

| Month | Content | CCSS (Tested unless noted) | I Can... |
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| August/ September | Routines/Get to Know You (Who Am I) presentations Teach-to's <i>Max the Mighty</i> Journal Responses Intro to <i>Reviser's Toolbox</i> and lessons How to understand a fast changing narrative story and how to write a great one of your own | CC.7.R.L.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. CC.7.R.L.3: Analyze how particular elements of a story or drama interact. (e.g., how setting shapes the characters or plot) <u>Listening standards not directly tested</u> CCSS.ELA-LITERACY.SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. CCSS.ELA-LITERACY.SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views. | *recognize & determine the theme and central idea of a text *identify supporting details *provide/develop an objective summary *analyze the development of a theme or central idea over the course of a text *use guidance from my peers and adults to plan(revise(and edit my writing *try new approaches and focus on addressing my purpose and audience in my writing *recognize key ideas and new information posed during discussions. *evaluate new information posed and form personal opinion. *interpret other's opinions and acknowledge new information posed and respond to change viewpoints as needed. |
| October | Book Choice #1: (Open) Process: 2 weeks to read/1 week proj./2 weeks notice (During week 2 of reading) Lit Terms (Notes) Continue <i>Reviser's Toolbox</i> and lessons to use in narrative essay Grammar Focus Correction Areas (FCAs) Journal Responses | CC.7.L.1.a, b & c: Demonstrate command of the conventions of Standard English grammar and usage when speaking or writing. a: Phrases & clauses b. Simple, compound & complex sentences c. Placing phrases & clauses in sentences, recognizing & correcting misplaced/dangling modifiers CC.7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | *determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context (e.g., overall meaning of a sentence or paragraph, a word's position in a sentence, a word's function in a sentence) as a clue to word meaning. *identify audience, topic and purpose. *identify appropriate organizational structure for various types of writing. *determine when to write for either extended and/or shorter time frames based upon audience, purpose and task. * write for various audiences, purposes and tasks for a shortened time frame (a single |

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| | | | setting or a day or two). |
| November | <p>Short Stories and Articles Book Choice #2: Narrative Essay Workshop Approach, including conferencing through the writing process Punctuate Dialogue Correctly Write and revise transitions</p> | <p>CC.7.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events CC.7.R.L.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. CC.7.W.3.c Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.)</p> | <ul style="list-style-type: none"> *recognize the theme and central idea of a text. * identify supporting details. *develop an objective summary. *determine a theme or central idea of a text. *analyze the development of a theme or central idea over the course of a text. *provide an objective summary of a text *define point of view and identify various points of view in a narrative. *use a variety of techniques to engage the reader and establish context and point and view. *write a narrative to develop real or imagined experiences or events that engages the reader or establishes a context and point of view. *use dialogue, pacing, description to develop events and characters. *write a narrative to develop real or imagined experiences or events that use techniques such as dialogue, pacing and description to develop experiences, events, characters. *use a variety of transitions to move events along and to signal shifts in a narrative. *write a narrative to develop real or imagined experiences or events that use a variety of transitions to convey sequence and signal shifts. |
| December | <p><i>A Christmas Carol</i> (Abridged play) Examining Pearl Harbor and why it should be remembered (informational text and response) Journal Responses</p> | <p>CC.7.RSL.3: Analyze how particular elements of a story or drama interact. (e.g., how setting shapes the characters or plot) CC.7.R.I.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC.7.R.L.7 Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> | <ul style="list-style-type: none"> *identify inferences from a text. *identify explicit information from a text. *identify key ideas about individuals, events, and ideas stated in text. *analyze the interactions between individuals, events, and ideas in a text *describe elements of a story or drama. *identify changes in elements of a story or drama. *identify interactions between elements. *analyze how a change in one element shapes another. *analyze how elements of a story or drama |

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| | | | <p>interact.</p> <ul style="list-style-type: none"> *identify strategies author's use to contrast points of view of different characters or narrators. *cite details or examples in a text where the author develops the point of view of various characters or narrators. *compare and contrast points of view of different characters or narrators. *analyze points of view of different characters or narrators as developed by the author. *analyze how the author contrasts different points of view in a single text. |
| January | <p><i>The Outsiders</i> Understanding Theme and Setting Multiple Themes Identify Author's Purpose</p> | <p>CC.7.R.L.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CC.7.R.L.7 Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>CC.7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p><i>*Deeper understanding of November's I Cans</i></p> <ul style="list-style-type: none"> *use print and digital reference materials (e.g. dictionary, thesaurus, glossary) to find pronunciation. *use print and digital reference materials (e.g. dictionary, thesaurus, glossary) determine or clarify precise meaning. *use print and digital reference materials (e.g. dictionary, thesaurus, glossary) identify a word's part of speech. *recognize strategies for finding meanings of unknown words. *choose flexibility from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase *distinguish the different types of relationships of words (e.g. synonym/antonym, analogy *determine similarities of text (story, drama, poem) to media (audio, film, stage, multimedia). |
| February | <p><i>Prisoner B-3087</i> or Holocaust Selection (May Include Other Historical Fiction Selections) Latin Roots--Part I Continue to Develop Writing Claims</p> | <p>CC.7.R.L.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</p> <p>CC.7.W.1.b Write arguments to support claims with clear reasons and relevant evidence. (Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and</p> | <ul style="list-style-type: none"> *identify grade appropriate roots and affixes. *determine or clarify the meaning of unknown and multiple meaning words and phrases by using Greek and Latin affixes and roots as clues to word meaning. *identify a time, place or character (person) that is portrayed in an historical account or a fictional work *compare and contrast historical portrayal of a |

