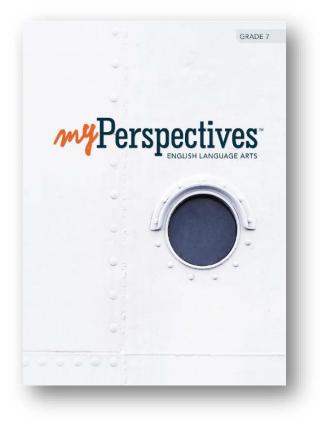




Grade 7 Unit Planning Guide



Prepared by Savvas Learning Company, formerly Pearson K12 Learning

myPerspectives Unit Planning Guide

GRADE 7 | UNIT 1: Generations ESSENTIAL QUESTION: What can one generation learn from another? PERFORMANCE BASED ASSESSMENT: Nonfiction Narrative NOTES:

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING INDEPENDENT LEARNING

IMPORTANT NOTES

- Don't forget Accessible Leveled Texts are on Realize in the Unit Resources.
- myPerspectives+ and the skills centers on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 1 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:

- Read and analyze how authors express point of view in nonfiction narrative. •
- Expand your knowledge and use of academic and concept vocabulary.
- Write a nonfiction narrative in which you develop experiences or events using effective technique.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Develop your voice, or style of writing, with word choice and sentence structure to convey meaning and add variety and interest to writing and presentations.
- Collaborate with team to build on the ideas of others, develop consensus, and communication. ٠
- Integrate audio, visuals, and text in presentations. ٠

Selections & Media

Launch Text

• Grounded (640L)

Whole-Class Learning

- Novel Excerpt: Two Kinds, from the Joy Luck Club, Amy Tan (870L)
- News Blog: A Simple Act, Tyler Jackson (930L)
- Memoir: from An Invisible Thread: Laura Schroff and Alex Tresniowski (890L)

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | 🖸 Video| 🙆 Downloadable / Printable Document | 🥝 Online Assessment | 🥝 EL Highlights

Small-Group Learning

- News Article: *Tutors Teach Seniors New High-Teach Tricks, Jennifer Luden (1020L)*
- Memoir: from Mom & Me & Mom, Mayo Angelou (610L)
- Media, Video: Learning to Love My Mother, Maya Angelou with Michael Maher
- Media, Image Gallery: Mother-Daughter Drawings, Mica and Myla Hendricks
- Poetry Collection 1: *Mother to Son,* Langston Hughes, (NP)
- Poetry Collection 1: To James, Frank Home, (NP)

Independent Learning

- Poetry Collection 2: *Lineage*, Margaret Walker (NP)
- Poetry Collection 2: Family, Grace Paley (NP)
- Opinion Piece: "Gotcha Day" Isn't a Cause for Celebration, Sophie Johnson (1090L)
- Short Story: The Grandfather and His Little Grandson, Leo Tolstoy (870L)
- Blog Post: Bridging the Generational Divide Between a Football Father and a Soccer Son, John McCormick (1120L)
- Short Story: Water Names, Lan Samantha Chang (900L)
- Short Story: An Hour With Abuelo, Judith Ortiz Cofer (840L)

Performance-Based Assessment

Part 1 – Writing to Sources: Nonfiction Narrative

Students will write a nonfiction narrative answering:

In what situations can one generation learn from another?

Part 2 – Speaking & Listening: Multimedia Presentation

Students use their nonfiction narrative as a foundation for a presentation.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how one generation can learn from another.

