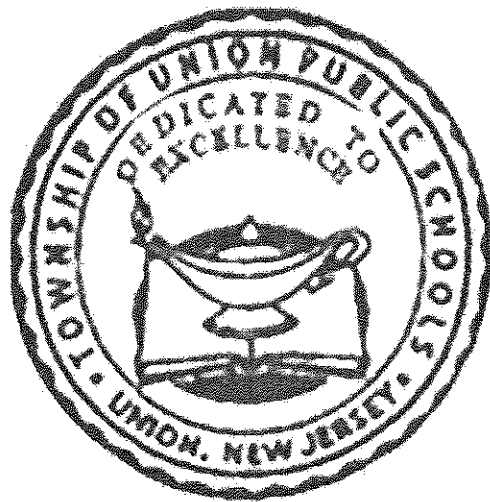


# **TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE**



**English Department**

**EN700**

**English 7 Honors**

**Adopted 06/2017**

## **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<br>Listening  | Language  |
|---------------|--|---|--|---|
| <b>Unit 1</b> | R.L. 7.1<br>R.L. 7.6<br>R.I. 7.1<br>R.I. 7.2<br>R.I. 7.6<br>R.I. 7.7<br>R.I. 7.9 | W.7.2<br>W.7.2.b<br>W.7.2.c<br>W.7.3<br>W.7.3.a<br>W.7.3.b<br>W.7.3.d<br>W.7.5<br>W.7.7<br>W.7.9<br>W.7.9.a<br>W.7.10 | SL.7.1<br>SL.7.1.b<br>SL.7.1.c<br>SL.7.1.d<br>SL.7.2<br>SL.7.4<br>SL.7.5 | L.7.1<br>L.7.1.a<br>L.7.2<br>L.7.2.a<br>L.7.3<br>L.7.3.a<br>L.7.4<br>L.7.4.a<br>L.7.4.b<br>L.7.5<br>L.7.5.c<br>L.7.4.c<br>L.7.6 |
| <b>Unit 2</b> | R.L. 7.3<br>R.L. 7.4<br>RI.7.4   | W.7.1.a<br>W.7.1.b<br>W.7.1.d   | SL.7.1<br>SL.7.1.a–d<br>SL.7.2   | L.7.1<br>L.7.3<br>L.7.3.a   |

|               |   |   |  |  |
|---------------|---|---|--|--|
|               | RI.7.5<br>RI.7.6<br>RI.7.7<br>RI.7.8  | W.7.1.e<br>W.7.2<br>W.7.2.a<br>W.7.2.b<br>W.7.2.d<br>W.7.2.f<br>W.7.3<br>W.7.3.b<br>W.7.3.e<br>W.7.7<br>W.7.8<br>W.7.9.a                              | SL.7.4<br>SL.7.5   | L.7.4<br>L.7.4.a<br>L.7.4.b<br>L.7.5<br>L.7.5.a<br>L.7.6   |
| <b>Unit 3</b> | RL.7.3<br>RL.7.5<br>RL.7.7<br>RI.7.3  | W.7.2.a-f<br>W.7.3<br>W.7.3.b<br>W.7.3.d<br>W.7.6<br>W.7.7<br>W.7.8   | SL.7.1.a-d<br>SL.7.2<br>SL.7.4<br>SL.7.5                           | L.7.1.a<br>L.7.1.b<br>L.7.2<br>L.7.4.a<br>L.7.4.b<br>L.7.4.c<br>L.7.5<br>L.7.5.b<br>L.7.6        |
| <b>Unit 4</b> | RL.7.1<br>RL.7.2<br>RL.7.3<br>RL.7.4<br>RL.5<br>RI.7.<br>RI.7.2<br>RI.7.4<br>RI.7.7<br>RI.8 | W.7.1<br>W.7.1.a<br>W.7.1.b<br>W.7.1.c<br>W.7.2<br>W.7.2.a<br>W.7.2.b<br>W.7.3<br>W.7.3.d<br>W.7.3.d<br>W.7.3.e<br>W.7.5<br>W.7.7<br>W.7.8<br>W.7.9.b | SL.7.1<br>SL.7.1.d<br>SL.7.2<br>SL.3<br>SL.7.4<br>SL.7.5<br>SL.7.6 | L.7.1<br>L.7.1.a<br>L.7.2<br>L.7.3<br>L.7.4<br>L.7.4.b<br>L.7.4.c<br>L.7.5.b<br>L.7.5.c<br>L.7.6 |
| <b>Unit 5</b> | RL.7.1<br>RL.7.2<br>RL.7.3<br>RL.7.9<br>RI.7.1  | W.7.1<br>W.7.1.a<br>W.7.1.b<br>W.7.2<br>W.7.2.a   | SL.7.1<br>SL.7.1.a<br>SL.7.1.b<br>SL.7.1.c<br>SL.7.2               | L.7.1<br>L.7.1.a<br>L.7.2<br>L.7.2.a<br>L.7.4  |

|  |                                      |  |                  |                  |
|--|--------------------------------------|--|------------------|------------------|
|  | RI.7.3<br>RI.7.4<br>RI.7.6<br>RI.7.7 | W.7.2.b<br>W.7.2.d<br>W.7.7<br>W.7.8<br>W.7.9<br>W.7.9.a | SL.7.4<br>SL.7.5 | L.7.4.b<br>L.7.6 |
|--|--------------------------------------|--|------------------|------------------|