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| | | <p>demonstrating an understanding of the topic or text.)</p> <p>CC.7.W.2.d Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Use precise language and domain-specific vocabulary to inform about or explain the topic.)</p> | <p>time, place or character (person) in an historical account to how each are portrayed or altered in a literary work.</p> <p>* identify and define evidence I can determine logical and relevant support for claims.</p> <p>*use precise language and domain-specific vocabulary to inform or explain the text.</p> |
| March | <p>Book Choice #3 (Open/Nat. Reading Month)</p> <p>Literature Circles</p> <p>Small and Large Group Discussions</p> <p>Online Discussions (Schoology)</p> <p>Journal Responses</p> | <p>CC.7.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>CC.7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> | <p>*identify/ understand in literary text, key ideas and details, craft and structure and integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary.</p> <p>*comprehend independently in literary text, key ideas and details, craft and structure and integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary.</p> <p>*analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually quantitatively, orally).</p> |
| April | <p>Argumentative Essay</p> <p>How to Research</p> <p>How to Use Research in the Writing Process</p> <p>Advanced Work in the Writing Process</p> <p>Journal Responses</p> | <p>CC.7.RS.IT.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.7.R.I.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CC.7.WS.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.7.W.1.d Write arguments to support claims with clear reasons and relevant evidence. (Establish and maintain a formal style.)</p> | <p>*identify general academic and context specific words and phrases that are grade appropriate.</p> <p>*gather vocabulary knowledge when considering words and phrases important to comprehension or expression.</p> <p>*interpret meaning and use accurately the words and phrases important to the comprehension of academic and context specific words.</p> <p>*apply knowledge of vocabulary when considering words and phrases important to comprehension or expression.</p> <p>*identify two or more central ideas of a text.</p> <p>*define and recognize an objective summary.</p> <p>*analyze the development of two or more central ideas over the course of a text.</p> <p>*provide an objective summary of the text</p> <p>*identify key ideas from reading material or research</p> |

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| | | | <ul style="list-style-type: none"> *identify and define formal style. *establish and maintain a formal style. *produce an argument to support claims, which establishes and maintains a formal style. |
| May | <p><i>Soul Surfer</i> <i>Book Choice #4 (Leading to informative essay and persuasive speech)</i></p> <p>Determine importance or lack thereof in reading materials in this unit Cultivate then create a presentation that informs and persuades Journal Responses</p> | <p>CC.7.RSIT.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CC.7.RSIT.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CC.7.RSIT.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CC.7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CC.7.W.2.b: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.)</p> | <ul style="list-style-type: none"> *identify a topic, definition and classification *identify and recognize comparison/contrast and recognize cause/effect *identify and recognize strategies and text features (graphics, charts, tables, multimedia). *determine which strategy is most effective to further develop a topic including strategies such as definitions, classification, comparison/contrast and cause/effect. *determine when to include formatting, graphs, and multimedia to aid comprehension. *write an informative/explanatory text to examine a topic, convey ideas or concepts and information through text selection, organization and analysis of relevant content. *use strategies such as definitions, classification, comparison/contrast and cause/effect. *use formatting, graphics, multimedia when useful in aiding comprehension. |
| June | <p>Give speeches based off of informative and persuasive work in May Listen critically and respond to speakers, asking questions and providing feedback Synthesize and reflect upon learning over the course of the year</p> | <p>CC.7.W.2.c Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.)</p> <p>CC.7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CC.7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> | <ul style="list-style-type: none"> *describe formal and informal settings, qualities of formal speech and qualities of informal speech (The underpinning knowledge targets are found in Language Standards 1 and 3). *determine if formal or informal speech is appropriate in the context of a given situation. *adapt speech to a given context or task when speaking. *demonstrate correct use of formal, standard English when speaking. *use multimedia components/visual displays in a presentation to clarify claims and findings. *use multimedia components/visual displays in a presentation to emphasize salient (important) points |