

Please Note: This document informs parents, students, and teachers of the recommended pacing and content for the grade level. All standards/benchmarks in the grade level pacing guide are designed to be learned by the end of the year. This guide represents a model of a recommended timeline and sequence to be used by teachers for planning purposes.

Quarter 1

GRADE 7I UNIT 1: Crossing Generations		INSTRUCTIONAL MODEL	
Essential Question: What can one generation learn from another?		<div><div></div><div></div><div></div><div></div><div></div></div> <div>WHOLE-CLASS LEARNING ASSESSMENTS TEACHER-LED PEER-GROUP LEARNING INDEPENDENT LEARNING</div>	
Unit Overview: In this unit, students will read many examples about how people of different generations interact and learn from one another.			
Unit Goals Students will be able to: <ul style="list-style-type: none">• Read selections that express various points of view about different generations, and develop my own perspective.• Understand and use academic vocabulary words related to narrative nonfiction.• Recognize elements of different genres, especially realistic fiction, informational text, and poetry.• Read a selection of my choice independently and make meaningful connections to other texts.• Write a focused, well-organized personal narrative.• Complete Timed Writing tasks with confidence.• Prepare and present a personal narrative.			
Selections & Media Mentor Text <ul style="list-style-type: none">• Personal Narrative: Grounded (640L) Whole-Class Learning <ul style="list-style-type: none">• Realistic Short Story: Two Kinds, from the Joy Luck Club, Amy Tan (870L)• Feature Article: The Case of the Disappearing Words, Alice Andre-Clark, (1130L) Peer-Group Learning <ul style="list-style-type: none">• Human Interest Story: Tutors Teach Seniors New High-Teach Tricks, Jennifer Ludden (1020L)• Memoir: from Mom & Me & Mom, Mayo Angelou (610L)• Media, Television Interview: Learning to Love My Mother, Maya Angelou with Michael Maher• Media, Image Gallery: Mother-Daughter Drawings, Mica and Myla Hendricks• Lyric Poetry: Abuelita Magic Mother to Son To James, Pat Mora Langston Hughes Frank Home, (NP)		Independent Learning <ul style="list-style-type: none">• Lyric Poetry: Lineage, Margaret Walker (NP)• Lyric Poetry: Family, Grace Paley (NP)• Opinion Piece: "Gotcha Day" Isn't a Cause for Celebration, Sophie Johnson (1090L)• Digital Storytelling: Bridging the Generational Divide ..., John McCormick (1120L)• Realistic Fiction: Water Names, Lan Samantha Chang (900L)• Realistic Fiction: An Hour With Abuelo, Judith Ortiz Cofer (840L)	

Resiliency Standards <ul style="list-style-type: none">• HE.68.R.1.1: Demonstrate the ability to respond with empathy in a variety of contexts and situations. Clarifications: Identifying others' feelings, perspectives, circumstances, experiences, and active listening.	Suggested Alternative Assessment Unit 1 Assessment (Edulastic)	Unit Reflection Students will reflect on the unit goals, learning strategies, the texts they read, and the Essential Question.
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Week 1: 08/14/2023-08/18/2023				
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):	Anchor Chart(s): Realistic Short Story p. 12			
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): Grounded Genre/Lexile: Personal Narrative Video (1:44): Grizzly Bear Teaches Her Cubs (Turn and Talk to answer the EQ) Read "Grounded" p. 6-7 with QuickWrite on p. 9	Text Selection(s): Two Kinds from The Joy Luck Club (Hook and Inspire) Genre/Lexile: Realistic Short Story Genre/Text Elements: Character, Conflict, and Resolution (7.R.1.1; 7.R.1.3) Comprehension Strategy: Make Inferences (K12.EE.3.1) Vocabulary/Word Study: Concept Vocabulary (<i>lamented, indignity, reproach, discordant, squabbling, devastated</i>) Latin Prefix: <i>in-</i> (7.V.1.2) (RP) Convention and Composition Options: Author's Craft/Conventions: Compound Adjectives (7.C.3.1) Composition/Speaking and Listening/Research: Retelling (7.C.1.2; K12.EE.5.1) (RP) Monologue (7.C.2.1; K12.EE.6.1) (RP)			
Teacher-Led				
Teacher-Led Group: *Character, Conflict, and Resolution (RP)	Teacher-Led Group: (Based on the needs of students.)		Teacher-Led Group: *p. 29 Genre/Text Elements - Character, Conflict, and Resolution	
Peer Groups				
MyPerspectives+/Activities: <ul style="list-style-type: none">Literary Analysis: ConflictLiterary Analysis: Character and CharacterizationConcept Vocabulary: p. 30 #s 1-7				
Independent Learning				
Technology: IXL Suggestions: <ul style="list-style-type: none">Identify supporting details in literary textsWords with <i>un-</i>, <i>dis-</i>, <i>in-</i>, <i>im-</i>, and <i>non-</i>	(Based on the needs of students.)		Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)	

- Identify common and proper nouns
- Identify pronouns and their antecedents
- Form the singular or plural possessive

- Characterization
- Story Conflict
- Roots, Prefixes, and Suffixes
- Making Inferences
- Conflict Resolution

Week 2: 08/21/2023-08/25/2023

Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):	Anchor Chart(s): Memoir p. 74, Television Interview p. 74			
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): Two Kinds from The Joy Luck Club Genre/Lexile: Realistic Short Story Genre/Text Elements: Character, Conflict, and Resolution (7.R.1.1; 7.R.1.3) (RP) Comprehension Strategy: Make Inferences (K12.EE.3.1) (RP) Vocabulary/Word Study: Concept Vocabulary Latin Prefix: in- (7.V.1.2) (RP) Convention and Composition Options: Author's Craft/Conventions: Compound Adjectives (7.C.3.1) Composition/Speaking and Listening/Research: Retelling (7.C.1.2; K12.EE.5.1) Monologue (7.C.2.1; K12.EE.6.1)	Text Selection(s): from Mom & Me & Mom Genre/Lexile: Realistic Memoir Genre/Text Elements: Literary Devices: Dialogue and Description (7.R.1) (RP) Comprehension Strategy: Evaluate Details to Determine Central Ideas (7.R.2.2) Vocabulary/Word Study: Base Words (7.V.1.3) Greek Root: -phil- (7.V.1.2) (RP) Convention and Composition Options: Author's Craft/Conventions: Subordinating Conjunctions and Complex Sentences (7.C.3.1) (RP) Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (7.R.3.3; 7.C.1.4)			




Teacher-Led		
Teacher-Led Group: *Dialogue and Description (RP)	Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: *Dialogue and Description (REM)
Peer Groups		
My Perspectives+/Activities: <ul style="list-style-type: none"> Literary Analysis: Dialogue Mom & Me & Mom Selection Test Mother-Daughter Drawings p. 92-96 Build Insight: p. 97 #s 1-6 		
Independent Learning		
Technology: IXL Suggestions: <ul style="list-style-type: none"> Use words as clues to the meanings of Greek and Latin roots Identify subordinating conjunctions Is the sentence simple, compound, complex, or compound-complex? Compare information from two texts Compare illustrations of literary and historical subjects 	(Based on the needs of students.)	Technology: <ul style="list-style-type: none"> TV Interview "Learning to Love my Mother" and textbook p. 90-91. BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge) <ul style="list-style-type: none"> Dialogue Main Idea Biography

Week 3: 08/28/2023-09/01/2023

Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):	Assessment: Unit 1 Part 1		Anchor Chart(s): Feature Articles p. 34	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Review Unit 1 Part 1 Suggested Activities: PRACTICE side of RP's Academic Games (Quizizz, Quizlets, Blooket, Kahoot, Gimkit, etc.)	Take Assessment Unit 1 Part 1	Remediate/Reteach Unit 1 Part 1	Text Selection(s): The Case of the Disappearing Words Genre/Lexile: Feature Article Genre/Text Elements: Central Ideas and Supporting Evidence (7.R.2.2) (RP) Comprehension Strategy: Preview the Text (7.R.2.1) Vocabulary/Word Study: Concept Vocabulary (fluently, linguists, term, lecture, recording, pronouncing) Latin Root Word: lingua (7.V.1.2) (RP) Convention and Composition Options: Author's Craft/Conventions: Author's Purpose (7.R.2.1; 7.R.2.3) (RP) Composition/Speaking and Listening/Research: Travel Guide (7.C.1.4; 7.C.4.1) Oral Presentation (7.C.2.1) (RP)	
Teacher-Led				
Teacher-Led Group: (Assessment)		Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: *Central Idea and Supporting Evidence (RP)	
Peer Groups				
MyPerspectives+/Activities: <ul style="list-style-type: none">Complete chart from Genre/Text Elements Practice #1 p. 45 (ONLY #1)Concept Vocabulary/Word Study: p. 46				
Independent Learning				
Technology:		(Based on the needs of	Technology:	

IXL Suggestions: <ul style="list-style-type: none">• Identify the author's purpose• Identify text structures• Use Greek and Latin roots as clues to the meanings of words	students.)	BrainPop: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge) <ul style="list-style-type: none">• Text Structures
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Week 4: 09/04/2023-09/08/2023

Monday - NO SCHOOL	Tuesday	Wednesday	Thursday	Friday
	Anchor Chart(s): Feature Articles p. 34		Assessment(s): Unit 1 Part 2	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
	<p>Text Selection(s): The Case of the Disappearing Words</p> <p>Genre/Lexile: Feature Article</p> <p>Genre/Text Elements: Central Ideas and Supporting Evidence (7.R.2.2)</p> <p>Comprehension Strategy: Preview the Text (7.R.2.1)</p> <p>Vocabulary/Word Study: Concept Vocabulary (<i>fluently, linguists, term, lecture, recording, pronouncing</i>)</p> <p>Latin Root Word: <i>lingua</i> (7.V.1.2) (RP)</p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Author's Purpose (7.R.2.1; 7.R.2.3) (RP)</p> <p>Composition/Speaking and Listening/Research: Travel Guide (7.C.1.4; 7.C.4.1) Oral Presentation (7.C.2.1) (RP)</p>		Take Assessment Unit 1 Part 2	Remediate/Reteach Unit 1 Part 2
Teacher-Led				
	<p>Teacher-Led Group:</p> <p>*Author's Purpose (REM) Focusing on Diction, Syntax, and Text sections/features</p>		<p>Teacher-Led Group:</p> <p>(Assessment)</p>	

