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| Grade 7, Unit 1 | | | | | | | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | | | | | | | |
| Title and Author | Genre | | Analyze Craft and Structure | | | Concept Vocabulary | | | Word Study | | Conventions or Author’s Style | | | Writing to Sources | | Speaking and Listening |
| Two Kinds from The Joy Luck Club  Amy Tan | Novel Excerpt | | Character and Point of View:  character traits  making inferences  character’s motives  character’s perspective  point of view  first-person point of view  third-person point of view | | | Words that relate to the idea of conflict:  lamented  indignity  reproach  discordant  squabbling  devastated | | | Latin Prefix:  in- | | Conventions:  Nouns and Pronouns  common noun  proper noun  possessive noun  personal pronoun  possessive pronoun | | | Retelling a Scene | | Dramatic Monologue |
| Standards |  | | RL.7.1  RL.7.6 | | |  | | | L.7.4.b | | L.7.2 | | | W.7.3  W.7.3.a  W.7.3.b  W.7.3.d | | SL.7.4 |
| A Simple Act  Tyler Jackson | News Blog | | Author’s Point of View:  Weighted words | | | Words that help to show relationships between people:  connects influence encouraged bond | | | Multiple-Meaning Words | | Conventions:  Adverbs | | |  | |  |
| Standards |  | | RI.7.1  RI.7.6 | | |  | | | L.7.4 | | L.7.1 | | |  | |  |
| from An Invisible Thread  Laura Scroff & Alex Tresniowski | Memoir | | Narrative Point of View:  first-person point  of view  quotations | | | Words that show positive qualities of personality traits:  resilience perseverance generosity | | | Latin Suffix:  -ity | | Conventions: Adjectives  Coordinate adjectives  Cumulative adjectives | | |  | |  |
| Standards |  | | RI.7.6 | | |  | | | L.7.5  L.7.5.b  L.7.4  L.7.4.b | | L.7.2  L.7.2.a | | |  | |  |
| Writing to Compare  (A Simple Act and from An Invisible Thread) |  | |  | | |  | | |  | |  | | | Explanatory Essay | |  |
|  |  | |  | | |  | | |  | |  | | | RI.7.9  W.7.9  W.7.2  W.7.2.b  W.7.2.c  L.7.2 | |  |
| Performance Task: Writing Focus | | | | | | | | | | | | | | | | |
| Write a Nonfiction Narrative Prompt: What unexpected event shows how a person can influence someone from a different generation? Language Development: Finding Your Voice | | | | | | | | | | Standards: W.7.3, W.7.3.a-e, W.7.4, W.7.5, W.7.10 | | | | | | |
| Small-Group Learning | | | | | | | | | | | | | | | | |
| Title and Author | | Genre | | Pre-reading Vocabulary Skill | Analyze Craft and Structure | | Concept / Media Vocabulary | | | | | Word Study | Conventions or Author’s Style | | Writing to Sources / Speaking and Listening / Research | |
| Tutors Teach Seniors New High-Tech Tricks  Jennifer Ludden | | News Article | | Context Clues | Development of Central Ideas:  Central idea  Main idea  Make inferences | | Words that are associated with feelings and issues one might need to overcome when learning something new:  struggling impairments frustrated | | | | | Suffix:  -ment | Conventions: Conjunctions  coordinating conjunctions  subordinating conjunctions | | Speaking and Listening: Multimedia Presentation | |
| Standards | |  | | L.7.4.a | RI.7.1  RI.7.2 | |  | | | | | L.7.4  L.7.4.c | L.7.1  L.7.3  L.7.3.a | | SL.7.1  SL.7.1.b  SL.7.1.c  SL.7.1.d  SL.7.4  SL.7.5  W.7.7 | |