### 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 | <p><b>Unit Activities:</b><br/>Unit Goals<br/>Unit Reflection<br/>Academic Vocabulary</p> <p><b>Selection Activities:</b><br/>Concept Vocabulary<br/>Word Study<br/>Analyzing Craft &amp; Structure<br/>Author's Style<br/>Evidence Logs<br/>Conventions &amp; Style</p> | <p><b>Optional:</b><br/><i>So B. It</i><br/><i>Stand Tall</i><br/><i>Fair Weather</i><br/><i>Ribbons</i></p>   |
| Unit 2 | <p><b>Unit Activities:</b><br/>Unit Goals<br/>Unit Reflection<br/>Academic Vocabulary</p> <p><b>Selection Activities:</b><br/>Concept Vocabulary<br/>Word Study</p>  | <p><b>Optional:</b><br/><i>Elsewhere</i><br/><i>Parasite Pig</i><br/><i>Crater</i><br/><i>James and The Giant Peach</i><br/><i>When You Reach Me</i></p> |

|               |   |   |
|---------------|---|---|
|               | <p>Analyzing Craft &amp; Structure<br/>         Author's Style<br/>         Evidence Logs<br/>         Conventions &amp; Style</p>  |   |
| <b>Unit 3</b> | <p><b>Unit Activities:</b><br/>         Unit Goals<br/>         Unit Reflection<br/>         Academic Vocabulary</p> <p><b>Selection Activities:</b><br/>         Concept Vocabulary<br/>         Word Study<br/>         Analyzing Craft &amp; Structure<br/>         Author's Style<br/>         Evidence Logs<br/>         Conventions &amp; Style</p> | <p><b>Required - Choose from:</b><br/> <i>The Outsiders</i><br/> <i>Anne of Green Gables</i><br/> <i>Hush</i><br/> <i>The Cay</i><br/> <i>The Diamond Necklace</i><br/> <i>When You Reach Me</i><br/> <i>The Railway Children</i><br/> <i>A Little Princess</i><br/> <i>The Story of Treasure Seekers</i><br/> <i>The Face on the Milk Carton</i></p>                                   |
| <b>Unit 4</b> | <p><b>Unit Activities:</b><br/>         Unit Goals<br/>         Unit Reflection<br/>         Academic Vocabulary</p> <p><b>Selection Activities:</b><br/>         Concept Vocabulary<br/>         Word Study<br/>         Analyzing Craft &amp; Structure<br/>         Author's Style<br/>         Evidence Logs<br/>         Conventions &amp; Style</p> | <p><b>Required - Choose from:</b><br/> <i>Hoot</i><br/> <i>The Story of My Boyhood and Youth</i><br/> <i>White Fang</i><br/> <i>When You Reach Me</i></p>   |
| <b>Unit 5</b> | <p><b>Unit Activities:</b><br/>         Unit Goals<br/>         Unit Reflection<br/>         Academic Vocabulary</p> <p><b>Selection Activities:</b><br/>         Concept Vocabulary<br/>         Word Study<br/>         Analyzing Craft &amp; Structure<br/>         Author's Style<br/>         Evidence Logs<br/>         Conventions &amp; Style</p> | <p><b>Required - Choose from:</b><br/> <i>The Giver</i><br/> <i>Gathering Blue</i><br/> <i>A Modern Utopia</i><br/> <i>The Lightning Thief</i><br/> <i>Letters from Rifka</i><br/> <i>No Promises in the Wind</i><br/> <i>The Clay Marble</i><br/> <i>The Tragedy of Pudd'nhead Wilson</i><br/> <i>The Emerald City of Oz</i><br/> <i>Tangerine</i><br/> <i>Shakespeare Stealer</i></p> |

