p> <ul style="list-style-type: none"><li>• Follow structural guidelines for a script.</li><li>• Craft a story around a chronology of events that inspired insight or self-reflection.</li><li>• Use vivid and specific sensory details to engage a reading audience.</li><li>• Revise drafts, incorporating feedback from peers.</li><li>• Publish writing to share it with an audience.</li></ul>

## Unit 2: Poetry and Drama

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

### LEARNING PLAN

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#### Unit Resources:

- HMH Into Literature - Unit 2 and Unit 3
- HMH Grammar Studio - Units 2 and 3
- IXL
- Scholastic Magazine

#### Summary of Learning Activities:(including lessons from Into Literature)

- Reading
  - Texts
    - The Drought (Unit 3)
    - Ode to Enchanted Light / Sleeping in the Forest (Unit 3)
    - Problems with Hurricanes (Unit 3)
    - Haiku (Unit 3)
    - Two Roads Diverged in a Yellow Wood (supplemental)
    - Circle of Life (supplemental)
    - Monsters are Due on Maple Street (supplemental)
    - The Governess from The Good Doctor (Unit 2)
    - Scholastic Magazine Dramas
- English
  - Texts (Unit 3)
    - from Trash Talk / You're Part of the Solution
    - Living Large Off the Grid
    - Mississippi Solo - Mentor Text
    - You're Part of the Solution
  - Grammar
    - Parts of Speech
    - Compliments

## Unit 3: Reality Check (HMH Unit 2)

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

### STANDARDS

#### National Common Core - Grade 7 - English Language Arts (ELA)

CCSS.ELA-Literacy.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.7.6

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

CCSS.ELA-Literacy.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-Literacy.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-Literacy.SL.7.1d

Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.7.9b

Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

## Unit 3: Reality Check (HMH Unit 2)

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

CCSS.ELA-Literacy.W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.7.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.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
CCSS.ELA-Literacy.W.7.2a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.7.2b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.7.2c
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.7.2d
Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.7.2e
Establish and maintain a formal style.
CCSS.ELA-Literacy.W.7.2f
Provide a concluding statement or section that follows from and supports the information or explanation presented
CCSS.ELA-Literacy.L.7.1b
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships

## Unit 3: Reality Check (HMH Unit 2)

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

among ideas.

### PRIORITY STANDARDS

CCSS.ELA-Literacy.RI.7.1/RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	What can blur the lines between what's real and what's not?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• Academic Vocabulary: text structure, author's purpose, folk tale, cite evidence, research, organize information for writing</li><li>• Non-fiction signposts</li><li>• Presentations: tone, mood, eye-contact, voice, presence</li><li>• Greek and Latin roots</li></ul>	<ul style="list-style-type: none"><li>• Determine an author's purpose.</li><li>• Cite evidence and draw conclusions.</li><li>• Analyze character and conflict.</li><li>• Identify elements of a folk tale.</li><li>• Practice presentation skills with peers.</li><li>• Write an argument supporting or opposing a specific topic.</li><li>• Support an informative essay with reasons and evidence.</li><li>• Use strategies to plan and organize information.</li><li>• Develop a focused, structured draft.</li><li>• Use phrases and clauses correctly in writing.</li><li>• Use appropriate sentence structure in writing.</li></ul>



## Unit 3: Reality Check (HMH Unit 2)

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

### LEARNING PLAN

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#### **Unit Resources:**

- HMH Into Literature - Unit 2
- HMH Grammar Studio - Units 4 and 5
- IXL

#### **Summary of Learning Activities:(including lessons from Into Literature)**

- Reading
  - Texts
    - The Camera Does Lie
    - Forever New
    - Two Legs or One
    - The Governess from the Good Doctor
- English
  - Texts
    - Way Too Cool
    - A Priceless Lesson in Humility
    - Heartbeat
  - Grammar
    - Phrases and Clauses
    - Sentence Structure

## Unit 4: Change Agents (HMH Unit 6)

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

### STANDARDS

#### National Common Core - Grade 7 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-Literacy.RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CCSS.ELA-Literacy.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.7.4

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

CCSS.ELA-Literacy.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-Literacy.W.7.9b

Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

CCSS.ELA-Literacy.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.7.1a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation

## Unit 4: Change Agents (HMH Unit 6)

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.RL.7.3

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

CCSS.ELA-Literacy.RL.7.6

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

CCSS.ELA-Literacy.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.7.6

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

CCSS.ELA-Literacy.SL.7.1b

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

CCSS.ELA-Literacy.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-Literacy.W.7.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-Literacy.W.7.5

## Unit 4: Change Agents (HMH Unit 6)

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-Literacy.W.7.9

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

CCSS.ELA-Literacy.SL.7.3

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

CCSS.ELA-Literacy.W.7.1

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

CCSS.ELA-Literacy.W.7.1a

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.7.1b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.7.1c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCSS.ELA-Literacy.W.7.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.7.1e

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

# Unit 4: Change Agents (HMH Unit 6)

Middle School - 7th Grade ELA - Last Updated on July 13, 2022

## PRIORITY STANDARDS

CCSS.ELA-Literacy.RI.7.1/RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

CCSS.ELA-Literacy.RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-Literacy.W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	What inspires you to make a difference?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• Academic Vocabulary: support, analysis vs. opinion, in-text citations, transitions, plagiarism, quote, paraphrase, sentence stems, analyze, development, argument, story elements, plot, connotative, denotative, compare / contrast, cause / effect, problem / solution, chronological, protagonist, antagonist, primary source, secondary source</li><li>• Greek and Latin roots</li></ul>	<ul style="list-style-type: none"><li>• Generate questions about a text before, during, and after reading.</li><li>• Analyze the author's point of view.</li><li>• Write an informative essay.</li><li>• Understand word origins.</li><li>• Determine key ideas.</li><li>• Discuss primary sources.</li><li>• Paraphrase text.</li><li>• Understand connotations and denotations.</li><li>• Compare author's message and purpose.</li><li>• Use strategies to plan and organize material.</li><li>• Develop a focused, structured draft.</li><li>• Use the mentor text as a model for descriptive language, literary devices, and strong supporting detail.</li><li>• Revise drafts, incorporating feedback from peers.</li><li>• Edit drafts to avoid plagiarism.</li></ul>

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### LEARNING PLAN

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#### Unit Resources: (including specific texts)

- HMH Into Literature - Unit 6
- Novel: *The Giver* by Lois Lowry
- HMH Grammar Studio - Units 6 and 7
- IXL

#### Summary of Learning Activities:(including lessons from Into Literature)

- Reading
  - Texts
    - Craig Kielburger Reflects on Working Toward Peace
    - Difference Maker: John Bergmann and Popcorn Park
    - Novel: *The Giver*
  - Lit Circles - Science Fiction Texts
- English
  - Texts
    - Sometimes a Dream Needs a Push
    - Frances Perkins and the Triangle Factory Fire / from The Story of the Triangle Factory Fire