| from Mom & Me & Mom  Maya Angelou | | Memoir | | Base Words | Characterization:  Character traits  Characterization  Direct  characterization  Indirect  characterization  Make inferences | | Words that involve someone giving to fill the need of someone else:  supervision  charitable  philanthropist | | | | | Latin Prefix: super- | Conventions: Independent and Dependent Clauses  Clause  Independent  clause  Dependent  clause  Subordinate  clause | |  | |
| Standards | |  | | L.7.4 | RI.7.2  RI.7.3  SL.7.1 | |  | | | | | L.7.4  L.7.4.b | L.7.1  L.7.1.a | |  | |
| Learning to Love My Mother  Maya Angelou and Michael Maher | | Video | |  |  | | Media Vocabulary:  Set  Questions  Tone | | | | |  |  | |  | |
| Standards | |  | | L.7.6 |  | | SL.7.1  L.7.6 | | | | |  |  | |  | |
| Writing to Compare  (from Mom & Me & Mom and Learning to Love My Mother) | |  | |  |  | |  | | | | |  |  | | Comparison-and-contrast essay | |
| Standards | |  | |  |  | |  | | | | |  |  | | RI.7.7  W.7.9  W.7.9.b | |
| Mother-Daughter Drawings  Mica and Myla Hendricks | | Image Gallery | |  | Present and Discuss  Review and Synthesize | | Media Vocabulary:  Composition  Light and shadow  Perspective | | | | |  |  | | Speaking and Listening: Multimedia Slideshow | |
| Standards | |  | |  | L.7.6  SL.7.2 | |  | | | | |  |  | | SL.7.1  SL.7.1.a  SL.7.5  L.7.6 | |
| Mother to Son  Langston Hughes  To James  Frank Horne | | Poetry Collection | | Context Clues | Figurative Language:  Symbolism  Symbol  Theme  Make inferences | | Words that express fast, forceful, or sudden movement and create an overall sense of momentum:  flung  catapulted  lurched | | | | | Connotation and Denotation | Author’s Style: Rhythm and Repetition | | Writing to Sources: Narrative Poem | |
| Standards | |  | | L.7.4  L.7.4.a | RL.7.1  RL.7.2  RL.7.4 | |  | | | | | L.7.5  L.7.5.c | RL.7.4  L.7.5 | | W.7.3.a  W.7.3.b  W.7.3.d  W.7.5  W.7.9  W.7.9.a | |
| Performance Task: Speaking and Listening Focus | | | | | | | | | | | | | | | | |
| Present a Nonfiction Narrative Prompt: What new knowledge or skills can you learn from someone of a different generation? | | | | | | | | Standards: SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.2, SL.7.4, SL.7.6 | | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | | | | | | | | | |
| Writing to Sources: Nonfiction Narrative  Prompt: In what situations can one generation learn from another?  Speaking and Listening Outcome: Multimedia Presentation | | | | | | | | Standards: W.7.3, W.7.9, W.7.10, SL.7.4, SL.7.5 | | | | | | | | |

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| Grade 7, Unit 2 | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | | | | Conventions or Author’s Style | Writing to Sources | Speaking and Listening |
| Dark They Were, and Golden-Eyed  Ray Bradbury | Short Story | Figurative Language: Metaphor and Simile  Figurative language  Simile  Metaphor  Personification | Gives the reader a sense of what people from Earth are seeing, feeling, and experiencing on Mars:  submerged  forlorn  canals  immense  atmosphere  mosaic | Synonyms and Nuance | | | | Conventions: Comparisons Using Adjectives and Adverbs  Adjectives  Adverbs  Positive degree  Comparative degree  Superlative degree |  |  |
| Standards |  | RL.7.4  L.7.5  L.7.5.a |  | L.7.4  L.7.5 | | | | L.7.1 |  |  |
| Dark They Were, and Golden-Eyed  Ray Bradbury | Radio Play |  | Media Vocabulary:  Sound effects  Human voice  Silence |  | | | |  |  |  |
| Standards |  |  | SL.7.2 |  | | | |  |  |  |
| Writing to Compare  (Dark They Were Short Story and Radio Play) |  |  |  |  | | | |  | Comparison-and-contrast essay |  |