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

### **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  |
| <p>Introduce a topic clearly; organize ideas using definition, classification, comparison/contrast, cause/ effect; include headings, charts, tables, and multimedia to aid comprehension.</p> <p>Develop topic with relevant facts, definitions, concrete details, quotations, or other information/ examples.</p> <p>Use appropriate transitions.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that supports the information or explanation presented.</p> <p>Engage/Orient reader by establishing a context and point of view and introducing characters / narrator. Organize a logical event sequence.</p> <p>Use dialogue, pacing, description, and reflection to develop events and characters.</p> <p>Use a variety of transitions, phrases, and clauses to convey sequence and time/setting shifts.</p> <p>Use precise words and phrases, descriptive details, and sensory language to capture action and convey experiences or events.</p> <p>Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Conduct short research projects to answer a question, drawing on several sources, and generating additional related questions for further research.</p> | <p>W.7.2</p> <p>W.7.2.b</p> <p>W.7.2.c</p> <p>W.7.3</p> <p>W.7.3.a</p> <p>W.7.3.b</p> <p>W.7.3.d</p> <p>W.7.5</p> <p>W.7.7</p> <p>W.7.9</p> <p>W.7.9.a</p> <p>W.7.10</p> |



|  |  |
|--|--|
| <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.<br/>Write routinely over extended time frames (as for research, reflection, and revision) for a range of purposes and audiences.</p>  |  |
| <b>Suggested Materials/Educational Resources</b>   |  |
| <p>Scholastic Scope<br/>Various Teacher Created Worksheets/Graphic Organizers<br/>Individual Biographies/Collections and Library Approved Databases<br/>Newspapers, founding documents, and historical works pertaining to Famous Person<br/>Biographical Research project<br/>Noodletools</p> |  |

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

Audiobooks

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

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

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

| INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS  |
|---|
| <u>Close Reading and Annotation Guide</u><br><u>Evidence Log Guide</u><br><u>Word Network Model</u><br><u>Research Guide Grades 6-8</u><br><u>Writing Argument Grades 6-8</u> |

## Unit 2: 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 writers 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   |
| <ul style="list-style-type: none"> <li>● Cite textual evidence to support analysis of text, both inferential and explicit.</li> <li>● Analyze words/phrases, and impact of rhyme, alliteration, repetition, on a piece of literature or poem.</li> <li>● Determine the meaning of words and phrases in text, including figurative and connotative meanings.</li> <li>● Analyze impact of word choice on meaning and tone in text.</li> <li>● Analyze structure of text- how sentence / paragraph / section / chapter contribute to development of ideas.</li> <li>● Determine author's point of view and how it distinguishes his or her position from that of others.</li> <li>● Compare / Contrast text to audio, video, or multimedia version of text.</li> </ul> | <p>R.L. 7.3<br/>R.L. 7.4<br/>RI.7.4<br/>RI.7.5<br/>RI.7.6<br/>RI.7.7<br/>RI.7.8</p> |



|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Trace / Evaluate the argument and specific claims in a text, assessing reasoning and relevance of evidence to support claims.</li> </ul>  |  |
| <b>Suggested Materials/Educational Resources</b>   |  |
| <p>Scholastic Scope<br/>         Various Teacher Created Worksheets/Graphic Organizers<br/>         Individual Biographies/Collections and Library Approved Databases<br/>         Newspapers, founding documents, and historical works pertaining to Famous Person<br/>         Biographical Research project</p> |  |

| <b>WRITING</b>   |  |
|--|--|
| <b>Critical Knowledge and Skills</b>   | <b>Standards</b>   |
| <ul style="list-style-type: none"> <li>● Write arguments</li> <li>● Introduce claims, acknowledge alternate or opposing claims, and organize reasons and evidence logically</li> <li>● Support claims with reasoning and relevant evidence</li> <li>● Provide a concluding section that supports the argument</li> <li>● Write informative/explanatory texts</li> <li>● 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</li> <li>● Develop the topic with relevant facts, definitions, details, quotations</li> <li>● Use appropriate transitions to create cohesion and clarity</li> <li>● Use precise language and domain-specific vocabulary</li> <li>● Provide a concluding section that supports the info presented</li> </ul> | <p>W.7.1.a<br/>           W.7.1.b<br/>           W.7.1.d<br/>           W.7.1.e<br/>           W.7.2<br/>           W.7.2.a<br/>           W.7.2.b<br/>           W.7.2.d<br/>           W.7.2.f<br/>           W.7.3<br/>           W.7.3.b<br/>           W.7.3.e<br/>           W.7.7<br/>           W.7.8<br/>           W.7.9.a</p> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Write narratives</li> <li>● Engage the reader by establishing a point of view and introducing a narrator or characters</li> <li>● Use narrative techniques to develop experiences, events, and/or characters</li> <li>● Provide a conclusion that follows from the narrated experiences or event</li> <li>● Conduct short research projects to answer a question, drawing on several sources</li> <li>● 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</li> <li>● Draw evidence from literary texts to support analysis/reflection</li> </ul> |  |
|--|--|