Peer Groups		
LABOR DAY	My Perspectives+ / Activities: <ul style="list-style-type: none">• Build Insight: p. 43• The Case of the Disappearing Words Selection Test	
	Independent Learning	
LABOR DAY	Technology: IXL Suggestions: <ul style="list-style-type: none">• Identify the author's purpose• Identify text structures• Use Greek and Latin roots as clues to the meanings of words	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge) <ul style="list-style-type: none">• Text Structures

Week 5: 09/11/2023-09/15/2023

Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): Human Interest Stories p. 64				Assessment(s): Unit 1 Part 3
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): Tutors Teach Seniors New High-Tech Tricks Genre/Lexile: Human Interest Story Genre/Text Elements: Purpose and Tone (7.R.2.3) (RP) Comprehension Strategy: Make Connections (K12.EE.2.1) Vocabulary/Word Study: Central Idea and Supporting Evidence (7.R.2; 7.R.3.2) (RP) Suffix: -ment (RP) Convention and Composition Options: Author's Craft/Conventions: Central Idea and Supporting Evidence (7.R.2; 7.R.3.2) (RP) Composition/Speaking and Listening/Research: Oral Instructions (7.C.2.1)				Take Assessment Unit 1 Part 3
Teacher-Led				
Teacher-Led Group: *Purpose and Tone (RP) *Author's Craft: Central Idea and Supporting Evidence (RP) focusing on types of evidence: direct quotations and paraphrasing		Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: (Assessment)	
Peer Groups				
MyPerspectives+/Activities: <ul style="list-style-type: none">HuffPost Article "Why Should We Listen to Old People" annotation, then central idea/details graphic organizerMP+: Main Idea activityBuild Insight: p. 69 #1-4 and Concept Vocabulary: #1-3				
Independent Learning				
Technology: IXL Suggestions: <ul style="list-style-type: none">Determine the main idea of a passage		(Based on the needs of students.)	Technology: (See Mon/Tues)	

- Identify supporting details in informational texts
- Positive and negative connotation

BrainPop:
(Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)

- [Main Idea](#)


Week 6: 09/18/2023-09/22/2023				
Monday	Tuesday	Wednesday - Early Dismissal	Thursday	Friday
	Anchor Chart(s): Lyric Poetry p. 100			Assessment(s): Unit 1 Part 4
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Remediate/Reteach Unit 1 Part 3	Text Selection(s): Poetry Collection One (Abuelita Magic, Mother to Son, To James) Genre/Lexile: Lyric Poetry Genre/Text Elements: Graphical Elements in Poetry (7.R.1.4; 7.C.3.1) (RP) Comprehension Strategy: Create Mental Images (K12.EE.2.1) Vocabulary/Word Study: Context Clues (7.V.1.3) Synonyms and Antonyms (7.V.1.3) (RP) Convention and Composition Options: Author's Craft/Conventions: Figurative Language: Metaphor (7.R.3.1) (RP) Composition/Speaking and Listening/Research: Lyric Poem (K12.EE.5.1; 7.C.1; 7.C.5.2) (RP)			Take Assessment Unit 1 Part 4
Teacher-Led				
Teacher-Led Group: *Graphical Elements in Poetry (RP)		Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: *Figurative Language: Metaphor (RP) focusing on extended metaphor	
Peer Groups				
MyPerspectives+/Activities: <ul style="list-style-type: none">Figurative Language and Extended Metaphor WSBuild Insight: Analysis and Discussion p. 109 #'s 5-6 and Concept Vocabulary p. 110 #'s 1-3Poetry Collection 1 Selection Test				
Independent Learning				
Technology: IXL Suggestions: <ul style="list-style-type: none">Choose the synonymChoose the antonymIdentify sensory details		(Based on the needs of students.)	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge) <ul style="list-style-type: none">Similes and Metaphors	

- Interpret figures of speech

- Poetry
- Antonyms, Synonyms, and Homonyms

Week 7: 09/25/2023-09/29/2023

Monday	Tuesday	Wednesday	Thursday	Friday
	Anchor Chart(s):			Rubric:
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Remediate/Reteach U1A3	Expository Writing Lesson Suggested Activities: <ul style="list-style-type: none">p. 91 Comparison and Contrast Essay Maya Angelou ("Learning to Love My Mother" and "Mom & Me & Mom")Write an Expository Essay answering the EQ: "What can one generation learn from another?" using the poems from Poetry Collection 1MP+: Graphic Organizer - Compare-Contrast Text Frame			
Teacher-Led Group: *Scoring Samplers (FAST website/Housing) *MP+: Graphic Organizer - Cause and Effect Frame		Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: *Scoring Samplers (FAST website/Housing) *MP+: Graphic Organizer - Cause and Effect Frame	
Peer Groups				
MyPerspectives+/Activities: <ul style="list-style-type: none">MP+: Analyze Text InformationMP+: Connect and Clarify Main Ideas				
Independent Learning				
Technology: IXL Suggestions: <ul style="list-style-type: none">Choose evidence to support a claimIdentify thesis statementsIs it a complete sentence or a fragment?Is it a complete sentence or a run-on?Transitions with conjunctive adverbsRemove redundant words or phrasesSuggest appropriate revisions		(Based on the needs of students.)	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge) <ul style="list-style-type: none">Five-Paragraph EssayMaya Angelou Savvas: <ul style="list-style-type: none">Expository Essay Video (assigned in Savvas)Expository Writing - Level 1 (assigned in Savvas)Expository Writing - Level 2 (assigned in Savvas)	

GRADE 7I UNIT 3: Transformation		INSTRUCTIONAL MODEL	
Essential Question: Can people really change?			WHOLE-CLASS LEARNING
			ASSESSMENTS
			TEACHER-LED
Unit Overview: In this unit, students will read and discuss transformations in people's lives.			PEER-GROUP LEARNING
			INDEPENDENT LEARNING
Unit Goals Students will be able to: <ul style="list-style-type: none">Read selections that express different points of view about transformation and develop their own perspective.Understand and use academic vocabulary words related to fiction.Recognize elements of different genres, especially drama, fiction, and poetry.Read a selection of my choice independently and make meaningful connections to other texts.Write an engaging and meaningful short story.Complete Timed Writing tasks with confidence.Prepare and deliver a critique of a dramatic adaptation.			
Selections & Media Mentor Text <ul style="list-style-type: none">Short Story: The Golden Windows (800L) Whole-Class Learning <ul style="list-style-type: none">Drama: A Christmas Carol: Scrooge and Marley, Act I, Israel Horovitz (NP)Drama: A Christmas Carol: Scrooge and Marley, Act II, Israel Horovitz (NP) Peer-Group Learning <ul style="list-style-type: none">Thank you, M'am: Langston Hughes-Realistic Short Story (880L)Learning Rewires the Brain: Alison Pearce Stevens: Science Journalism (880L)Trying to Name. . . : Lyric Poetry (NP)I Myself: Narrative Poetry (NP)The Tell-Tale Heart: Edgar Allan Poe: Gothic Horror Story (860L)		Independent Learning <ul style="list-style-type: none">Little Things are Big: Jesus Colon: Reflective Essay (1150L)The Story of Victor d'Aveyron, the Wild Child: Eloise Montalban: Historical Narrative (980L)A Retrieved Reformation - O. Henry - Realistic Fiction (850L)The Grandfather and His Little Grandson Leo Tolstoy Fable (870L)	
Resiliency Standards <ul style="list-style-type: none">HE.68.R.2.4: Monitor progress toward attaining a personal goal.HE.68.R.2.5: Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.		Suggested Alternative Assessment Unit 3 Assessment (Edulastic)	Unit Reflection Students will reflect on the unit goals, learning strategies, the text and the Essential Question.

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| <ul style="list-style-type: none">• HE.68.R.2.7: Identify how continuous learning leads to personal growth. | | |
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Week 8: 10/02/2023-10/06/2023

Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):	Anchor Chart(s): Realistic Short Story p. 342			Anchor Chart(s):
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): The Golden Windows Genre/Lexile: Short Story Genre/Text Elements: Comprehension Strategy: Vocabulary/Word Study: Academic Vocabulary (transformations) (7.V.1.1; 7.V.1.2) Convention and Composition Options: Author's Craft/Conventions: Composition/Speaking and Listening/Research: Summary (7.R.3)	Text Selection(s): Thank You, M'am Genre/Lexile: Realistic Short Story Genre/Text Elements: Plot Elements (7.R.1) (RP) Comprehension Strategy: Establish a Purpose for Reading (K12.EE.2.1) Vocabulary/Word Study: Context Clues (7.V.1.3) Multiple-Meaning Words (7.V.1.3) (RP) Convention and Composition Options: Author's Craft/Conventions: Prepositions and Prepositional Phrases (7.C.3.1) (RP) Composition/Speaking and Listening/Research: Journal Entry (7.C.1.2; 7.C.1.5; K12.EE.5.1) (RP)			Text Selection(s): The Tell-Tale Heart Genre/Lexile: Gothic Horror Story Genre/Text Elements: Unreliable Narrator (7.R.1.3) Comprehension Strategy: Paraphrase and Summarize (7.R.3.2) Vocabulary/Word Study: Context Clues (7.V.1.3) Word History: Old English (7.V.1) (RP) Convention and Composition Options: Author's Craft/Conventions: Colons, Semicolons, and Dashes (7.C.3.1) (RP) Composition/Speaking and Listening/Research: Character Sketch (7.C.1.2; 7.C.5.1; 7.C.5.2; K12.EE.6.1) (RP)