| Standards |  |  |  |  | | | |  | RL.7.7  W.7.2  W.7.2.a  W.7.2.b  W.7.2.d  W.7.2.f  W.7.9.a |  |
| Danger! This Mission to Mars Could Bore You to Death!  Maggie Koerth-Baker | News Article | Informative Writing | Words related to boredom:  chronic  stimulus subconsciously excruciatingly monotony catastrophic | Latin prefix:  sub- | | | | Conventions: Action Verbs and Linking Verbs  Verb  Action verb  Linking verb | Blog Post | Visual Presentation |
| Standards |  | RI.7.5 |  | L.7.4  L.7.6 | | | | L.7.1 | W.7.1.a  W.7.1.b  W.7.1.d  W.7.1.e W.7.7 | SL.7.4  SL.7.5 |
| Performance Task: Writing Focus | | | | | | | | | | |
| Write an Argument Prompt: Do the benefits of exploring Mars outweigh the risks? Language Development: Conventions | | | | | | Standards: W.7.1, W.7.1.a-e, W.7.5, W.7.10, L.7.1, L.7.2, L.7.3, L.7.3a | | | | |
| Small-Group Learning | | | | | | | | | | |
| Title and Author | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | | Concept Vocabulary | | Word Study | Conventions or Author’s Style | Writing to Sources / Speaking and Listening / Research | |
| Future of Space Exploration Could See Humans on Mars, Alien Planets  Nola Taylor Redd | News Article | Context Clues | Development of Ideas: Text Structure | | Words that relate to space exploration and travel:  Colonize  Planetary  Interstellar | | Latin suffix  -ary | Conventions: Principal Parts of Verbs  Verb  Present  Present participle  Past  Past participle  Verb phrase | Speaking and Listening: Multimedia Presentation | |
| Standards |  | L.7.4.a | RI.7.5 | |  | | L.7.4  L.7.4.b  SL.7.1 | L.7.1 | W.7.7  W.7.8  SL.7.5 | |
| The Last Dog  Katherine Paterson | Short Story | Context Clues | Conflict and Resolution  Conflict  Internal conflict  External conflict  Resolution | | Words that all relate to life outside the dome:  threatening  extinct  mutation | | Latin Suffix:  -tion | Conventions: Simple and Compound Subjects and Predicates | Writing to Sources: Revised Ending | |
| Standards |  | L.7.4.a | RL.7.3 | |  | | L.7.4  L.7.4.a  L.7.5  L.7.5.a | L.7.1  L.7.3  L.7.3.a | W.7.3  W.7.3.b  W.7.3.e  W.7.10 | |
| Ellen Ochoa: Director, Johnson Space Center  Ellen Ochoa, Ph.D. | Video |  |  | | Technical Vocabulary:  aptitude  calculus mission control | |  |  | Speaking and Listening: Group Biography Discussion | |
| Standards |  |  |  | | L.7.6 | |  |  | SL.7.1  SL.7.1.a–d | |
| Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity  Keith Wagstaff | Interview | Base words | Evaluate Argument and Claims | | Words having to do with business ventures:  Cede  Enterprise  Capitalistic | | Multiple-Meaning Words | Conventions: Sentence Functions and End Marks | Research: Research Project | |
| Standards |  | L.7.4 | RI.7.4  RI.7.6  RI.7.8 | |  | | L.7.4  L.7.4.c | L.7.1  L.7.2 | W.7.2  W.7.7  W.7.8 | |
| Performance Task: Speaking and Listening Focus | | | | | | | | | | |
| Writing to Sources: Present an Argument Prompt: Should space exploration be a priority for our country? | | | | Standards: SL.7.4, SL.7.5, | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | | | |
| Writing to Sources: Argument Writing Prompt: Should we spend valuable resources on space exploration? Speaking and Listening Outcome: Oral Presentation | | | | Standards: W.7.1, W.7.10, SL.7.4, SL.7.5, SL.7.6 | | | | | | |

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| Grade 7, Unit 3 | | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | | |
| Title and Author | | Genre | Analyze Craft and Structure | | Concept / Media Vocabulary | Word Study | | Conventions or Author’s Style | | Writing to Sources | Speaking and Listening |
| A Christmas Carol: Scrooge and Marley, Act I  Israel Horovitz | | Drama | Dialogue in Drama  Dialogue  Conflict | | Words relate to Scrooge’s character and personality:  covetous  morose  resolute  impossible malcontent  miser | Latin Prefix:  mal- | | Conventions: Subject-Verb Agreement  Subject-verb agreement  Compound subject | |  |  |
| Standards | |  | RL.7.3  RL.7.5 | |  | L.7.4.b | | L.7.1 | |  |  |
| A Christmas Carol: Scrooge and Marley, Act II  Israel Horovitz | | Drama | Stage Directions  Script  Dialogue  Stage direction | | Words relate to Scrooge’s transforming character and personality:  Parallel  Altered  Strive  Dispelled  Earnest  Infinitely | Greek Prefix: para | | Conventions: Sentence Structures  Simple sentence  Compound sentence  Complex sentence  Compound-complex sentences  Independent clauses | | Explanatory Essay | Costume Plan |
| Standards | |  | RL.7.3  RL.7.5 | |  | L.7.4.b  L.7.4.c | | L.7.1.b | | W.7.2.a–f | W.7.7  SL.7.4  SL.7.5 |
| from Scrooge  directed by Henry Edwards | | Film |  | | Media Vocabulary:  Screenplay  Director  Performance  Editing |  | |  | |  |  |
| Standards | |  |  | | L.7.6 |  | |  | |  |  |
| Writing to Compare  (A Christmas Carol and  from Scrooge) | |  |  | |  |  | |  | | Compare-and-contrast essay |  |
| Standards | |  |  | |  |  | |  | | RL.7.7 SL.7.1.a–d SL.7.2 |  |
| Performance Task: Writing Focus | | | | | | | | | | | |
| Mode: Explanatory Essay Prompt: How does Scrooge’s character transform over the course of the play? Language Development: Conventions | | | | | | | Standards: W.7.2, W.7.2.a-f, W.7.5, W.7.6, W.7.10, L.7.1, L.7.1.b, L.7.3, L.7.3.a, | | | | |
| Small-Group Learning | | | | | | | | | | | |
| Title and Author | Genre | | Pre-reading Vocabulary Skill | Analyze Craft and Structure | | Concept / Media Vocabulary | | Word Study | Conventions or Author’s Style | | Writing to Sources / Speaking and Listening / Research |
| Thank You, M’am  Langston Hughes | Short Story | | Context Clues | Analyze Craft and Structure: Plot  Exposition  Rising action  Climax  Falling action  Resolution | | Words that are related to the initial meeting between the two characters  Permit  Release  Contact | | Multiple-Meaning Words | Conventions: Prepositions and Prepositional Phrases  Preposition  Prepositional phrase  Object of the preposition | | Writing to Sources: Journal Entry |
| Standards |  | | L.7.4.a | RL.7.3 | |  | | L.7.4.c  L.7.5 | L.7.1.a | | W.7.3  W.7.3.b  W.7.3.d |
| from An American Childhood  Annie Dillard | Memoir | | Base Words | Analyze Interactions: Reflective Writing  Reflective essay  Central ideas  Make inferences | | Technical vocabulary:  Tissue  Enlarged  Amoeba | | Prefix  en- | Conventions: Appositives and Appositive Phrases | | Speaking and Listening: Collaborative Discussion |
| Standards |  | | L.7.5.b | RI.7.3 | | L.7.6 | | L.7.4 | L.7.1.a  L.7.2 | | SL.7.1.a–d |
| Urban Farming Is Growing a Greener Future  Hillary Schwei | Photo Gallery | |  |  | | Media vocabulary:  Rural  Agricultural  Localizing | |  |  | | Research: Digital Multimedia Presentation |
| Standards |  | |  |  | | L.7.6 | |  |  | | W.7.6  W.7.7  W.7.8  SL.7.5 |
| Performance Task: Speaking and Listening Focus | | | | | | | | | | | |