**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**

| <b>Critical Knowledge and Skills</b>  | <b>Standards</b>                                   |
|---|--|
| <ul style="list-style-type: none"> <li>● Come to discussions prepared, having read or researched material under study</li> <li>● Follow rules for collegial discussions</li> <li>● Pose questions that elicit elaboration and respond to others' questions and comments with</li> </ul> | SL.7.1<br>SL.7.1.a–d<br>SL.7.2<br>SL.7.4<br>SL.7.5 |

|   |  |
|---|--|
| <p>relevant observations and ideas that bring the discussion back on topic as needed</p> <ul style="list-style-type: none"> <li>● Acknowledge new information expressed by and, when warranted, modify their own views</li> <li>● Analyze the main ideas / supporting details in diverse media</li> <li>● Delineate a speaker's argument and specific claims Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning, and details</li> <li>● Include multimedia and visual displays into presentations to clarify claims and findings and emphasize salient point</li> <li>● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English</li> </ul> |  |
|---|--|

**Suggested Materials/Educational Resources**

Scholastic Scope  
 Multimedia presentations  
 Youtube  
 Audiobooks

| <b>LANGUAGE</b>  |  |
|--|--|
| <b>Critical Knowledge and Skills</b>   | <b>Standards</b>   |
| <ul style="list-style-type: none"> <li>● Explain the function of phrases and clauses</li> <li>● Choose language that expresses ideas</li> <li>● recognizing and eliminating wordiness and redundancy</li> <li>● Use context as a clue to the meaning of a word or phrase</li> <li>● Use common, grade-appropriate</li> </ul> | <p>L.7.1<br/>           L.7.3<br/>           L.7.3.a<br/>           L.7.4<br/>           L.7.4.a<br/>           L.7.4.b<br/>           L.7.5<br/>           L.7.5.a<br/>           L.7.6</p> |



|  |  |
|--|--|
| <p>Greek or Latin affixes and roots as clues to the meaning of a word</p> <ul style="list-style-type: none"> <li>● Interpret figures of speech (allusions) in context</li> <li>● Use the relationship between particular words (synonym/antonym, analogy) to better understand each of the words</li> <li>● Distinguish among connotations of words with similar denotations</li> <li>● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</li> </ul> |  |
| <b>Suggested Materials/Educational Resources</b>   |  |
| <p>Flocabulary<br/>Scholastic Scope<br/>Teacher generate powerpoint presentations</p>  |  |

| <b>ASSESSMENT PLAN</b>  |   |
|---|---|
| <b>District/School Formative Assessment Plan</b>  | <b>District/School Summative Assessment Plan</b>  |
| <p>Unit Goals<br/>Academic Vocabulary<br/>Word Network<br/>Summary<br/>QuickWrite<br/>Concept Vocabulary<br/>First Read (Guide)<br/>Close Read (Guide)<br/>Comprehension Check<br/>Evidence Log<br/>Analyze the Text<br/>Analyze Craft and Structure<br/>Conventions<br/>Writing to Sources<br/>Speaking and Listening<br/>Close Review<br/>Writing to Compare/Drafting<br/>Author's Style<br/>Whole-Class Learning Performance</p> | <p>Performance Based Assessment - Review evidence for an Argument</p> <p><b>OPTIONAL:</b><br/>Performance Based Assessment: Present an Argument</p> |

|   |  |                   |
|---|--|-------------------|
| Assessment<br>Small-Group Learning Performance<br>Assessment<br>Selection Tests<br>Unit Reflection  |  |                   |
| <b>District/School Texts</b>  | <b>District/School<br/>Supplementary Materials</b> |                   |
| <i>My Perspectives</i> (consumable and online)<br><i>Elsewhere</i> (novel)<br>Parasite Pig (novel)<br>Crater(novel)<br>James and The Giant Peach(novel)<br>The Enchanted Castle(novel)<br>Peter Pan(novel)<br>Alice in Wonderland(novel)<br>A Modern Utopia(novel)<br>When You Reach Me(novel)<br>Prentice Hall Writing Coach | Scholastic Scope                                   |                   |
| <b>District/School Writing Tasks</b>  |  |                   |
| Task  | Primary Focus                                      | Secondary Focus   |
| PBA   | Write an Argument                                  | Grammar/Mechanics |

| <b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>   |
|---|
| <a href="#"><u>Close Reading and Annotation Guide</u></a><br><a href="#"><u>Evidence Log Guide</u></a><br><a href="#"><u>Word Network Model</u></a><br><a href="#"><u>Research Guide Grades 6-8</u></a><br><a href="#"><u>Writing Argument Grades 6-8</u></a> |

### Unit 3: 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

- 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

#### Standards

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, using search terms effectively; quote and paraphrase while avoiding plagiarism and following a