Teacher-Led		
Teacher-Led Group: *Plot Elements (RP) RETEACH ONLY (REM also available)	Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: *Plot Elements (RP) PRACTICE
Peer Groups		
MyPerspectives+/Activities: <ul style="list-style-type: none"> • MP+: Plot or Plot and Conflict • iReady Lesson 4: Analyzing Interactions in a Text • Multiple Meaning Words (RP) • Independent Learning "The Grandfather and His Little Grandson" • Concept Vocabulary p. 350 		
Independent Learning		
Technology: IXL Suggestions: "Thank you M'am" <ul style="list-style-type: none"> • Identify supporting details in literary texts • Read realistic fiction • Which definition matches the sentence? • Identify prepositional phrases 	(Based on the needs of students.)	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge) <ul style="list-style-type: none"> • Prepositional Phrases • Plot • Paraphrasing Commonlit: <ul style="list-style-type: none"> • "Thank You M'am"





Week 9: 10/09/2023-10/13/2023

Monday	Tuesday	Wednesday	Thursday	Friday - End of Grading Period
Anchor Chart(s): Gothic Horror p. 380				Assessment(s): Unit 3 Part 1
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): The Tell-Tale Heart Genre/Lexile: Gothic Horror Story Genre/Text Elements: Unreliable Narrator (7.R.1.3) Comprehension Strategy: Paraphrase and Summarize (7.R.3.2) Vocabulary/Word Study: Context Clues (7.V.1.3) Word History: Old English (7.V.1) (RP) Convention and Composition Options: Author's Craft/Conventions: Colons, Semicolons, and Dashes (7.C.3.1) (RP) Composition/Speaking and Listening/Research: Character Sketch (7.C.1.2; 7.C.5.1; 7.C.5.2; K12.EE.6.1) (RP)			Review Unit 3 Part 1 Suggested Activities: PRACTICE side of RP's Academic Games (Quizizz, Quizlets, Blooket, Kahoot, Gimkit, etc.) (Unreliable Narrator)	Take Assessment Unit 3 Part 1
Teacher-Led				
Teacher-Led Group: *Unreliable Narrator (RP) *Unreliable Narrator (REM)		Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: (Assessment)	
Peer Groups				
MyPerspectives+/Activities: <ul style="list-style-type: none">• LL: Vocabulary Guide: Word Usage• Concept Vocabulary p. 390 and Analysis Questions 4, 5, and 6 p.389• MP+: Applying Background Information• MP+: Graphic Organizer - Character Wheel				
Independent Learning				
Technology: IXL Suggestions: <ul style="list-style-type: none">• Determine the meaning of words using synonyms in		(Based on the needs of students.)	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic	

<p>context</p> <ul style="list-style-type: none">• Use semicolons and commas to separate clauses• Use semicolons, colons, and commas with lists• Use dashes		<p>organizer, challenge)</p> <ul style="list-style-type: none">• Edgar Allen Poe• Plot• Story Conflict• Show, Not Tell• Context Clues
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Quarter 2

Week 10: 10/16/23-10/20/2023

Week 10: 10/16/23-10/20/2023				
Monday - Planning	Tuesday	Wednesday	Thursday	Friday
		Anchor Chart(s): Science Journalism p. 354		
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
	Remediate/Reteach Unit 3 Part 1	<p>Text Selection(s): Learning Rewires the Brain</p> <p>Genre/Lexile: Science Journalism</p> <p>Genre/Text Elements: Text Sections and Features (7.R.2.1) (RP)</p> <p>Comprehension Strategy: Connect and Compare Central Ideas (7.R.2; 7.R.2.2) (RP)</p> <p>Vocabulary/Word Study: Reference Materials (7.V.1.3) Latin Root: - sign - (7.V.1.2) (RP)</p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Rhetorical Devices and Logical Fallacies (7.R.2.4; 7.R.3.4) (RP)</p> <p>Composition/Speaking and Listening/Research: Research Report (7.R.3.2; 7.C.1.4; 7.C.4.1)</p>		
Teacher-Led				
		<p>Teacher-Led Group:</p> <p>*Genre/Text Elements: Text Sections and Features (RP)</p> <p>*Author's Craft: Rhetorical Devices and Logical Fallacies (RP)</p>		
Peer Groups				
		<p>MyPerspectives+ /Activities:</p> <ul style="list-style-type: none">MP+: Paraphrase a Text and Find the Main IdeaiReady Lesson 1: Analyze the Development of Central Ideas		
Independent Learning				

**Technology:**

IXL Suggestions:

- [Analyze rhetorical strategies in historical texts](#)
- [Analogies](#)
- [Read graphic organizers](#)

Technology:

Listenwise: ["Psychology of a Bully"](#) 1st listen-
Notes on Bullying

BrainPop:

(Suggested activities: movie, quiz,
worksheet/graphic organizer, challenge)

- [Critical Reasoning](#)

Week 11: 10/23/2023-10/27/2023

Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): Science Journalism p. 354		Assessment(s): Unit 3 Part 2		
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
<p>Text Selection(s): Learning Rewires the Brain</p> <p>Genre/Lexile: Science Journalism</p> <p>Genre/Text Elements: Text Sections and Features (7.R.2.1) (RP)</p> <p>Comprehension Strategy: Connect and Compare Central Ideas (7.R.2; 7.R.2.2)</p> <p>Vocabulary/Word Study: Reference Materials (7.V.1.3) Latin Root: - <i>sign</i> - (7.V.1.2) (RP)</p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Rhetorical Devices and Logical Fallacies (7.R.2.4; 7.R.3.4) (RP)</p> <p>Composition/Speaking and Listening/Research: Research Report (7.R.3.2; 7.C.1.4; 7.C.4.1)</p>	<p>Review Unit 3 Part 2</p> <p>Suggested Activities: PRACTICE side of RP's Academic Games (Quizizz, Quizlets, Blooket, Kahoot, Gimkit, etc.,)</p> <p>(Engagement Strategies)</p>	<p>Take Assessment Unit 3 Part 2</p>	<p>Remediate/Reteach Unit 3 Part 2</p>	<p>Introduce Text Selections with the Walrus and Carpenter</p> <p>Text Selection(s): Trying to Name...</p> <p>Genre/Lexile: Lyric Poetry</p> <p>Genre/Text Elements: Imagery and Themes (7.R.1.2; 7.R.3.1; 7.R.3.3) (RP)</p> <p>Comprehension Strategy: Create Mental Images (7.R.3.1)</p> <p>Vocabulary/Word Study: Reference Materials (7.V.1.3) Latin Root: - <i>tort</i> - (7.V.1.2; 7.V.1.3) (RP)</p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Poetic Structures and Purpose (7.R.1.4) (RP)</p> <p>Composition/Speaking and Listening/Research: Response to Literature (7.R.1.2; 7.C.1.3)</p>

Teacher-Led		
Teacher-Led Group: *Rhetorical Devices and Logical Fallacies (RP) *Poetic Structures and Purpose (RP)	Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: (Assessment)
Peer Groups		
MyPerspectives+/Activities: <ul style="list-style-type: none">MP+: Rhetorical Devices		
Independent Learning		
Technology: IXL Suggestions: <ul style="list-style-type: none">Analyze rhetorical strategies in historical textsAnalogiesRead graphic organizersMatch the quotations with their themesDetermine the meanings of words with Greek and Latin roots	(Based on the needs of students.)	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge) <ul style="list-style-type: none">Theme

Week 12: 10/30/2023-11/03/2023

Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): Lyric Poetry p. 368, Narrative Poetry p. 368			Assessment(s): Unit 3 Part 3	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
<p>Text Selection(s): Trying to Name...</p> <p>Genre/Lexile: Lyric Poetry/Narrative Poetry</p> <p>Genre/Text Elements: Imagery and Themes (7.R.1.2; 7.R.3.1; 7.R.3.3) (RP)</p> <p>Comprehension Strategy: Create Mental Images (7.R.3.1)</p> <p>Vocabulary/Word Study: Reference Materials (7.V.1.3) Latin Root: - <i>tort</i> - (7.V.1.2; 7.V.1.3) (RP)</p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Poetic Structures and Purpose (7.R.1.4) (RP)</p> <p>Composition/Speaking and Listening/Research: Response to Literature (7.R.1.2; 7.C.1.3)</p>	<p>Text Selection(s): I Myself</p> <p>Genre/Lexile: Lyric Poetry/Narrative Poetry</p> <p>Genre/Text Elements: Imagery and Themes (7.R.1.2; 7.R.3.1; 7.R.3.3) (RP)</p> <p>Comprehension Strategy: Create Mental Images (7.R.3.1)</p> <p>Vocabulary/Word Study: Reference Materials (7.V.1.3) Latin Root: - <i>tort</i> - (7.V.1.2; 7.V.1.3) (RP)</p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Poetic Structures and Purpose (7.R.1.4) (RP)</p> <p>Composition/Speaking and Listening/Research: Response to Literature (7.R.1.2; 7.C.1.3)</p>	<p>Review Unit 3 Part 3</p> <p>Suggested Activities: PRACTICE side of RP's Academic Games (Quizizz, Quizlets, Blooket, Kahoot, Gimkit, etc.)</p> <p>(Engagement Strategies)</p>	<p>Take Assessment Unit 3 Part 3</p>	<p>Remediate/Reteach Unit 3 Part 3</p>
Teacher-Led				
<p>Teacher-Led Group:</p> <p>*Imagery and Themes (RP)</p>		<p>Teacher-Led Group:</p> <p>(Based on the needs of</p>	<p>Teacher-Led Group:</p> <p>(Assessment)</p>	

	students.)	
Peer Groups		
MyPerspectives+/Activities: <ul style="list-style-type: none"> • MP+: Theme, Narrative Poetry, Imagery • Compare Lyric and Narrative Poetry p. 378 #s 1-3 and p. 379 #s 1-2 		
Independent Learning		
Technology: <ul style="list-style-type: none"> • Match the quotations with their themes • Determine the meanings of words with Greek and Latin roots • Label the rhyme scheme 	(Based on the needs of students.)	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge) <ul style="list-style-type: none"> • Paraphrasing • Figurative Language