| Present an Explanatory Essay Prompt: How are the turning points in the selections similar to and different from each other? | | | | | | | Standards: W.7.2, SL.7.1, SL.7.2, SL.7.4, SL.7.5, SL.7.6 | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | | | | |
| Writing to Sources: Explanatory Essay Writing Prompt: What can cause a significant change in someone’s life? Speaking and Listening Outcome: Oral Presentation | | | | | | | Standards: W.7.2, W.7.4, W.7.9, W.7.10, SL.7.4, SL.7.5 | | | | |

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| Grade 7, Unit 4 | | | | | | | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | | | | | | | |
| Title and Author | | Genre | | Analyze Craft and Structure | | Concept / Media Vocabulary | | | Word Study | | | Conventions or Author’s Style | | Writing to Sources | | Speaking and Listening |
| from Silent Spring  Rachel Carson | | Descriptive Nonfiction | | Author’s Word Choice: Imagery  Images  Mood  Connotations  Figurative  Meanings | | Words related to unwelcome change—in this case, to a town’s landscape:  Blight  Maladies  Puzzled  Stricken  Stillness  Deserted | | | Anglo-Saxon Suffix: -ness | | | Conventions: The Subjunctive  Moods  Indicative mood  Subjunctive mood | | Writing to Sources: Argument | | Speaking and Listening: Multimedia Presentation |
| Standards | |  | | RI.7.  RI.7.2  RI.7.4  L.7.5.c | |  | | | L.7.4  L.7.5.b | | | L.7.1  L.7.3 | | W.7.1.a–d  W.7.9.b | | W.7.7  W.7.8  SL.7.4  SL.7.5 |
| Nobel Speech  Al Gore | | Speech | | Persuasive Speech | | Words that describe situations or settings:  Crisis  Pollution  Urgency  Universal  Illusion  Environment | | | Latin Prefix: uni- | | | Conventions: Infinitive Phrases and Gerund Phrases  Infinitive  Infinitive phrase  Noun  Adjective  Adverb  Subject  Direct object  Predicate noun  Object of a preposition | |  | |  |
| Standards | |  | | RI.8 | |  | | | L.7.4  L.7.4.b | | | L.7.1  L.7.1.a | |  | |  |
| Nobel Speech  Al Gore | | Video | |  | | Media vocabulary:  Unprecedented  Recklessly  Imminent  Unsustainable  Emissions  Efficiently | | |  | | |  | |  | |  |
| Standards | |  | |  | | SL.3  L.4 | | |  | | |  | |  | |  |
| Writing to Compare  (Speech and Video) | |  | |  | |  | | |  | | |  | | Argument | |  |
| Standards | |  | |  | |  | | |  | | |  | | RI.7.7  W.7.1  W.7.1.a  W.7.1.b  W.7.1.c  SL.7.3 | |  |
| Performance Task: Writing Focus | | | | | | | | | | | | | | | | |
| Write an Argument Prompt: What is the most significant effect that people have on the environment? Language Development: Conventions | | | | | | | | Standards: W.7.1, W.7.1.a-e, W.7.6, W.7.8, W.7.10, L.7.1, b, L.7.1.L.7.1.c, L.7.3, L.7.3.c | | | | | | | | |
| Small-Group Learning | | | | | | | | | | | | | | | | |
| Title and Author | Genre | | Pre-reading Vocabulary Skill | | Analyze Craft and Structure | | Concept / Media Vocabulary | | | Word Study | | | Conventions or Author’s Style | | Writing to Sources / Speaking and Listening / Research | |
| Turtle Watchers  Linda Hogan  “Nature” is what We see-  Emily Dickinson  The Sparrow  Paul Laurence Dunbar | Poetry Collection | | Using a Dictionary | | The Speaker in Lyric Poetry | | Words that all relate to the importance of ancestral knowledge:  Ancestors  Wisdom  Heed | | | Etymology | | | Author’s Style: Word Choice  Diction  Tone  Denotations  Connotations  Make inferences  Theme | | Speaking and Listening: Oral presentation | |