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

|  |  |
|--|--|
| standard format for citation   |  |
| <b>Suggested Materials/Educational Resources</b>   |  |
| Scholastic Scope<br>Various Teacher Created Worksheets/Graphic Organizers<br>Individual Biographies/Collections and Library Approved Databases<br>Newspapers, founding documents, and historical works pertaining to Famous Person<br>Biographical Research project<br>Noodletools |  |

| <b>SPEAKING AND LISTENING</b>   |  |
|---|--|
| <b>Critical Knowledge and Skills</b>  | <b>Standards</b>                         |
| <ul style="list-style-type: none"> <li>● Come to discussions prepared, having read or researched material under study</li> <li>● Follow rules for collegial discussions</li> <li>● 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</li> <li>● Acknowledge new information expressed by and, when warranted, modify their own views</li> <li>● Analyze the main ideas / supporting details in diverse media</li> <li>● Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning, and details</li> <li>● Include multimedia and visual displays into presentations to clarify claims and findings and emphasize salient points</li> <li>● Adapt speech to a variety of</li> </ul> | SL.7.1.a–d<br>SL.7.2<br>SL.7.4<br>SL.7.5 |

|   |  |
|---|--|
| contexts and tasks, demonstrating command of formal English           |  |
| <b>Suggested Materials/Educational Resources</b>                      |  |
| Scholastic Scope<br>Multimedia presentations<br>Youtube<br>Audiobooks |  |

| <b>LANGUAGE</b>   |   |
|---|---|
| <b>Critical Knowledge and Skills</b>  | <b>Standards</b>  |
| <ul style="list-style-type: none"> <li>● Explain the function of phrases and clauses</li> <li>● Choose language that expresses ideas</li> <li>● recognizing and eliminating wordiness and redundancy</li> <li>● Use context as a clue to the meaning of a word or phrase</li> <li>● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</li> <li>● Interpret figures of speech (allusions) in context</li> <li>● Use the relationship between particular words (synonym/antonym, analogy) to better understand each of the words</li> <li>● Distinguish among connotations of words with similar denotations</li> <li>● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</li> </ul> | L.7.1.a<br>L.7.1.b<br>L.7.2<br>L.7.4.a<br>L.7.4.b<br>L.7.4.c<br>L.7.5<br>L.7.5.b<br>L.7.6 |
| <b>Suggested Materials/Educational Resources</b>  |   |
| Flocabulary<br>Scholastic Scope<br>Teacher generated powerpoint presentations   |   |

| <b>ASSESSMENT PLAN</b>                           |  |
|--|--|
| <b>District/School Formative Assessment Plan</b> | <b>District/School Summative Assessment Plan</b> |
| Unit Goals                                       | Performance Based Assessment - Review            |

|  |   |                   |
|--|---|-------------------|
| Academic Vocabulary<br>Word Network<br>Summary<br>QuickWrite<br>Concept Vocabulary<br>First Read (Guide)<br>Close Read (Guide)<br>Comprehension Check<br>Evidence Log<br>Analyze the Text<br>Analyze Craft and Structure<br>Conventions<br>Writing to Sources<br>Speaking and Listening<br>Close Review<br>Writing to Compare/Drafting<br>Author's Style<br>Whole-Class Learning Performance<br>Assessment<br>Small-Group Learning Performance<br>Assessment<br>Selection Tests<br>Unit Reflection | evidence for an Explanatory Essay<br><br><b>OPTIONAL:</b><br>Performance Based Assessment: Oral<br>Presentation |                   |
| <b>District/School Texts</b>   | <b>District/School<br/>Supplementary Materials</b>  |                   |
| <i>My Perspectives</i> (consumable and online)<br><i>The Outsiders</i><br><i>Anne of Green Gables</i><br><i>The Diamond Necklace</i><br><i>When You Reach Me</i><br><i>The Railway Children</i><br><i>A Little Princess</i><br><i>The Story of Treasure Seekers</i><br><i>The Face on the Milk Carton</i><br>Hush<br>The Cay   | Prentice Hall Writing Coach   |                   |
| <b>District/School Writing Tasks</b>   |   |                   |
| Task   | Primary Focus   | Secondary Focus   |
| PBA  | Write an Explanatory Essay  | Grammar/Mechanics |

|   |
|---|
| <b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b> |
| Close Reading and Annotation Guide                |



Evidence Log Guide

Word Network Model

Research Guide Grades 6-8

Writing Informational/Explanatory Grades 6-8



## Unit 4: 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  |
|---|--|
| <ul style="list-style-type: none"> <li>● Cite several pieces of textual evidence to support analysis</li> <li>● Determine theme or central idea of text; write an objective summary</li> <li>● Analyze how particular elements of a story or drama interact</li> <li>● Analyze the impact of rhymes and other repetitions of sounds on poetry stanzas or story sections; determine the meaning of specific words/ phrases</li> <li>● Analyze how a drama's or poem's form/structure contributes to its meaning</li> </ul> | RL.7.1<br>RL.7.2<br>RL.7.3<br>RL.7.4<br>RL.5<br>RI.7.1<br>RI.7.2<br>RI.7.4<br>RI.7.7<br>RI.8 |
| <ul style="list-style-type: none"> <li>● Cite several pieces of textual evidence to support analysis</li> <li>● Determine two or more central ideas in a text and analyze their development over the course of the text; write an objective summary</li> <li>● Analyze the interactions between individuals/events/ideas</li> <li>● Analyze the impact of a specific</li> </ul>   |  |

|   |  |
|---|--|
| <p>word choice on meaning/tone;</p> <ul style="list-style-type: none"> <li>● determine the meaning of specific words/phrases</li> <li>● Analyze the structure an author uses to organize a text</li> <li>● Compare/contrast text to audio, video, or multimedia version</li> <li>● Trace/Evaluate the argument and specific claims in a text</li> </ul> |  |
|---|--|