Week 13: 11/06/2023-11/10/2023**Monday****Tuesday****Wednesday****Thursday****Friday - NO SCHOOL****Anchor Chart(s):** Drama p. 250**Bell Work:** Savvas Grammar (Based on Selection Text Skills)**Whole Group**

Preview/Hook & Inspire/Build Background Knowledge for A Christmas Carol

Suggested Activities:

**Teacher-Led****Teacher-Led Group:**

*Dialogue and Character Development (RP)

Teacher-Led Group:

*Subjective and Objective Points of View (RP)

**Peer Groups****MyPerspectives+/Activities:**

- MP+: Dialogue, Character/Characterization

**Independent Learning****Technology:**

IXL Suggestions:

- [Analyze short stories](#)
- [Read drama](#)
- [Is the sentence declarative, interrogative, imperative, or exclamatory?](#)
- [Determine the themes of short stories](#)

Technology:

BrainPop:

(Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)

- [Drama](#)
- [Charles Dickens](#)



Week 14: 11/13/2023-11/17/2023**Monday****Tuesday****Wednesday****Thursday****Friday****Anchor Chart(s):** Drama p. 250**Bell Work:** Savvas Grammar (Based on Selection Text Skills)**Whole Group**

Text Selection(s): A Christmas Carol: Scrooge and Marley, Act I

Genre/Lexile: Drama

Genre/Text Elements: Dialogue, Stage Directions, and Character Development (7.R.1; 7.R.1.1) (RP)

Comprehension Strategy: Paraphrase (7.R.3.2) (RP)

Vocabulary/Word Study: Concept Vocabulary (*covetous, morose, resolute, impossible, malcontent, miser*) Latin Prefix: *mal* - (7.V.1.2) (RP)**Convention and Composition Options:**

Author's Craft/Conventions: Subjective and Objective Points of View (7.R.1.3)

Composition/Speaking and Listening/Research: Friendly Letter (K12.EE.5.1, 6.1; 7.R.3.2; 7.C.1; 7.V.1) Costume Plans (7.C.2.1; 7.C.4.1; 7.C.5.1) Critical Review (7.C.1.3)

Teacher-Led**Teacher-Led Group:**

*Dialogue and Character Development (RP)

Teacher-Led Group:

(Based on the needs of students.)

Teacher-Led Group:

*Subjective and Objective Points of View (RP)

Peer Groups**MyPerspectives+/Activities:**

- MP+: Reading Drama
- Latin Prefix mal- (RP)
- Concept Vocabulary (add page numbers of each word's definition)/Word Study p. 280
- [Writing Dialogue](#)

Independent Learning**Technology:**

IXL Suggestions:

- [Analyze short stories](#)

(Based on the needs of students.)






Technology:

BrainPop:

(Suggested activities: movie, quiz, worksheet/graphic

<ul style="list-style-type: none">• Read drama• Is the sentence declarative, interrogative, imperative, or exclamatory?• Determine the themes of short stories		organizer, challenge) <ul style="list-style-type: none">• Dialogue• Point of View
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Week 15: 11/20/2023-11/24/2023

Monday		Tuesday	Wednesday - NO SCHOOL	Thursday - Thanksgiving	Friday - NO SCHOOL
Review/Remediate/Reteach Skills based on needs of students.					
Bell Work: Savvas Grammar (Based on Selection Text Skills)					
Whole Group					
Review/Remediate/Reteach Skills based on needs of students.					
Teacher-Led					
Teacher-Led Group:					
Peer Groups					
MyPerspectives+ /Activities: <ul style="list-style-type: none">A Christmas Carol Act I Selection Test					
Independent Learning					
Technology: IXL Suggestions: <ul style="list-style-type: none">Analyze short storiesRead dramaIs the sentence declarative, interrogative, imperative, or exclamatory?	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)				

<ul style="list-style-type: none">Determine the themes of short stories		
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Week 16: 11/27/2023-12/01/2023**Monday****Tuesday****Wednesday****Thursday****Friday****Anchor Chart(s):****Bell Work:** Savvas Grammar (Based on Selection Text Skills)**Whole Group**

Review Act I

Text Selection(s): A Christmas Carol: Scrooge and Marley, Act II

Genre/Lexile: Drama

Genre/Text Elements: Stage Directions and Character Development (7.R.1.1) (RP)

Comprehension Strategy: Monitor Comprehension (K12.EE.2.1)

Vocabulary/Word Study: Concept Vocabulary (*parallel, altered, strive, dispelled, earnest, infinitely*) Greek Prefix: *para* - (7.V.1.2) (RP)**Convention and Composition Options:**

Author's Craft/Conventions: Multiple Themes (7.R.1.2) (RP)

Composition/Speaking and Listening/Research: Friendly Letter (K12.EE.5.1, 6.1; 7.R.3.2; 7.C.1; 7.V.1) Costume Plans (7.C.2.1; 7.C.4.1; 7.C.5.1) Critical Review (7.C.1.3)

Teacher-Led**Teacher-Led Group:**

*Stage Directions and Character Development (RP)

Teacher-Led Group:

(Based on the needs of students.)

Teacher-Led Group:

*Multiple Themes (RP)

Peer Groups**MyPerspectives+/Activities:**

- Word Study: Latin Root -sign- (RP)
- A Christmas Carol Act II Selection Test

Independent Learning**Technology:**

IXL Suggestions:

- [Analyze short stories](#)
- [Read drama](#)

(Based on the needs of students.)

Technology:

BrainPop:

(Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)

<ul style="list-style-type: none">• Is the sentence declarative, interrogative, imperative, or exclamatory?• Determine the themes of short stories		<ul style="list-style-type: none">• Point of View• Theme <p>IXL D.1 Identify the narrative point of view</p>
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Week 17: 12/04/2023-12/08/2023				
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):			Anchor Chart(s):	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): from a Christmas Carol Genre/Lexile: Novella Excerpt Genre/Text Elements: Narrative Point of View: Omniscient Narrator (7.R.1.3) (RP) Comprehension Strategy: Make Connections (K12.EE.2.1) Vocabulary/Word Study: Concept Vocabulary (<i>dreaded, penitence, grief, rebuke, trembling, plaintive</i>) Synonyms and Nuance (7.V.1.3) (RP) Convention and Composition Options: Author's Craft/Conventions: Conjunctions (7.C.3.1) (RP) Composition/Speaking and Listening/Research: Friendly Letter (K12.EE.5.1, 6.1; 7.R.3.2; 7.C.1; 7.V.1) Costume Plans (7.C.2.1; 7.C.4.1; 7.C.5.1) Critical Review (7.C.1.3)			Expository Writing Lesson Suggested Activities: Cause and Effect Essay Instructions: Write a 5 paragraph Cause and Effect essay to answer the following question: How did Scrooge's character change over the course of the story?	
Teacher-Led				
Teacher-Led Group: *Omniscient Narrator (RP)		Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: *Omniscient Narrator (RP) or Synonyms and Nuance (RP)	
Peer Groups				
MyPerspectives+/Activities: <ul style="list-style-type: none">Build Insight: p. 309Concept Vocabulary: p. 324 and Conventions Read It: #s 1-3 p. 325Compare Drama and Fiction p. 326 - 327				
Independent Learning				
Technology: IXL Suggestions: <ul style="list-style-type: none">Identify the narrative point of view		(Based on the needs of students.)	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic	





<ul style="list-style-type: none">• Describe the difference between related words• Identify coordinating conjunctions• Use the correct pair of correlative conjunctions• Use coordinating conjunctions		organizer, challenge) <ul style="list-style-type: none">• Point of View
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Week 18: 12/11/2023-12/15/2023

Monday	Tuesday	Wednesday	Thursday	Friday
Rubric:		Assessment(s): Unit 3 Part 4		FLEX Day
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Expository Writing Lesson Suggested Activities: Cause and Effect Essay Instructions: Write a 5 paragraph Cause and Effect essay to answer the following question: How did Scrooge's character change over the course of the story?	Review Unit 3 Part 4 Suggested Activities: PRACTICE side of RP's Academic Games (Quizizz, Quizlets, Blooket, Kahoot, Gimkit, etc.) (Engagement Strategies)	Take Assessment Unit 3 Part 4	Remediate/Reteach Unit 3 Part 4	Flex Days built in to rearrange pacing based on testing days for STAR and FAST.
Teacher-Led				
Teacher-Led Group: *Remediation based on student needs.		Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: *Remediation based on student needs.	
Peer Groups				
MyPerspectives+/Activities: <ul style="list-style-type: none">MP+: Drama: Dialogue and Stage Directions				
Independent Learning				
Technology: IXL Suggestions: <ul style="list-style-type: none">Choose evidence to support a claimIdentify thesis statementsIs it a complete sentence or a fragment?Is it a complete sentence or a run-on?Transitions with conjunctive adverbs		(Based on the needs of students.)	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)	


- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Remove redundant words or phrases• Suggest appropriate revisions• Match causes and effects in informational texts | | |
|---|--|--|

Week 19: 12/18/2023-12/22/2023




Monday	Tuesday	Wednesday	Thursday - End of Grading Period	Friday - NO SCHOOL
FLEX Days				
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Flex Days built in to rearrange pacing based on testing days for STAR and FAST.				
Teacher-Led				
Teacher-Led Group:				
Peer Groups				
MyPerspectives+/Activities:				
Independent Learning				

Technology: IXL Suggestions: Teacher choice based on student needs.	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)	
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Quarter 3