4 Audio | O Video| C Downloadable / Printable Document | O Online Assessment | C EL Highlights

DAV	DAYO	DAVA	5 1	ectives Unit Planning Guide Grade 7
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	UNIT INTRODUCTION	OVERVIEW Whole-Class Learning SE pp 10-11	SELECTION Anchor Text Two Kinds from The Joy Luck Club Amy Tan SE pp 12-25	SELECTION Anchor Text Two Kinds from The Joy Luck Club Amy Tan SE pp 26-27
SE pp 2-5	Launch Text	Essential Question	MAKING MEANING	MAKING MEANING
Students will deepen their perspective about different generations by reading, writing, speaking, listening, and presenting. Unit Goals Video Academic Vocabulary dialogue, consequence, perspective, notable, contradict Home Connection Letter Spanish Home Connection Letter Unit 1 Answer Key STANDARDS L.7.6	Launch Text Students will read "Grounded." They will then be able to participate in discussions about generations. Word Network Students add new words to their Word Network as they read texts in the unit. Word Network Summary Students write a summary of the Launch Text. Launch Activity Students participate in an activity related to the unit theme. QuickWrite Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom? Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. Evidence Log	 Essential Question What can one generation learn from another? Whole-Class Learning Strategies Listen actively Clarify by asking questions Monitor understanding Interact and share ideas Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	 MAKING MEANING Concept Vocabulary lamented, indignity, reproach, discordant, squabbling, devastated First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction Read the Selection Selection Audio Two Kinds: Accessible Leveled Text Comprehension Check Students complete comprehension questions. Two Kinds: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text. Research to Explore Students conduct research on an aspect of the text they find interesting. 	 Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text Analyze the Text Students will respond to questions about the text, citing textual evidence. Analyze Craft & Structure Character and Point of View Students will analyze character traits, motives and point of view. Analyze Craft and Structure: Character and Point of View Analyze Craft and Structure: Character and Point of View (RP) STANDARDS RL.7.1; RL.7.6



	Performance-Based Assessment: Refining Your Thinking		STANDARDS RL.7.10	
myPerspectives ELL Support				
Audio Summary Personalize for Learning English Language Support: Cognates (TE p 5)			Audio Summary Two Kinds: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 22)	Analyze Craft and Structure: Character and Point of View (RP) (TE p 27) Personalize for Learning English Language Support: Character Motivation (TE p 27) English Language Support Lesson: Motives (On Realize)
iLit ELL Level B				Realize
Classroom Conversation (examples) Unit 2 Lesson 12: Collaborative Discussion Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion	Summarizing Unit 6 Lesson 21: Whole Group Unit 6 Lesson 22: Work Time	Active Listening Routine Unit 1 Lesson 4: Work Time Classroom Conversation (examples) Unit 2 Lesson 12: Collaborative Discussion Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion	iLit Library (text by Amy Tan) Fish Cheeks <u>Understand Idioms</u> Unit 4 Lesson 6: Whole Group Unit 4 Lessons 7–8: Read Aloud, Think Aloud & Work Time	iLit Library (text by Amy Tan) Fish Cheeks Compare and Contrast Two Characters Unit 2 Lesson 15–16: Work Time Analyze Characters Unit 3 Lessons 3-4: Work Time

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	Anchor Text
Two Kinds from The Joy Luck	Two Kinds from The Joy Luck	A Simple Act	A Simple Act	A Simple Act
Club	Club	Tyler Jackson	Tyler Jackson	Tyler Jackson
Amy Tan	Amy Tan			
SE pp 28-29	SE pp 30-31	SE pp 32-37	SE pp 38-39	SE p 40
LANGUAGE	EFFECTIVE EXPRESSION	MAKING MEANING	MAKING MEANING	LANGUAGE
DEVELOPMENT				DEVELOPMENT
	Writing to Sources:	Concept Vocabulary	Close Read the Text	
Concept Vocabulary	Retelling a Scene	connects, encouraged,	Students will review the Close	Concept Vocabulary
Students complete activities	Students will rewrite a scene	influence, bond	Read Model and complete the	Students complete activities
related to the Concept	from the story.		close read sections in the	related to the Concept
Vocabulary words:	Writing to Sources:	First Read	selection.	Vocabulary words:
lamented, indignity, reproach,	Retelling a Scene	Students Notice, Annotate,	Close Read the Text	connects, encouraged,
discordant, squabbling,		Connect, Respond as they		influence, bond
devastated	Writing to Sources:	read the selection the first	Analyze the Text	
	Retelling a Scene (RP)	time.	Students will respond to	Word Study: Multiple-
Word Study: Latin Prefix:		-	questions about the text,	Meaning Words
in-	Speaking and Listening:	Gerist-Read Guide:	citing textual evidence.	Concept Vocabulary and
Concept Vocabulary and	Monologue	Nonfiction	oning toxidal oridonoo.	Word Study
Word Study	Students develop a dramatic		Analyze Craft & Structure	
	monologue from a selection	Read the Selection	Author's Point of View	Word Study: Multiple-
Word Study: Latin Prefix:	of passages.		Students will analyze the	Meaning Words (RP)
in- (RP)	Speaking and Listening:	Selection Audio	author's use of weighted	
	Monologue	A Simple Act: Accessible	words and phrases.	Word Network
Word Network		Leveled Text		Students add new words to
Students add new words to	Speaking and Listening:		Analyze Craft and	their Word Network as they
their Word Network as they	Monologue (RP)	Comprehension Check	Structure: Point of View	read texts in the unit.
read texts in the unit.		Students complete	Analyze Craft and	STANDARDS
Conventions:	Evidence Log	comprehension questions.	Structure: Point of View (RP)	L.7.4
Nouns and Pronouns	Students add notes and			L.7.4
Students mark instances of	evidence that will be used to	A Simple Act: First Read	STANDARDS	
common, proper, and	inform the Performance-	Extension Questions	RL.7.1; RL.7.6	
possessive nouns	Based Assessment.			
	SELECTION TEST	Research to Clarify		
Conventions:		Students research one unfamiliar detail from the text.		
Nouns and Pronouns	Selection Test: Two	umaminar detail from the text.		
Conventions:	Kinds	Research to Explore		
Nouns and Pronouns		Students explore an aspect of		
(RP)		the text they find interesting.		<u> </u>