**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   |
|---|---|
| <ul style="list-style-type: none"> <li>● Write arguments</li> <li>● Introduce claims, acknowledge alternate or opposing claims, and organize reasons and evidence logically</li> <li>● Support claims with reasoning and relevant evidence</li> <li>● Use words, phrases, and clauses to create cohesion and clarity among claims, reasons, and evidence</li> <li>● Write informative/explanatory texts</li> <li>● 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</li> <li>● Develop the topic with relevant facts, definitions, details, quotations</li> </ul> | <p>W.7.1<br/>           W.7.1.a<br/>           W.7.1.b<br/>           W.7.1.c<br/>           W.7.2<br/>           W.7.2.a<br/>           W.7.2.b<br/>           W.7.3<br/>           W.7.3.d<br/>           W.7.3.e<br/>           W.7.5<br/>           W.7.7<br/>           W.7.8<br/>           W.7.9.b</p> |

- 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**

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Come to discussions prepared, having read or researched material under study</li> <li>• Follow rules for collegial discussions</li> <li>• 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</li> <li>• Acknowledge new information expressed by and, when warranted, modify their own views</li> <li>• Analyze the main ideas / supporting details in diverse media</li> <li>• Delineate a speaker's argument and specific claims</li> <li>• Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning, and details</li> <li>• Include multimedia and visual displays into presentations to clarify claims and findings and emphasize salient points</li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English</li> </ul> | <p>SL.7.1<br/>SL.7.1.d<br/>SL.7.2<br/>SL.3<br/>SL.7.4<br/>SL.7.5<br/>SL.7.6</p> |
|---|---|

**Suggested Materials/Educational Resources**

Scholastic Scope  
Multimedia presentations  
Youtube  
Audiobooks

| LANGUAGE  |                          |
|---|--------------------------|
| Critical Knowledge and Skills   | Standards                |
| <ul style="list-style-type: none"> <li>• Explain the function of phrases and</li> </ul> | <p>L.7.1<br/>L.7.1.a</p> |

|   |  |
|---|--|
| <p>clauses</p> <ul style="list-style-type: none"> <li>● Spell correctly</li> <li>● Choose language that expresses ideas</li> <li>● recognizing and eliminating wordiness and redundancy</li> <li>● Use context as a clue to the meaning of a word or phrase</li> <li>● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</li> <li>● Consult general and specialized reference material to find the pronunciation of a word or clarify its meaning or part of speech/etymology</li> <li>● Use the relationship between particular words (synonym/antonym, analogy) to better understand each of the words</li> <li>● Distinguish among connotations of words with similar denotations</li> <li>● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</li> </ul> | <p>L.7.2<br/>L.7.3<br/>L.7.4<br/>L.7.4.b<br/>L.7.4.c<br/>L.7.5.b<br/>L.7.5.c<br/>L.7.6</p> |
|---|--|

**Suggested Materials/Educational Resources**

Flocabulary  
Scholastic Scope  
Teacher generated powerpoint presentations

**ASSESSMENT PLAN**

| District/School Formative Assessment Plan  | District/School Summative Assessment Plan  |
|--|--|
| <p>Unit Goals<br/>Academic Vocabulary<br/>Word Network<br/>Summary<br/>QuickWrite<br/>Concept Vocabulary</p> | <p>Performance Based Assessment - Review Evidence for an Argument</p> <p><b>OPTIONAL:</b><br/>Performance Based Assessment: Presenting an Argument</p> |

|  |  |                   |
|--|--|-------------------|
| First Read (Guide)<br>Close Read (Guide)<br>Comprehension Check<br>Evidence Log<br>Analyze the Text<br>Analyze Craft and Structure<br>Conventions<br>Writing to Sources<br>Speaking and Listening<br>Close Review<br>Writing to Compare/Drafting<br>Author's Style<br>Whole-Class Learning Performance<br>Assessment<br>Small-Group Learning Performance<br>Assessment<br>Selection Tests<br>Unit Reflection |  |                   |
| <b>District/School Texts</b>   | <b>District/School<br/>Supplementary Materials</b> |                   |
| <i>My Perspectives</i> (consumable and online)<br>Hoot<br><i>The Story of My Boyhood and Youth</i><br><i>White Fang</i><br>When You Reach Me<br>My Side of the Mountain<br>Hatchet   | Prentice Hall Writing Coach                        |                   |
| <b>District/School Writing Tasks</b>   |  |                   |
| 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](#)