GRADE 7I UNIT 2: Imagining the Future		INSTRUCTIONAL MODEL	
Essential Question: Should humanity's future lie among the stars?			WHOLE-CLASS LEARNING
			ASSESSMENTS
			TEACHER-LED
Unit Overview: In this unit, students will read and discuss space exploration and the future of human voyages to worlds beyond Earth.			PEER-GROUP LEARNING
			INDEPENDENT LEARNING
Unit Goals Students will be able to: <ul style="list-style-type: none">• Read selections that express different points of view about imagination and the future and develop their own perspective.• Understand and use academic vocabulary words related to argument.• Recognize elements of different genres, especially argumentative essays, informational texts, and science fiction.• Read a selection of their choice independently and make meaningful connections to other texts.• Write a focused, well-organized argumentative essay.• Complete Timed Writing tasks with confidence.• Prepare and deliver a critique of a literary work or dramatic production.			
Selections & Media Mentor Text <ul style="list-style-type: none">• Argument: Leaving Main Street (1060L) Whole-Class Learning <ul style="list-style-type: none">• Science-Fiction Fantasy: Dark They Were, and Golden-Eyed, Ray Bradbury (490L)• Media, Radio Play: Dark They Were, and Golden-Eyed, Ray Bradbury and Michael McDonough (Producer) Peer-Group Learning <ul style="list-style-type: none">• Science-Fiction Cradlesong • First Men on the Moon, C. S. Lewis, J. Patrick Lewis• The Last Dog, Katherine Paterson• Mars Can Wait. Oceans Can't. Amitai Etzioni• from Packing for Mars, Mary Roach		Independent Learning <ul style="list-style-type: none">• Future of Space Exploration Could. . . Nola Taylor Redd: News Article (1250L)• Danger! This Mission to Mars Could. . . Maggie Koeerth-Baker: Magazine Article (1290L)• Neil deGrasse Tyson on the Future. . . Neil deGrasse Tyson and Keith Wagstaff: Interview (930L)• Ellen Ochoa: Director, Johnson Space Center: Media: Video Biography	
Resiliency Standards <ul style="list-style-type: none">• HE.68.R.3.2: Explain and develop ways to apply leadership skills in the school and the community.		Suggested Alternative Assessment Unit 2 Assessment (Edulastic)	Unit Reflection Students will reflect on the unit goals, learning

		strategies, the text and the Essential Question
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Week 20: 01/08/2024-01/12/2024				
Monday - Planning	Tuesday	Wednesday	Thursday	Friday
		Anchor Chart(s):	Anchor Chart(s): Science-Fiction Fantasy p. 134, Radio Play Adaptation p. 134	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
	Procedures/Routines/Resiliency	Text Selection(s): Mentor Text - Leaving Main Street Genre/Lexile: Argument Genre/Text Elements: Comprehension Strategy: Vocabulary/Word Study: Academic Vocabulary (7.V.1.1) Convention and Composition Options: Author's Craft/Conventions: Composition/Speaking and Listening/Research: Summary (7.R.3) / Icebreaker (K12.EE.4.1) / QuickWrite (7.C.1)	Text Selection(s): Dark They Were, and Golden-Eyed Genre/Lexile: Science-Fiction Fantasy Genre/Text Elements: Setting and Figurative Language (7.R.1.1; 7.R.3.1; 7.R.3.4) (RP) Comprehension Strategy: Make Inferences (K12.EE.3.1) Vocabulary/Word Study: Concept Vocabulary (submerged, forlorn, canals, immense, atmosphere, mosaic) Synonyms and Nuance (7.V.1.3) (RP) Convention and Composition Options: Author's Craft/Conventions: Sentence Structures (7.C.3.1) (RP) Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (7.C.1.4)	
Teacher-Led				
	Teacher-Led Group: *Setting and Figurative Language (RP)		Teacher-Led Group: *Synonyms and Nuance (RP)	

Peer Groups



MyPerspectives+/Activities:

- MP+: Figurative Language
- After reading each “chunk” in whole group: Figurative Language [Graphic Organizer](#)

Independent Learning



Technology:

IXL Suggestions:

- [Classify figures of speech](#)
- [Describe the difference between related words](#)
- [Identify dependent and independent clauses](#)
- [Compare two texts with different genres](#)
- [Analyze the effects of figures of speech on meaning and tone](#)




Technology:

BrainPop:

(Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)

- [Figurative Language](#)
- [Setting](#)
- [Making Inferences](#)

Week 21: 01/15/2024-01/19/2024

Monday - NO SCHOOL	Tuesday	Wednesday	Thursday	Friday
	Anchor Chart(s):		Anchor Chart(s):	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
	<p>Text Selection(s): Dark They Were, and Golden-Eyed</p> <p>Genre/Lexile: Science-Fiction Fantasy</p> <p>Genre/Text Elements: Setting and Figurative Language (7.R.1.1; 7.R.3.1; 7.R.3.4) (RP)</p> <p>Comprehension Strategy: Make Inferences (K12.EE.3.1)</p> <p>Vocabulary/Word Study: Concept Vocabulary (<i>submerged, forlorn, canals, immense, atmosphere, mosaic</i>)</p> <p>Synonyms and Nuance (7.V.1.3) (RP)</p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Sentence Structures (7.C.3.1) (RP)</p> <p>Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (7.C.1.4)</p>		<p>Text Selection(s): Dark They Were, and Golden Eyed Radio Play</p> <p>Genre/Lexile: Media: Radio Play</p> <p>Genre/Text Elements: Setting and Figurative Language (7.R.1.1; 7.R.3.1; 7.R.3.4)</p> <p>Comprehension Strategy: Create Mental Images (K12.EE.2.1)</p> <p>Vocabulary/Word Study: Media Vocabulary (<i>sound effects, actors' delivery, background music</i>) (7.V.1.1)</p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Sentence Structures (7.C.3.1)</p> <p>Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (7.C.1.4)</p>	
Teacher-Led				
	<p>Teacher-Led Group:</p> <p>*Setting and Figurative Language (REM)</p>		<p>Teacher-Led Group:</p> <p>*Latin Suffix -tion (RP)</p>	

Peer Groups



MyPerspectives+/Activities:

- Build Insight: p. 151
- Dark They Were, and Golden-Eyed Selection Test

Independent Learning



Technology:

IXL Suggestions:

- [Classify figures of speech](#)
- [Describe the difference between related words](#)
- [Identify dependent and independent clauses](#)
- [Compare two texts with different genres](#)

Technology:

BrainPop:

(Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)

- [Making Inferences](#)

Week 22: 01/22/2024-01/26/2024				
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):		Anchor Chart(s): Science-Fiction Adventure p. 188		
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): Dark They Were, and Golden Eyed Radio Play Genre/Lexile: Media: Radio Play Genre/Text Elements: Setting and Figurative Language (7.R.1.1; 7.R.3.1; 7.R.3.4) Comprehension Strategy: Create Mental Images (K12.EE.2.1) Vocabulary/Word Study: Media Vocabulary (<i>sound effects, actors' delivery, background music</i>) (7.V.1.1) Convention and Composition Options: Author's Craft/Conventions: Sentence Structures (7.C.3.1) Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (7.C.1.4)		Text Selection(s): The Last Dog Genre/Lexile: Science-Fiction Adventure Genre/Text Elements: Foreshadowing, Suspense, and Plot (7.R.1) (RP) Comprehension Strategy: Make Predictions (K12.EE.2.1) Vocabulary/Word Study: Context Clues (7.V.1.3) Latin Suffix: <i>-tion</i> (7.V.1.2) (RP) Convention and Composition Options: Author's Craft/Conventions: Verb Tenses (7.C.3.1) Composition/Speaking and Listening/Research: Revised Ending (7.C.1.2) (RP)		
Teacher-Led				
Teacher-Led Group: *Foreshadowing, Suspense, and Plot (RP)		Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: *Foreshadowing, Suspense, and Plot (RP) or Verb Tenses (RP)	
Peer Groups				
MyPerspectives+/Activities: <ul style="list-style-type: none">LL: "Analyze Audio Techniques" WS (Activity 13)Compare Fiction and Drama p. 160-161				
Independent Learning				
Technology: IXL Suggestions:		(Based on the needs of students.)	Technology: BrainPop:	

- Classify figures of speech
- Describe the difference between related words
- Identify dependent and independent clauses
- Compare two texts with different genres
- Analyze short stories
- Determine the meaning of words using antonyms in context
- Interpret the meaning of an allusion from its source
- Simple past, present, and future tense: review
- Identify and correct inappropriate shifts in verb tense
- Identify supporting details in literary texts

(Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)

- [Making Inferences](#)
- [Context Clues](#)
- [Plot](#)
- [Tenses](#)

Week 23: 01/29/2024-02/02/2024

Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): Science-Fiction Adventure p. 188		Assessment(s): Unit 2 Part 1		Anchor Chart(s): Argumentative Essay p. 208
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
<p>Text Selection(s): The Last Dog</p> <p>Genre/Lexile: Science-Fiction Adventure</p> <p>Genre/Text Elements: Foreshadowing, Suspense, and Plot (7.R.1) (RP)</p> <p>Comprehension Strategy: Make Predictions (K12.EE.2.1)</p> <p>Vocabulary/Word Study: Context Clues (7.V.1.3) Latin Suffix: <i>-tion</i> (7.V.1.2) (RP)</p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Verb Tenses (7.C.3.1) (RP)</p> <p>Composition/Speaking and Listening/Research: Revised Ending (7.C.1.2)</p>	<p>Review Unit 2 Part 1</p> <p>Suggested Activities: PRACTICE side of RP's Academic Games (Quizizz, Quizlets, Blooket, Kahoot, Gimkit, etc.)</p> <p>(Engagement Strategies)</p>	<p>Take Assessment Unit 2 Part 1</p>	<p>Remediate/Reteach Unit 2 Part 1</p>	<p>Preview/Build Background Knowledge</p> <p>Suggested Activities:</p> <p>Text Selection(s): Mars Can Wait. Oceans Can't.</p> <p>Genre/Lexile: Argumentative Essay</p> <p>Genre/Text Elements: Claim and Supporting Evidence (7.R.2.4) (RP)</p> <p>Comprehension Strategy: Generate Questions (K12.EE.2.1)</p> <p>Vocabulary/Word Study: Context Clues (7.V.1.3) Synonyms (7.V.1.3) (RP)</p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Diction and Tone (7.R.2) (RP)</p> <p>Composition/Speaking and Listening/Research:</p>