STANDARDS L.7.2; L.7.4.b	STANDARDS W.7.3; W.7.3.a; W.7.3.b; SL.7.4	STANDARDS RI.7.10		
<i>myPerspectives</i> ELL Support Word Study: Latin Prefix: <i>in</i> - (RP) (TE p 28) Conventions: Nouns and Pronouns (RP) (TE p 29)	Writings to Sources: Retelling a Scene (RP) (TE p 30) Speaking and Listening: Monologue (RP) (TE p 31) Personalize for Learning English Language Support: Point of View (TE p 30)	Audio Summary Audio Summary A Simple Act: Accessible Leveled Text Personalize for Learning English Language Support: Using Concept Vocabulary (TE p 32)	Analyze Craft and Structure: Author's Point of View (RP) (TE p 39) Personalize for Learning English Language Support: Express Attitudes and/or Opinions (TE p 38)	Word Study: Multiple- Meaning Words (RP) (TE p 40)
iLit ELL Level B Use Prefixes and Suffixes Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 4 Lesson 36: Work Time Nouns and Pronouns Unit 4 Lesson 41: Whole Group Unit 4 Lesson 43: Work Time	Write a Narrative Unit 1 Lessons 4–5: Work Time Unit 1 Lesson 1-5: Extra Practice Deliver a Speech Unit 4 Lesson 36: Work Time	Connecting Ideas Unit 4 Lesson 13: Read Aloud, Think Aloud Research a Topic Unit 4 Lesson 3: Whole Group Unit 5 Lesson 1: Whole Group	Compare Point of View Unit 6 Lesson 36: Whole Group; Work Time	Multiple Meanings Unit 2 Lesson 38: Vocabulary Unit 4 Lesson 9: Vocabulary Unit 4 Lesson 14: Vocabulary Unit 6 Lesson 43: Vocabulary

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text A Simple Act Tyler Jackson	SELECTION from An Invisible Thread Laura Schroff and Alex Tresniowski	SELECTION from An Invisible Thread Laura Schroff and Alex Tresniowski	SELECTION from An Invisible Thread Laura Schroff and Alex Tresniowski	SELECTION from An Invisible Thread Laura Schroff and Alex Tresniowski
SE p 41	SE pp 42-45	SE pp 46-47	SE pp 48-49	SE pp 50-51
LANGUAGE DEVELOPMENT Conventions: Adverbs Students identify adverbs in sentences. Conventions: Adverbs Conventions: Adverbs (RP) SELECTION TEST Comple Act STANDARDS L.7.1	MAKING MEANING Concept Vocabulary resilience, perseverance, generosity First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction Read the Selection Selection Audio from An Invisible Thread: Accessible Leveled Text Comprehension Check Students complete comprehension questions. from An Invisible Thread: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text. Research to Explore	 MAKING MEANING Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text Analyze the Text Students will respond to questions about the text, citing textual evidence. Analyze Craft and Structure: Narrative Point of View Students complete activities finding examples of first- person point of view. Analyze Craft and Structure: Narrative Point of View Analyze Craft and Structure: Narrative Point of View (RP) STANDARDS RI.7.6 	LANGUAGE DEVELOPMENT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: resilience, perseverance, generosity Word Study: Latin Suffix: -ity Students complete activities relating to the Latin Suffix -ity. Concept Vocabulary and Word Study Concept Vocabulary and Word Study Word Study Latin Suffix: -ity (RP) Word Network Students add new words to their Word Network as they read texts in the unit. Conventions: Adjectives Students identify coordinate and cumulative adjectives. Conventions: Adjectives (RP) STANDARDS L.7.2.a; L.7.4.b; L.7.5.b	EFFECTIVE EXPRESSION Writing to Compare Students write an explanatory essay analyzing way the two authors present information about the same topic. Writing to Compare: Explanatory Essay Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. Selection Test: An Invisible Thread STANDARDS RI.7.9; W.7.2.b; W.7.2.c; W.7.9; L.7.2.b