## Unit 5: 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  |
| <ul style="list-style-type: none"> <li>● Cite several pieces of textual evidence to support analysis</li> <li>● Determine theme or central idea of text; write an objective summary</li> <li>● Analyze how particular elements of a story or drama interact</li> <li>● Analyze the impact of rhymes and other repetitions of sounds on poetry stanzas or story sections; determine the meaning of specific words/ phrases</li> <li>● Compare/Contrast a fictional portrayal of a time, place, or character and a historical account of the same time period</li> <li>● Cite several pieces of textual evidence to support analysis course of the text; write an objective summary</li> <li>● Analyze the interactions between individuals/events/ideas RI 7.4<br/>Analyze the impact of a specific</li> </ul> | RL.7.1<br>RL.7.2<br>RL.7.3<br>RL.7.9<br>RI.7.1<br>RI.7.3<br>RI.7.4<br>RI.7.6<br>RI.7.7 |

|  |  |
|--|--|
| <p>word choice on meaning/tone;</p> <ul style="list-style-type: none"> <li>● Determine the author’s point of view or purpose and analyze how the author distinguishes his or her position from that of others</li> <li>● Compare/contrast text to audio, video, or multimedia version</li> </ul> |  |
|--|--|

**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**

| <b>Critical Knowledge and Skills</b>   | <b>Standards</b>   |
|--|--|
| <ul style="list-style-type: none"> <li>● Write arguments</li> <li>● Introduce claims, acknowledge alternate or opposing claims, and organize reasons and evidence logically</li> <li>● Support claims with reasoning and relevant evidence</li> <li>● Write informative/explanatory texts</li> <li>● 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</li> <li>● Develop the topic with relevant facts, definitions, details, quotations</li> <li>● Use precise language and domain-specific vocabulary</li> <li>● Conduct short research projects to</li> </ul> | <p>W.7.1<br/>           W.7.1.a<br/>           W.7.1.b<br/>           W.7.2<br/>           W.7.2.a<br/>           W.7.2.b<br/>           W.7.2.d<br/>           W.7.7<br/>           W.7.8<br/>           W.7.9<br/>           W.7.9.a</p> |



|   |  |
|---|--|
| <p>answer a question, drawing on several sources</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Draw evidence from literary texts to support analysis/reflection</li> </ul> |  |
|---|--|

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

| <b>SPEAKING AND LISTENING</b>   |   |
|---|---|
| <b>Critical Knowledge and Skills</b>  | <b>Standards</b>  |
| <ul style="list-style-type: none"> <li>● Come to discussions prepared, having read or researched material under study</li> <li>● Follow rules for collegial discussions</li> <li>● 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</li> <li>● Analyze the main ideas / supporting details in diverse media</li> <li>● Present claims and findings, emphasizing salient points in a</li> </ul> | <p>SL.7.1<br/>           SL.7.1.a<br/>           SL.7.1.b<br/>           SL.7.1.c<br/>           SL.7.2<br/>           SL.7.4<br/>           SL.7.5</p> |

|   |  |
|---|--|
| <p>focused manner with evidence, reasoning, and details</p> <ul style="list-style-type: none"> <li>● Include multimedia and visual displays into presentations to clarify claims and findings and emphasize salient points</li> </ul> |  |
|---|--|

**Suggested Materials/Educational Resources**

Scholastic Scope  
 Multimedia presentations  
 Youtube  
 Audiobooks

**LANGUAGE**

| Critical Knowledge and Skills   | Standards  |
|---|--|
| <ul style="list-style-type: none"> <li>● Explain the function of phrases and clauses</li> <li>● Use a comma to separate coordinate adjectives</li> <li>● Use context as a clue to the meaning of a word or phrase</li> <li>● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</li> <li>● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</li> </ul> | <p>L.7.1<br/>           L.7.1.a<br/>           L.7.2<br/>           L.7.2.a<br/>           L.7.4<br/>           L.7.4.b<br/>           L.7.6</p> |