			Argumentative Essay (7.R.3.3; 7.C.1.3)
Teacher-Led			
Teacher-Led Group: *Latin Suffix: -tion (RP)	Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: *Claim and Supporting Evidence (RP)	
Peer Groups			
MyPerspectives+/Activities: <ul style="list-style-type: none">The Last Dog Selection TestMP+: Setting - Time and Place			
Independent Learning			
Technology: IXL Suggestions: <ul style="list-style-type: none">Classify figures of speechDescribe the difference between related wordsIdentify dependent and independent clausesCompare two texts with different genresAnalyze short storiesDetermine the meaning of words using antonyms in contextInterpret the meaning of an allusion from its sourceSimple past, present, and future tense: reviewIdentify and correct inappropriate shifts in verb tenseIdentify supporting details in literary texts	(Based on the needs of students.)	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge) <ul style="list-style-type: none">Debate (Argument)Mood and Tone (Diction/Tone)	

Week 24: 02/05/2024-02/09/2024**Monday****Tuesday****Wednesday****Thursday****Friday****Anchor Chart(s):** Argumentative Essay p. 208**Anchor Chart(s):****Bell Work:** Savvas Grammar (Based on Selection Text Skills)**Whole Group**

Text Selection(s): Mars Can Wait. Oceans Can't.

Genre/Lexile: Argumentative Essay

Genre/Text Elements: Claim and Supporting Evidence (7.R.2.4) (RP)

Comprehension Strategy: Generate Questions (K12.EE.2.1)

Vocabulary/Word Study: Context Clues (7.V.1.3) Synonyms (7.V.1.3) (RP)

Convention and Composition Options:

Author's Craft/Conventions: Diction and Tone (7.R.2) (RP)

Composition/Speaking and Listening/Research: Argumentative Essay (7.R.3.3; 7.C.1.3)

Text Selection(s): from Packing for Mars

Genre/Lexile: Argumentative Essay

Genre/Text Elements: Claim, Evidence, and Audience (7.R.2.4) (RP)

Comprehension Strategy: Make Connections (K12.EE.2.1)

Vocabulary/Word Study: Reference Materials (7.V.1.3) Antonyms (7.V.1.3) (RP)

Convention and Composition Options:

Author's Craft/Conventions: Language and Purpose (7.R.2.3; 7.R.3.1; 7.R.3.4) (RP)

Composition/Speaking and Listening/Research: Argumentative Essay (7.R.3.3; 7.C.1.3)

Teacher-Led**Teacher-Led Group:**

*Claim and Supporting Evidence (RP) (cont'd if needed)

*Diction and Tone (RP)

Teacher-Led Group:

(Based on the needs of students.)

Teacher-Led Group:

*Claim, Evidence, and Audience (RP)

Peer Groups**MyPerspectives+/Activities:**

- Synonyms (RP)
- Build Insight: p. 214
- Antonyms (RP)

Independent Learning**Technology:**

(Based on the needs of





Technology:

<p>IXL Suggestions:</p> <ul style="list-style-type: none">• Distinguish facts from opinions• Identify counterclaims• Which sentence is more formal?• Use thesaurus entries• Trace an argument• Determine the meaning of idioms from context: set 1	<p>students.)</p>	<p>BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)</p> <ul style="list-style-type: none">• Mood and Tone (Diction/Tone) <p>IXL: O.4 Identify supporting details in informational texts</p> <p>Savvas: Ellen Ochoa: Director, Johnson Space Center audio with build insight questions</p>
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Week 25: 02/12/2024-02/16/2024

Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):		Assessment(s): Unit 2 Part 2		Anchor Chart(s):
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): from Packing for Mars Genre/Lexile: Argumentative Essay Genre/Text Elements: Claim, Evidence, and Audience (7.R.2.4) (RP) Comprehension Strategy: Make Connections (K12.EE.2.1) Vocabulary/Word Study: Reference Materials (7.V.1.3) Antonyms (7.V.1.3) (RP) Convention and Composition Options: Author's Craft/Conventions: Language and Purpose (7.R.2.3; 7.R.3.1; 7.R.3.4) (RP) Composition/Speaking and Listening/Research: Argumentative Essay (7.R.3.3; 7.C.1.3)	Take Assessment Unit 2 Part 2	Remediate/Reteach Unit 2 Part 2	Introduce Argumentative Essay Prompt: Write an argumentative essay in which you compare the claims presented in the two essays and explain which argument you find more convincing and inspiring. Which essay presents a perspective on expiration that you prefer? State a clear claim and support your position with evidence from both essays. (p. 227)	
Teacher-Led				
Teacher-Led Group: *Language and Purpose (RP)	Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: (Based on the needs of students.)		
Peer Groups				
MyPerspectives+ /Activities: <ul style="list-style-type: none">Independent Learning Selections:<ul style="list-style-type: none">“Future of Space...” for int/st“Neil deGrasse Tyson...” for advCompare Within a Genre: Argument p. 226-227				
Independent Learning				

<p>Technology:</p> <p>IXL Suggestions:</p> <ul style="list-style-type: none">• Use thesaurus entries• Trace an argument• Determine the meaning of idioms from context: set 1• Identify counterclaims	<p>(Based on the needs of students.)</p>	<p>Technology:</p> <p>BrainPop:</p> <p>(Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)</p> <ul style="list-style-type: none">• Idioms and Cliches
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Monday - NO SCHOOL	Tuesday	Wednesday	Thursday	Friday
	Anchor Chart(s):			Rubric:
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
	Prompt: Write an argumentative essay in which you compare the claims presented in the two essays and explain which argument you find more convincing and inspiring. Which essay presents a perspective on expiration that you prefer? State a clear claim and support your position with evidence from both essays. (P.227)			
Teacher-Led				
	Teacher-Led Group: FAST Scoring Sample Essays with Rubric (Grade 8)		Teacher-Led Group:	
Peer Groups				
	MyPerspectives+/Activities: <ul style="list-style-type: none">MP+: Graphic Organizer - Opinion and Reasons			
Independent Learning				

**Technology:**

IXL Suggestions:

- Choose evidence to support a claim
- Create varied sentences based on models
- Classify logical fallacies
- Correct errors with signs
- Use the correct frequently confused word

Technology:

CPalms Tutorial: "Jeans for Learning" with guided WS

BrainPop:

(Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)

- Fact and Opinion

Week 27: 02/26/2024-03/01/2024**Monday****Tuesday****Wednesday****Thursday****Friday****Anchor Chart(s):** Lyric Poetry p. 176**Assessment(s):** Unit 2 Part 3**FAST Practice****Bell Work:** Savvas Grammar (Based on Selection Text Skills)**Whole Group**

Text Selection(s): Unit 2 Poetry Selection: Science-Fiction Cradlesong • First Men on the Moon

Genre/Lexile: Lyric Poetry

Genre/Text Elements: Meter and Rhyme Scheme (7.R.1.4) (RP)

Comprehension Strategy: Adjust Fluency (K12.EE.2.1)

Vocabulary/Word Study: Reference Materials (7.V.1.3) Connotation and Denotation (7.V.1.3) (RP)

Convention and Composition Options:

Author's Craft/Conventions: Development of Theme (7.R.1.2; 7.R.3.2) (RP)

Composition/Speaking and Listening/Research: Illustrated Version (7.C.1.5; 7.C.2.1; 7.C.5.1; 7.C.5.2)

Take Assessment Unit 2 Part 3

flfast.org ELA FAST Test on Edulastic

Teacher-Led**Teacher-Led Group:**

*Meter and Rhyme Scheme (RP)

*Development of Theme (RP)

Teacher-Led Group:

*Connotation and Denotation (RP)

Teacher-Led Group:


(Assessment)

Peer Groups**MyPerspectives+/Activities:**

- MP+: Literary Analysis: Theme
- iReady Lesson 7: Determining Theme
- [Theme Printable](#)
- FL Ready "Analyzing the Structure of a Poem"
- MP+: Rhyme
- Unit 2 Poetry Selection Test