myPerspectives ELL Support	Students explore an aspect of the text they find interesting. STANDARDS RI.7.10			
Conventions: Adverbs (RP) (TE p 41) Personalize for Learning English Language Support: Adverbs (TE p 41) English Language Support Lesson: Conventions (On Realize)	Audio Summary from An Invisible Thread: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 43)	Analyze Craft and Structure: Narrative Point of View (RP) (TE p 46)	Word Study Latin Suffix: <i>-ity</i> (RP) (TE p 48) Conventions: Adjectives (RP) (TE p 49) Personalize for Learning English Language Support: Adjective Placement (TE p 49)	
iLit ELL Level B				
Use Adverbs to Add Details Unit 6 Lesson 9: Read Aloud, Think Aloud Assignments: Grammar Unit 5 Lessons 1–5: Grammar Study Plan: Part 3: Skill 18: Adverbs	Ask Questions Unit 2 Lesson 1: Whole Group Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time	Compare Point of View Unit 6 Lesson 36: Whole Group; Work Time	Adjectives Unit 6 Lesson 19: Read Aloud, Think Aloud Assignments: Grammar Unit 5 Lessons 1–5: Grammar Study Plan: Part 1: Skill 16: Adjectives Assignments - Spelling Unit 5 Lessons 6–10: Part 3: Skill 23: Suffixes	Write an Explanatory Paragraph Unit 6 Lesson 26: Whole Group Unit 6 Lessons 28, 32-39: Work Time

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PERFORMANCE TASK: WRITING FOCUS Write a Nonfiction Narrative	PERFORMANCE TASK: WRITING FOCUS Write a Nonfiction Narrative	PERFORMANCE TASK: WRITING FOCUS Write a Nonfiction Narrative	OVERVIEW Small-Group Learning	SELECTION Tutors Teach Seniors New High-Tech Tricks Jennifer Ludden
SE pp 52-54	SE p 55	SE pp 56-57	SE pp 58-61	SE pp 62-66
PERFORMANCE TASK Write a Nonfiction Narrative Students write a narrative answering the question: What unexpected event shows how a person can influence someone from a different generation? PreWriting/Planning Students focus their topic, develop characters and gather details. Drafting Students organize and write a first draft. STANDARDS W.7.3.a-e; W.7.10	LANGUAGE DEVELOPMENT Develop Technique: Finding Your Voice Students think of ways they can develop their voice in their writing. STANDARDS W.7.3.d	PERFORMANCE TASK Revising Students evaluate and revise draft utilizing peer reviews. Editing and Proofreading Students edit for conventions and proofread for accuracies. Publishing and Presenting Students create a final version of their essay and share in small groups. Reflecting Students reflect on their narrative essays. STANDARDS W.7.3.a; W.7.3.d; W.7.3.e; W.7.4; W.7.5	Essential Question What can one generation learn from another? Small-Group Learning Strategies Prepare Participate Fully Support Others Clarify Small-Group Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Working as a Team Take a position List your rules Apply the rules Name your group Create a communication plan Making a Schedule Students make a schedule with group for completing tasks. Working on Group Projects Students choose specific roles for each member.	MAKING MEANING Concept Vocabulary struggling; impairments; frustrated First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction Read the Selection Selection Audio Tutors Teach Seniors New High-Tech Tricks: Accessible Leveled Text Comprehension Check Students complete comprehension questions. Tutors Teach Seniors New High-Tech Tricks: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text. Close Read the Text Students will review the Close Read Model and complete the