**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                                | Performance Based Assessment - Review     |

|   |   |                          |
|---|---|--------------------------|
| <p>Academic Vocabulary<br/> Word Network<br/> Summary<br/> QuickWrite<br/> Concept Vocabulary<br/> First Read (Guide)<br/> Close Read (Guide)<br/> Comprehension Check<br/> Evidence Log<br/> Analyze the Text<br/> Analyze Craft and Structure<br/> Conventions<br/> Writing to Sources<br/> Speaking and Listening<br/> Close Review<br/> Writing to Compare/Drafting<br/> Author's Style<br/> Whole-Class Learning Performance<br/> Assessment<br/> Small-Group Learning Performance<br/> Assessment<br/> Selection Tests<br/> Unit Reflection</p> | <p>Evidence for an Informative Essay</p> <p><b>OPTIONAL:</b><br/> Performance Based Assessment:Present<br/> Multimedia Profiles</p> |                          |
| <p><b>District/School Texts</b></p>   | <p><b>District/School<br/> Supplementary Materials</b></p>  |                          |
| <p><i>My Perspectives</i> (consumable and online)<br/> The Giver<br/> Gathering Blue<br/> <i>A Modern Utopia</i><br/> The Lightning Thief<br/> <i>The Tragedy of Pudd'nhead Wilson</i><br/> <i>The Emerald City of Oz</i><br/> Tangerine<br/> Shakespeare Stealer<br/> Letters from Rifka<br/> No Promises in the Winds<br/> The Clay Marble</p>  | <p>Prentice Hall Writing Coach</p>  |                          |
| <p><b>District/School Writing Tasks</b></p>   |   |                          |
| <p>Task</p>   | <p>Primary Focus</p>  | <p>Secondary Focus</p>   |
| <p>PBA</p>  | <p>Write an Informative Essay</p>   | <p>Grammar/Mechanics</p> |

## INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

Close Reading and Annotation Guide

Evidence Log Guide

Word Network Model

Research Guide Grades 6-8

Writing Informational/Explanatory 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                                       |
|--|---|
| <ul style="list-style-type: none"> <li>● Cite several pieces of textual evidence to support analysis</li> <li>● Determine two or more central ideas in a text and analyze their development over the course of the text; write an objective summary</li> <li>● Analyze the interactions between individuals/events/ideas</li> <li>● Analyze the structure an author uses to organize a text</li> <li>● Trace/Evaluate the argument and specific claims in a text</li> <li>● By the end of the year, read and comprehend literary nonfiction</li> </ul> | RI.7.3<br>RI.7.6<br>RI.7.8<br>RI.7.9<br>RI.7.10 |

**Suggested Materials/Educational Resources**

[Biography Project Introduction Page](#)

**WRITING**

| Critical Knowledge and Skills  | Standards |
|--|-----------|
| <ul style="list-style-type: none"> <li>● Conduct short research projects to</li> </ul> | W.7.7     |

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 information gathering and assessment.

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



|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● 1.3.3 Follow ethical and legal guidelines in gathering and using information.</li> </ul> |  |
| <b>Suggested Materials/Educational Resources</b>  |  |
| <a href="#">Biography Project Task Page</a><br><a href="#">Rubric</a>   |  |

| <b>SPEAKING AND LISTENING</b>   |  |
|---|--|
| <b>Critical Knowledge and Skills</b>  | <b>Standards</b>   |
| <ul style="list-style-type: none"> <li>● Come to discussions prepared, having read or researched material under study</li> <li>● Follow rules for collegial discussions</li> <li>● 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</li> <li>● Acknowledge new information expressed by and, when warranted, modify their own views</li> <li>● Analyze the main ideas / supporting details in diverse media</li> <li>● Delineate a speaker's argument and specific claims</li> <li>● Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning, and details</li> <li>● Include multimedia and visual displays into presentations to clarify claims and findings and emphasize salient points</li> </ul> | SL.7.1<br>SL.7.1.b<br>SL.7.1.c<br>SL.7.1.d<br>SL.7.2<br>SL.7.4<br>SL.7.5 |
| <b>Suggested Materials/Educational Resources</b>  |  |
| <a href="#">Biography Project Task Page</a>   |  |

| <b>LANGUAGE</b>                      |                  |
|--------------------------------------|------------------|
| <b>Critical Knowledge and Skills</b> | <b>Standards</b> |

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

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

**Suggested Materials/Educational Resources**



|   |
|---|
| Flocabulary<br>Scholastic Scope<br>Teacher generated powerpoint presentations<br>Rubric |
|---|

| ASSESSMENT PLAN  |  |                   |
|--|--|-------------------|
| District/School Formative Assessment Plan  | District/School Summative Assessment Plan  |                   |
| Unit Goals<br>Academic Vocabulary<br>Note-Taking Packet<br>Analyze the Text<br>Writing to Sources<br>Speaking and Listening<br>Close Review<br>Writing to Compare/Drafting                         | Performance Based Assessment - Review steps for writing a research paper<br><br>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 | <u>Close Reading and Annotation Guide</u><br><u>Evidence Log Guide</u><br><u>Word Network Model</u><br><u>Research Guide Grades 6-8</u><br><u>Writing Informational/Explanatory Grades 6-8</u> |                   |
| District/School Writing Tasks  |  |                   |
| Task   | Primary Focus  | Secondary Focus   |
| PBA  | Write an MLA Style Research Paper  | Oral Presentation |