Independent Learning

Technology: IXL Suggestions: <ul style="list-style-type: none">• Use dictionary entries• Label the rhyme scheme• Positive and negative connotation	(Based on the needs of students.)	Technology: (Assessment)
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GRADE 7 UNIT 5: Facing Adversity		INSTRUCTIONAL MODEL	
Essential Question: How do we overcome obstacles?			WHOLE-CLASS LEARNING
			ASSESSMENTS
			TEACHER-LED
Unit Overview: In this unit, students will read many examples of people who have faced adversity and overcome obstacles.			PEER-GROUP LEARNING
			INDEPENDENT LEARNING
Unit Goals Students will be able to: <ul style="list-style-type: none">• Read selections that reflect the experience of facing adversity and develop their own perspective.• Understand and use academic vocabulary words related to informational texts.• Recognize elements of different genres, especially historical and realistic fiction, informational texts, and journalism.• Read a selection of choice independently and make meaningful connections to other texts.• Write a focused, well-organized expository essay.• Complete Timed Writing tasks with confidence.• Prepare and deliver an expository presentation.			
Selections & Media Mentor Text <ul style="list-style-type: none">• Informational Text: Against the Odds, (800L) Whole-Class Learning <ul style="list-style-type: none">• Historical Writing: Black Sunday: The Storm That Gave Us the Dust Bowl, Erin Blakemore (1060L)• Historical Fiction: from The Grapes of Wrath, John Steinbeck (600L) Peer-Group Learning <ul style="list-style-type: none">• Realistic Short Story: The Circuit, Fracisco Jimenez (730L)• Interview: How This Son of Migrant Farm Workers Became an Astronaut; Jose Hernandez and Octavio Blanco (860L)• Oral Hlstory: A Work in Progress, Aimee Mullins (930L)• Lyric Poetry: Do not go gentle into that good night: Remember, Dylan Thomas, Christina Rossetti (NP)		Independent Learning <ul style="list-style-type: none">• Lyric Poetry: Four Skinny Trees from the House on Mango Street; Sandra Cisneros• Journalism: The Girl Who Fell From the Sky; Juliane Koepcke (790L)• Biography: Profile: Malala Yousafzai, BBC. (790L)• Memoir: <i>from</i> Facing the Lion: Growing Up Maasai. . . . Joseph Lemasolai Lekuton (790L)• Short Story: Rikki-tikki-tavi; Rudyard Kipling (1010L)	
Resiliency Standards <ul style="list-style-type: none">• HE.68.R.3.2: Explain and develop ways to apply leadership skills in the school and the community.		Suggested Alternative Assessment Unit 5 Assessment (Edulastic)	Unit Reflection Students will reflect on the unit goals, learning strategies, the texts they

		read, and the Essential Question.
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Week 28: 03/04/2024-03/08/2024**Monday****Tuesday****Wednesday****Thursday****Friday****Anchor Chart(s):****Anchor Chart(s):** Lyric Poetry p. 618**Bell Work:** Savvas Grammar (Based on Selection Text Skills)**Whole Group**Text Selection(s): Mentor Text
- Against the OddsGenre/Lexile: Informational
Text

Genre/Text Elements:

Comprehension Strategy:

Vocabulary/Word Study:
Academic Vocabulary
(7.V.1.1)**Convention and Composition
Options:**

Author's Craft/Conventions:

Composition/Speaking and
Listening/Research: Summary
(7.R.3)

Text Selection(s): Poetry Collection Five: Do not go gentle into that good night • Remember

Genre/Lexile: Lyric Poetry

Genre/Text Elements: Poetic Forms and Meaning (7.R.1.4) (RP)

Comprehension Strategy: Paraphrase (7.R.3.2)

Vocabulary/Word Study: Context Clues (7.V.1.3) Latin Root Word: *gravis* (7.V.1.2) (RP)**Convention and Composition Options:**

Author's Craft/Conventions: Sound Devices and Tone (7.R.3.1, 7.R.3.4)

Composition/Speaking and Listening/Research: Literary Argument (7.C.1.3)

Teacher-Led**Teacher-Led Group:**

*Poetic Forms and Meaning (RP)

Teacher-Led Group:(Based on the needs of
students.)**Teacher-Led Group:**

*Sound Devices and Tone (RP)

Peer Groups**MyPerspectives+/Activities:**

- Independent Learning Selection: "Four Skinny Trees" Lyric Poem, Build Insight, Selection Test
- Do Not Go Gentle into that Good Night/Remember Selection Test
- MP+: Literary Analysis Sound Devices

Independent Learning

Technology:

IXL Suggestions:

- [Label the rhyme scheme](#)
- [Compare passages for tone](#)
- [Identify supporting details in literary texts](#)

(Based on the needs of students.)











Technology:

CPalms Tutorial "The New Colossus" Part 1 and Part 2

BrainPop:

(Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)

- [Poetry](#)
- [Mood and Tone](#)

Week 29: 03/11/2024-03/15/2024				
Monday	Tuesday	Wednesday - End of Grading Period	Thursday - Planning	Friday - NO SCHOOL
	Assessment(s): Unit 5 Part 1			
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Review Unit 5 Part 1 Suggested Activities: PRACTICE side of RP's Academic Games (Quizizz, Quizlets, Blooket, Kahoot, Gimkit, etc.) (Engagement Strategies)	Take Assessment Unit 5 Part 1	Remediate/Reteach Unit 5 Part 1		
Teacher-Led				
Teacher-Led Group: (Assessment)				
Peer Groups				
MyPerspectives+/Activities: (Assessment)				
Independent Learning				
Technology: IXL Suggestions: <ul style="list-style-type: none"> Label the rhyme scheme Compare passages for tone Identify supporting details in literary texts 	Technology: N/A			

Quarter 4

Week 30: 03/25/2024-03/29/2024


Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): Historical Nonfiction Narrative p. 524, Historical Fiction p. 524			Anchor Chart(s):	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
<p>Text Selection(s): Black Sunday: The Storm That Gave Us the Dust Bowl</p> <p>Genre/Lexile: Historical Writing</p> <p>Genre/Text Elements: Theme, Central Idea, and Supporting Evidence (7.R.2.2; 7.R.3.3) (RP)</p> <p>Comprehension Strategy: Establish a Purpose for Reading (K12.EE.2.1)</p> <p>Vocabulary/Word Study: Concept Vocabulary (<i>plight, ravaged, widespread, unending, demoralized, impoverished</i>) Compound Words (7.C.3.1) (RP)</p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Complex Sentences (7.C.3.1) (RP)</p> <p>Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (K12.EE.1.1; 7.R.3.3; 7.C.1.4)</p>			<p>Text Selection(s): from The Grapes of Wrath</p> <p>Genre/Lexile: Historical Fiction</p> <p>Genre/Text Elements: Multiple Themes (7.R.1.2) (RP)</p> <p>Comprehension Strategy: Monitor Comprehension (K12.EE.2.1; 7.V.1.3) (RP)</p> <p>Vocabulary/Word Study: Concept Vocabulary (<i>ruthless, bitterness, toil, sorrow, doomed, frantically</i>) Old English Suffix: -less (7.V.1) (RP)</p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Narrative Point of View (7.R.1.3) (RP)</p> <p>Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (K12.EE.1.1; 7.R.3.3; 7.C.1.4)</p>	
Teacher-Led				
Teacher-Led Group: *Central Idea and Supporting Evidence (RP)		Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: *Multiple Themes (RP)	
Peer Groups				
MyPerspectives+/Activities: <ul style="list-style-type: none">Black Sunday Selection Test				
Independent Learning				

<p>Technology:</p> <p>IXL Suggestions:</p> <ul style="list-style-type: none"> • Identify dependent and independent clauses • Is the sentence simple, compound, complex, or compound-complex? • Commas with compound and complex sentences • Read about science and nature • Words with -less • Compare and contrast points of view • Read historical fiction 	<p>(Based on the needs of students.)</p>	<p>Technology:</p> <p>BrainPop:</p> <p>(Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)</p> <ul style="list-style-type: none"> • Main Idea • Theme <p>IXL H.1</p>
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Week 31: 04/01/2024-04/05/2024

Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):		Assessment(s): Unit 5 Part 2		Anchor Chart(s):
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
<p>Text Selection(s): from The Grapes of Wrath</p> <p>Genre/Lexile: Historical Fiction</p> <p>Genre/Text Elements: Multiple Themes (7.R.1.2) (RP)</p> <p>Comprehension Strategy: Monitor Comprehension (K12.EE.2.1; 7.V.1.3) (RP)</p> <p>Vocabulary/Word Study: Concept Vocabulary (<i>ruthless, bitterness, toil, sorrow, doomed, frantically</i>) Old English Suffix: - less (7.V.1) (RP)</p> <p>Convention and Composition Options: Author's Craft/Conventions: Narrative Point of View (7.R.1.3) (RP)</p> <p>Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (K12.EE.1.1; 7.R.3.3; 7.C.1.4)</p>	<p>Review Unit 5 Part 2</p> <p>Suggested Activities: PRACTICE side of RP's Academic Games (Quizizz, Quizlets, Blooket, Kahoot, Gimkit, etc.,)</p> <p>(Engagement Strategies)</p>	<p>Take Assessment Unit 5 Part 2</p>	<p>Remediation/Reteach Unit 5 Part 2</p>	<p>Text Selection(s): Mentor Text - Rethinking the Wild</p> <p>Genre/Lexile: Expository Text - Research</p> <p>Genre/Text Elements: Academic Vocabulary (7.V.1.1; 7.V.1.2)</p> <p>Comprehension Strategy: Summary (7.R.3)</p> <p>Vocabulary/Word Study:</p> <p>Convention and Composition Options: Author's Craft/Conventions:</p> <p>Composition/Speaking and Listening/Research:</p>
Teacher-Led				

Teacher-Led Group: *Narrative POV (RP)	Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group:
Peer Groups		
MyPerspectives+/Activities: <ul style="list-style-type: none">Independent Learning Selection: "Profile: Malala Yousafzai" Article, Build Insight, Selection Test		
Independent Learning		
Technology: IXL Suggestions: <ul style="list-style-type: none">Words with -lessCompare and contrast points of viewRead historical fiction	(Based on the needs of students.)	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge) <ul style="list-style-type: none">Point of View