				close read sections in the selection. Close Read the Text Analyze the Text Students will respond to questions about the text, citing textual evidence. Analyze the Text STANDARDS RI.7.10; L.7.4.a
myPerspectives ELL Support				
Personalize for Learning English Language Support: Characters (TE p 53)		Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 57)		Audio Summary Tutors Teach Seniors New High-Tech Tricks: Accessible Leveled Text
iLit ELL Level B				
Write a Narrative Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time	Write a Narrative Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time	Write a Narrative Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time Subject-Verb Agreement Unit 3 Lesson 3: Work Time Unit 3 Lesson 8: Work Time	Text: "An Amazing Act of Friendship" Unit 6 Lesson 34: Read Aloud, Think Aloud Partner Discussion Unit 5 Lesson 7: Classroom Conversation Unit 6 Lesson 7: Classroom Conversation	iLit Library Friend Me Smile and Say 'No" to Photoshop Addicted to Facebook

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Tutors Teach Seniors New High-Tech Tricks	from Mom & Me & Mom	from Mom & Me & Mom	Letter to Love My Mother Maya Angelou with Michael	Letter to Love My Mother Maya Angelou with Michael
Jennifer Ludden	Maya Angelou	Maya Angelou	Maher	Maher
SE pp 66-69	SE pp 70-76	SE pp 77-79	SE pp 80-83	SE pp 84-85
	MAKING MEANING	MAKING MEANING	MAKING MEANING	EFFECTIVE EXPRESSION
DEVELOPMENT				
	Concept Vocabulary supervision, charitable,	Close Read the Text Students will review the Close	Media Vocabulary set, questions, tone	Writing to Compare:
Concept Vocabulary Students complete activities	philanthropist	Read Model and complete the	set, questions, tone	Comparison-and-Contrast Essay
related to the Concept		close read sections in the	First Review	Students write a comparison
Vocabulary words:	First Read	selection.	Students Watch, Note,	-and-contrast essay
struggling; impairments; frustrated	Students Notice, Annotate, Connect, Respond as they	Close Read the Text	Connect, Respond as they read the selection the first	analyzing the similarities and differences in the way each
Tustrateu	read the selection the first		time.	medium portrays Maya
Word Study: Suffix: -ment	time.	Analyze the Text Students will respond to		Angelou and her relationship
Concept Vocabulary and	GFirst-Read Guide:	questions about the text,	GFirst-Review Guide:	with her mother.
Word Study	Nonfiction	citing textual evidence.	Media-Video	Writing to Compare:
Word Study: Suffix:		Analyze the Text		Comparison-and-Contrast
-ment (RP)	Read the Selection		Read the Selection	Essay
	Selection Audio	LANGUAGE	Selection Audio	Evidence Log
Word Network Students add new words to	Gefrom Mom & Me & Mom:	DEVELOPMENT	Letter to Love My Mother:	Students add notes and
their Word Network as they	Accessible Leveled Text	Concept Vocabulary	Accessible Text	evidence that will be used to inform the Performance-
read texts in the unit.	Comprehension Check	Students complete activities	Comprehension Check	Based Assessment.
Analyza Craft 8 Structure	Students complete	related to the Concept	Students complete	
Analyze Craft & Structure Development of Central	comprehension questions.	Vocabulary words: supervision, charitable,	comprehension questions.	STANDARDS
Ideas	0	philanthropist	Extension Questions	RI.7.7; W.7.2.a-c; W.7.5; W.7.9; W.7.9.b
Students will analyze the	🞯 from Mom & Me & Mom:		Close Review	W.7.5, W.7.5.D
development of central ideas in the article.	First Read Extension	Word Study: Latin Prefix: super-	Students will revisit the	
	Questions		interview and record any new	
Analyze Craft and Structure: Development of	STANDARDS	Concept Vocabulary and Word Study	observations.	
Central Ideas	RI.7.10; L.7.4		Close-Review	
Analyze Craft and		Word Study: Latin Prefix: <i>super-</i> (RP)	Analyze the Media	
Structure: Development of		Super (ICF)	Students will respond to	
Central Ideas (RP)		Word Network	questions about the interview.	
Conventions: Conjunctions			log Analyze the Media	
conventions. conjunctions		r Edition PD: Potocoh and Prostico		