| Standards |  | | L.7.4  L.7.4.c | | RL.5 | |  | | | L.7.4  L.7.4.b | | | RL.7.1  RL.7.2  RL.7.4 | | SL.7.4  SL.7.5  SL.7.6 | |
| Eagle Tracking at Follensby Pond  The Nature Conservancy | Photo Gallery | |  | |  | | Media Vocabulary:  Documentary photography  Vantage point  Monochrome | | |  | | |  | | Research: Research Paper | |
| Standards |  | |  | |  | | SL.7.2  L.7.6 | | |  | | |  | | W.7.2  W.7.2.a  W.7.2.b  W.7.7  7–8 | |
| He—y, Come On  Ou—t!  Shinichi Hoshi translated by Stanleigh Jones | Short Story | | Context Clues | | Elements of a Short Story  Irony  Theme  Dramatic irony  Situational irony  Verbal irony | | Words that relate to the outcome of a process:  Disposal  Consequences  Resolved | | | Latin Root:  -sequ- | | | Conventions: Punctuation Marks  Colon  Semicolon  Hyphen  Dash  Brackets  Parentheses | | Writing to Sources: Write Your Own Ending | |
| Standards |  | | L.7.4  L.7.4.a | | RL.7.2  RL.7.3  SL.7.1  SL.7.1.d | |  | | | L.7.4  L.7.4.b  L.7.4.c | | | L.7.2 | | W.7.3  W.7.3.d  W.7.3.d  W.7.3.e  W.7.5 | |
| Performance Task: Speaking and Listening Focus | | | | | | | | | | | | | | | | |
| Present an Argument Prompt: Do people always have a negative impact on the environment? | | | | | | | | Standards: SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6 | | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | | | | | | | | | |
| Writing to Sources: Argument  Prompt: Are the needs of people ever more important than the needs of animals and the planet? Explain your position.  Speaking and Listening Outcome: Oral Presentation | | | | | | | | | | | Standards: W.7.1, W.7.4, W.7.10, SL.7.4, SL.7.5, SL.7.6, | | | | | |

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| Grade 7, Unit 5 | | | | | | | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | | | | | | | |
| Title and Author | Genre | | Pre-reading Vocabulary Skill | | Analyze Craft and Structure | | Concept Vocabulary | | | Word Study | | Conventions or Author’s Style | | Writing to Sources | | Speaking and Listening |
| The Dust Bowl  Critical Past | Video | |  | |  | | Media Vocabulary  Panoramic shot  Voiceover  Transition | | |  | |  | |  | |  |
| Standards |  | |  | |  | | L.7.6 | | |  | |  | |  | |  |
| from The Grapes of Wrath  John Steinbeck | Novel Excerpt | |  | | Setting and Cultural Context:  Setting  Cultural and historical context  Theme | | Words that describe how the characters feel as they leave their farms and start over:  Ruthless  Bitterness  Toil  Sorrow  Doomed  Frantically | | | Old English Suffix:  -less | | Author’s Style: Description  Word choice  Imagery | |  | |  |
| Standards |  | |  | | RL.7.2  RL.7.3 | |  | | | L.7.4  L.7.4.b | | L.7.6 | |  | |  |
| Writing to Compare  (The Dust Bowl and Grapes of Wrath) |  | |  | |  | |  | | |  | |  | | Argumentative Essay | |  |
| Standards |  | |  | |  | |  | | |  | |  | | RL.7.9  W.7.1  W.7.1.a  W.7.1.b  W.7.2.b  W.7.2.d  W.7.9  W.7.9.a | |  |
| The Circuit  Francisco Jiménez | Short Story | |  | | Theme:  Stated themes  Implied themes | | Words that describe ways in which characters act or respond:  Thoroughly  Wearily  Instinctively  Enthusiastically  Hesitantly  Understandingly | | | Old English Suffix:  -ly | | Conventions: Commas | | Explanation | | Role-Play Interview |
| Standards |  | |  | | RL.7.1  RL.7.2 | |  | | | L.7.4  L.7.4.a  L.7.4.b | | L.7.2  L.7.2.a | | RL.7.2  W.7.2  W.7.2.b  W.7.9  W.7.9.a | | SL.7.1  SL.7.1.a  SL.7.1.c  SL.7.4  W.7.7 |