GRADE 7! UNIT 4: Learning From Nature		INSTRUCTIONAL MODEL	
Essential Question: What is the relationship between people and nature?			WHOLE-CLASS LEARNING
			ASSESSMENTS
			TEACHER-LED
Unit Overview: <ul style="list-style-type: none">In this unit, students will read about human's relationship with the natural world.		PEER-GROUP LEARNING	INDEPENDENT LEARNING
Unit Goals Students will be able to: <ul style="list-style-type: none">Read selections that explore the interactions between people and nature and use what I learn as a springboard for future research.Understand and use academic vocabulary words to research writing.Recognize elements of different genres, especially descriptive essays, informational texts, and magical realism.Read a selection of my choice independently and make meaningful connections to other texts.Write a well-documented research paper.Complete Timed Writing tasks with confidence.Research, give, and follow instructions.			
Selections & Media Mentor Text <ul style="list-style-type: none">Informational Text: Rethinking the Wild, (960L) Whole-Class Learning <ul style="list-style-type: none">Descriptive Essay: from Silent Spring, Rachel Carson (1080L)Myth: How Grandmother Spider Stole the Sun, Michael J. Caduto and Joseph Bruchac (600L) Peer-Group Learning <ul style="list-style-type: none">Lyric Poetry: Turtle Watchers; Linda Hogan. Jaguar; Francisco X. Alarcon. The Sparrow; Paul Laurence Dunbar (NP)Closing Argument: Eulogy on the Dog; George Graham Vest. (1200L)Science Feature: Creature Comforts: Three Biology-Based Tips for Builders; Mary Beth Cox (840L)Magical Realism: He-y, Come On Ou-t! Shinichi HOshi, translated by Stanleigh Jones. (870L)		Independent Learning <ul style="list-style-type: none">Adventure Story: <i>from</i> My Side of the Mountain; Jean Craighead George (820L)Reflective Essay: <i>from</i> An American Childhood; Annie Dillard. (1050L)Feature Article: A Young Tinkerer Builds a Windmill, Electrifying a Nation, Sarah Childress. (1020L)Nature Writing: <i>from</i> of Wolves and Men; Barry Lopez. (1010L)	
Resiliency Standards <ul style="list-style-type: none">HE.68.R.2.4: Monitor progress toward attaining personal goals.		Suggested Alternative Assessment Unit 4 Assessment (Edulastic)	Unit Reflection

<ul style="list-style-type: none">• HE.68.R.2.5: Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.• HE.68.R.2.7: Identify how continuous learning leads to personal growth.		Students will reflect on the unit goals, learning strategies, the texts they read, and the Essential Question.
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Week 32: 04/08/2024-04/12/2024

Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): Descriptive Essay p. 414		Anchor Chart(s): Argumentative Speech p. 470		Assessment(s): Unit 4 Part 1
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): from Silent Spring Genre/Lexile: Descriptive Essay Genre/Text Elements: Language and Purpose (7.R.2.3, 7.R.3.1) (RP) Comprehension Strategy: Make Connections (K12.EE.2.1) Vocabulary/Word Study: Concept Vocabulary (<i>blight, maladies, puzzled, sticken, stillness, deserted</i>) Long i Spelling Patterns (7.C.3.1) (RP) Convention and Composition Options: Author's Craft/Conventions: Point of View (7.R.1.3; 7.R.2) (RP) Composition/Speaking and Listening/Research: Formal Letter (K12.EE.5.1; 7.C.1.3; 7.C.3.1) Research Report (7.R.3.2; 7.C.1.4; 7.C.4.1)		Text Selection(s): Eulogy on the Dog Genre/Lexile: Closing Argument Genre/Text Elements: Development of Argument (7.R.2.4, 7.R.3.4) (RP) Comprehension Strategy: Determine Central Ideas (K12.EE.2.1, 7.R.2.2) (RP) Vocabulary/Word Study: Context Clues (7.V.1.3) Word Origins (7.V.1.2, 7.V.1.3) (RP) Convention and Composition Options: Author's Craft/Conventions: Composition/Speaking and Listening/Research: Group Discussion (K12.EE.4.1, 6.1; 7.R.2.4; 7.R.3.2; 7.R.3.4)		Take Assessment Unit 4 Part 1
Teacher-Led				
Teacher-Led Group: *Language and Purpose (RP) *Point of View (RP)		Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: *Development of Argument: Speech (RP)	
Peer Groups				
MyPerspectives+/Activities: <ul style="list-style-type: none">Concept Vocabulary/Word Study: Each Selection Text				
Independent Learning				
Technology: IXL Suggestions:		(Based on the needs of students.)	Technology: BrainPop:	

- Analyze the effects of figures of speech on meaning and tone
- Compare passages for tone
- Trace an argument
- Vocabulary review: Trace an argument
- Identify appeals to ethos, pathos, and logos in advertisements

(Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)

- Point of View
- Debate
- Mood and Tone

Week 33: 04/15/2024-04/19/2024

Monday	Tuesday	Wednesday	Thursday	Friday
	Anchor Chart(s): Myth p. 426		Anchor Chart(s): Lyric Poetry p. 458	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Remediate/Reteach Unit 4 Part 1	Text Selection(s): How Grandmother Spider Stole the Sun Genre/Lexile: Myths Genre/Text Elements: Multiple Themes (K12.EE.3.1; 7.R.1.2; 7.R.3.3) (RP) Comprehension Strategy: Adjust Fluency (K12.EE.2.1) Vocabulary/Word Study: Concept Vocabulary (<i>benefit, temperate, passion, cacophony, besieged, coaxed</i>) Anglo-Saxon Prefix: <i>be</i> - (7.V.1; 7.V.1.3) (RP) Convention and Composition Options: Author's Craft/Conventions: Misplaced and Dangling Modifiers (7.C.3.1) (RP) Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (7.C.1.4)	Text Selection(s): How Music Came to the World Genre/Lexile: Myths Genre/Text Elements: Multiple Themes (K12.EE.3.1; 7.R.1.2; 7.R.3.3) (RP) Comprehension Strategy: Adjust Fluency (K12.EE.2.1) Vocabulary/Word Study: Concept Vocabulary (<i>benefit, temperate, passion, cacophony, besieged, coaxed</i>) Anglo-Saxon Prefix: <i>be</i> - (7.V.1; 7.V.1.3) (RP) Convention and Composition Options: Author's Craft/Conventions: Misplaced and Dangling Modifiers (7.C.3.1) (RP) Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (7.C.1.4)	Text Selection(s): Turtle Watchers • Jaguar • The Sparrow Genre/Lexile: Lyric Poetry Genre/Text Elements: Multiple Themes (7.R.1.2; 7.R.3.3) (RP) Comprehension Strategy: Paraphrase (7.R.3.2) (RP) Vocabulary/Word Study: Reference Materials (7.V.1.3) Etymology (7.V.1.3) (RP) Convention and Composition Options: Author's Craft/Conventions: Language and Tone (7.R.3.1) (RP) Composition/Speaking and Listening/Research: Oral Presentation (K12.EE.6.1; 7.C.2.1; 7.C.5.1)	
Teacher-Led				

Teacher-Led Group: *Multiple Themes (RP)	Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group: *Multiple Themes (RP) *Language and Tone (RP)
Peer Groups		
MyPerspectives+/Activities: <ul style="list-style-type: none">• Concept Vocabulary/Word Study: Each Selection Text		
Independent Learning		
Technology: IXL Suggestions: <ul style="list-style-type: none">• Select the misplaced or dangling modifier• Are the modifiers used correctly?• Misplaced modifiers with pictures• Determine the themes of short stories• Draw inferences from a text• Use etymologies to determine the meanings of words	(Based on the needs of students.)	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge) <ul style="list-style-type: none">• Theme• Mood and Tone

Week 34: 04/22/2024-04/26/2024				
Monday	Tuesday	Wednesday - Early Dismissal	Thursday	Friday
	Assessment(s): Unit 4 Part 2		FLEX Days	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Review Unit 4 Part 2 Suggested Activities: PRACTICE side of RP's Academic Games (Quizizz, Quizlets, Blooket, Kahoot, Gimkit, etc.) (Engagement Strategies)	Take Assessment Unit 4 Part 2	Remediate/Reteach Unit 4 Part 2	Flex Days built in to rearrange pacing based on testing days for STAR and FAST.	
Teacher-Led				
Teacher-Led Group: (Assessment)		Teacher-Led Group: (Based on the needs of students.)	Teacher-Led Group:	
Peer Groups				
MyPerspectives+/Activities: (Assessment)				
Independent Learning				
Technology: IXL Suggestions:		(Based on the needs of students.)	Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)	

Week 35: 04/29/2024-05/03/2024				
Monday	Tuesday	Wednesday	Thursday	Friday
FLEX Days				
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Flex Days built in to rearrange pacing based on testing days for STAR and FAST.				
Teacher-Led				
Teacher-Led Group:	Teacher-Led Group: (Based on the needs of students.)		Teacher-Led Group:	
Peer Groups				
MyPerspectives+/Activities:				
Independent Learning				
Technology: IXL Suggestions:	(Based on the needs of students.)		Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)	

Week 36: 05/06/2024-05/10/2024				
Monday	Tuesday	Wednesday	Thursday	Friday
FLEX Days				
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Flex Days built in to rearrange pacing based on testing days for STAR and FAST.				
Teacher-Led				
Teacher-Led Group:	Teacher-Led Group: (Based on the needs of students.)		Teacher-Led Group:	
Peer Groups				
MyPerspectives+/Activities:				
Independent Learning				
Technology: IXL Suggestions:	(Based on the needs of students.)		Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)	

Week 37: 05/13/2024-05/17/2024				
Monday	Tuesday	Wednesday	Thursday	Friday
FLEX Days				
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Flex Days built in to rearrange pacing based on testing days for STAR and FAST.				
Teacher-Led				
Teacher-Led Group:	Teacher-Led Group: (Based on the needs of students.)		Teacher-Led Group:	
Peer Groups				
MyPerspectives+/Activities:				
Independent Learning				
Technology: IXL Suggestions:	(Based on the needs of students.)		Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)	

Week 38: 05/20/2024-05/24/2024				
Monday	Tuesday	Wednesday	Thursday	Friday - End of Grading Period
FLEX Days				
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Flex Days built in to rearrange pacing based on testing days for STAR and FAST.				
Teacher-Led				
Teacher-Led Group:	Teacher-Led Group: (Based on the needs of students.)		Teacher-Led Group:	
Peer Groups				
MyPerspectives+/Activities:				
Independent Learning				
Technology: IXL Suggestions:	(Based on the needs of students.)		Technology: BrainPop: (Suggested activities: movie, quiz, worksheet/graphic organizer, challenge)	