| Performance Task: Writing Focus | | | | | | | | | | | | | | | | |
| Write an Informative essay Prompt: How did the individuals in the selections cope with the obstacles they faced?  Language Development: Use of commas | | | | | | | | | Standards: W.7.2, W.7.2.a-e, W.7.10, L.7.1, L.7.2.a, L.7.2.b | | | | | | | |
| Small-Group Learning | | | | | | | | | | | | | | | | |
| Title and Author | | Genre | | Pre-reading Vocabulary Skill | | Analyze Craft and Structure | | Concept Vocabulary | | | Word Study | | Conventions or Author’s Style | | Writing to Sources / Speaking and Listening / Research | |
| A Work In Progress  Aimee Mullins | | Personal Narrative | | Context clues | | Author’s Purpose: Word Choice and Humor  Hyperbole  Comic diction  Incongruity | | Words all relate to overcoming obstacles  Accomplishments  Extraordinary  Celebrate | | | Latin Prefix:  extra- | | Conventions: Informal Grammar  Colloquial contractions  Informal transitions  Introductory conjunctions | | Speaking and Listening: Group Discussion | |
| Standards | |  | | L.7.4  L.7.4.a | | RI.7.3  RI.7.4  RI.7.6 | |  | | | L.7.4  L.7.4.b | | L.7.1  L.7.2 | | SL.7.1  SL.7.1.a  SL.7.1.b  SL.7.1.c  SL.7.2 | |
| from The Story of My Life  Helen Keller | | Autobiography Excerpt | | Context Clues | | Author’s Purpose: Autobiographical Writing  First-person point of view  Tone | | Words related to learning new things/struggling to learn new things:  Imitate  Mystery  Barriers | | |  | | Conventions: Types of Dependent Clauses  Clause  Independent clause  Main clause  Dependent / subordinate clause  Adverb clause  Relative/adjective clause  Noun clause | |  | |
| Standards | |  | | L.7.4  L.7.4.a | | RI.7.4  RI.7.6 | |  | | | L.7.4  L.7.4.b  RI.7.4 | | L.7.1  L.7.1.a | |  | |
| How Helen Keller Learned to Talk  Helen Keller, with Anne Sullivan | | Interview | |  | |  | | Media Vocabulary:  Long shot  Medium shot  Close-up shot | | |  | |  | | Writing to Compare: | |
| Standards | |  | |  | |  | | L.7.6 | | |  | |  | |  | |
| Writing to Compare  (The Story of My Life and How Helen Keller Learned to Talk) | |  | |  | |  | |  | | |  | |  | | Multimedia Presentation | |
| Standards | |  | |  | |  | |  | | |  | |  | | RI.7.7  W.7.2  W.7.2.a  W.7.9  W.7.9.b  SL.7.1  SL.7.1.b  SL.7.2  SL.7.5 | |
| A Young Tinkerer Builds a Windmill, Electrifying a Nation  Sarah Childress | | News article | | Context Clues | | Analyze Structure: Biographical Writing  Narrative nonfiction  Biographical writing  Direct quotations  Narrative pacing | | Words related to poverty, limited technology, and efforts to relieve it  Scarcity  Desire  Attempts | | | Etymology | |  | | Writing to Sources: How-to Essay | |
| Standards | |  | | L.7.4  L.7.4.a | | RI.7.1  RI.7.3 | |  | | | L.7.4  L.7.4.b | | L.7.1 | | W.7.2.a  W.7.2.b  W.7.7  W.7.8 | |
| Performance Task: Speaking and Listening Focus | | | | | | | | | | | | | | | | |
| Present Multimedia Profiles  Prompt: How do people overcome enormous challenges? | | | | | | | | | Standards: W.7.2, W.7.4, W.7.9, W.7.10, SL.7.1, SL.7.1, SL.7.4, Sl.7.5 | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | | | | | | | | | |
| Writing to Sources: Informative Essay Writing Prompt: How can people overcome adversity in the face of overwhelming obstacles?  Speaking and Listening Outcome: Oral Presentation | | | | | | | | | Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.9, SL.7.4, L.7.5 | | | | | | | |