Other land the section of the section of			1
Students identify conjunctions	Students add new words to	LANGUAGE	
in sentences.	their Word Network as they	DEVELOPMENT	
Conventions:	read texts in the unit.		
		Media Vocabulary	
Conjunctions	Analyze Craft & Structure	Students complete activities	
Conventions:	Narrative Nonfiction:	related to the Media	
Conjunctions (RP)	Characterization	Vocabulary words:	
	Students will analyze indirect	set, questions, tone	
EFFECTIVE EXPRESSION	characterization in the		
EFFECTIVE EXFREGSION	reading.	left Media Vocabulary	
Speaking and Listening:	Analyze Craft and	STANDARDS	
Multimedia Presentation	Structure: Narrative	RI.7.10; SL.7.2; L.7.1; L.7.4;	
Students will give a	Nonfiction: Characterization	L.7.6	
presentation to include text,			
charts, images, videos,	Analyze Craft and		
music, or other media	Structure: Narrative		
Speaking and Listening:	Nonfiction: Characterization		
Multimedia Presentation	(RP)		
Speaking and Listening:	Conventions: Independent		
Multimedia Presentation (RP)	and Dependent Clauses		
	Students identify independent		
Evidence Log	and dependent clauses.		
Students add notes and			
evidence that will be used to	Conventions: Independent		
	and Dependent Clauses		
inform the Performance-	Conventions:		
Based Assessment.			
~ ~	Independent and Dependent		
6 Selection Test: Tutors	Clauses (RP)		
Teach Seniors New High-	l		
Tech Tricks	Evidence Log		
	Students add notes and		
STANDARDS	evidence that will be used to		
RI.7.1; RI.7.2; W.7.7; SL.7.1;	inform the Performance-		
	Based Assessment.		
SL.7.1.b; SL.7.1.c; SL.7.1.d;			
SL.7.4; SL.7.5; L.7.1; L.7.4.c;	60 C Selection Test: from		
L.7.3.a			
	Mom & Me & Mom		
	STANDARDS		
	RI.7.1; RI.7.3; SL.7.1; L.7.1.a;		
	L.7.4.b; L.7.4.d		

myPerspectives ELL Support				
 Word Study: Suffix -ment (RP) (TE p 66) Analyze Craft and Structure: Development of Central Ideas (RP) (TE p 67) Conventions: Conjunctions (RP) (TE p 68) Speaking and Listening: Multimedia Presentation (RP) (TE p 68) Speaking and Listening: Multimedia Presentation (RP) (TE p 69) Personalize for Learning English Language Support: Central Ideas (TE p 67) English Language Support Lesson: Development of Central Ideas (On Realize) Personalize for Learning English Language Support: Cognates (TE p 68) 	Audio Summary from Mom & Me & Mom: Accessible Leveled Text Personalize for Learning English Language Support: Figurative Language (TE p 72)	 Word Study: Latin Prefix: super- (RP) (TE p 77) Analyze Craft and Structure: Narrative Nonfiction: Characterization (RP) (TE p 78) Conventions: Independent and Dependent Clauses (RP) (TE p 79) Personalize for Learning English Language Support: Independent and Dependent Clauses (TE p 79) English Language Support Lesson: Independent and Dependent Clauses (On Realize) 	Audio Summary Personalize for Learning English Language Support: View Actively (TE p 81)	
iLit ELL Level B				
Identify Main Idea Unit 2 Lesson 35: Whole Group Unit 4 Lessons 37, 47: Read Aloud, Think Aloud Conjunctions Unit 1 Lesson 38: Whole Group; Work Time Unit 4 Lesson 35: Whole Group	iLit Library (selections by Maya Angelou) Million Man March Human Family Figurative Language Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time Unit 7 Lessons 2–3: Work Time	"Taking a Stand for Civil Rights" Unit 2 Lesson 34, 35 Teacher Resources Language Conventions Practice: Using Commas after Introductory Words, Phrases, and Clauses, 124	Ask Questions Unit 2 Lesson 1: Whole Group Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time	Compare and Contrast Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time



DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
SELECTION	SELECTION	SELECTION	SELECTION	PERFORMANCE TASK:
Mother-Daughter Drawings	Mother-Daughter Drawings	Mother to Son	Mother to Son	Speaking and Listening
Mica and Myla Hendricks	Mica and Myla Hendricks	Langston Hughes	Langston Hughes	Focus
				Present a Nonfiction Narrative
		To James	To James	
		Frank Horne	Frank Horne	
SE pp 86-92	SE p 93	SE pp 94-100	SE pp 101-103	SE pp 104-105
MAKING MEANING	EFFECTIVE EXPRESSION	MAKING MEANING	LANGUAGE	PERFORMANCE TASK
			DEVELOPMENT	
Media Vocabulary	Speaking and Listening:	Concept Vocabulary		Speaking and Listening
composition, light and	Multimedia Slideshow	flung, catapulted, lurched	Analyze Craft & Structure:	Focus: Present a Nonfiction
shadow, perspective	Students create a slideshow	First-Read Guide	Figurative Language:	Narrative
First Review	using images such as photos, illustrations, or other types of	Students Notice, Annotate,	Symbolism Students analyze figurative	Students present a panel discussion related to the
Students Look, Note,	visual multimedia.	Connect, Respond as they	language in the poems.	following question:
Connect, Respond as they		read the selection the first		Tono ming quoonom
read the selection the first	Speaking and Listening:	time.	Analyze Craft and	What new knowledge or skills
time.	Multimedia Slideshow	GFirst-Read Guide: Poetry	Structure: Figurative	can you learn from someone
	Evidence Log	First-Read Guide: Poetry	Language: Symbolism	of a different generation?
GFirst-Review Guide:	Students add notes and	Read the Selection	Malyze Craft and	
Media Art/Photography	evidence that will be used to		Structure: Figurative	Plan With Your Group
	inform the Performance-	Selection Audio	Language: Symbolism	Students will analyze the text, assign roles, and plan the
Read the Selection	Based Assessment.	Mother to Son/To James:	(RP)	discussion.
Selection Audio		Accessible Text	Author's Style: Rhythm and	
	STANDARDS		Repetitions	STANDARDS
Mother-Daughter	SL.7.1; SL.7.1.a; SL.7.5;	Comprehension Check	Students identify examples of	SL.7.1; SL.7.1.a; SL.7.1.b;
Drawings	L.7.6	Students complete	repetition.	SL.7.2
		comprehension questions.	0	
Comprehension Check Students complete		Extension Questions	Author's Style: Rhythm and Repetitions	
comprehension questions.		10 Mother to Son: First Read		
Extension Questions		Extension Questions	Author's Style: Rhythm	
			and Repetitions (RP)	
MAKING MEANING		Research to Explore		
		Students research a topic	EFFECTIVE EXPRESSION	
Close Review		related to one of the poems.	Writing to Sources:	
Students will revisit the		Close Read the Text	Narrative Poem	
images and record any new		Students will review the Close	Students write a narrative	
observations.		Read Model and complete the	poem about a personal	
Close-Review		close read sections in the	experience.	
		selection.	B Writing to Sources:	
Analyze the Media		Close Read the Text	Narrative Poem	

Students will respond to questions about the interview. Analyze the Media LANGUAGE DEVELOPMENT Media Vocabulary Students complete activities related to the Media Vocabulary words: composition, light and shadow, perspective Media Vocabulary STANDARDS RI.7.10; SL.7.2; L.7.6	Analyze the Text Students will respond to questions about the text, citing textual evidence. Image: Students about the text, citing textual evidence. Marrative Poem (RP) Image: Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence that will be used to inform the Performance-Based Assessment. Image: Students complete activities related to the Concept Vocabulary words: flung, catapulted, lurched Image: Students add notes and evidence that will be used to inform the Performance-Based Assessment. Image: Students add notes complete activities related to the Concept Vocabulary words: flung, catapulted, lurched Image: Students add notes and evidence that will be used to inform the Performance-Based Assessment. Image: Students add notes complete activities related to the Concept Vocabulary words: flung, catapulted, lurched Image: Students add notes and evidence that will be used to inform the Performance-Based Assessment. Image: Students add notes complete activities and Denotations and Denotations (RP) Image: Students add notes and evidence that will be used to inform the Performance-Based Assessment. Image: Students add notes and evidence that will be used to to to complete activities (Students add notes and the vidents
myPerspectives ELL Support	
Audio Summary Personalize for Learning English Language Support: Pronouns (TE p 87)	Audio Summary Audio Summary Audio Summary Audio Summary Audio Summary Audio Summary Mother to Son/To James: Accessible Text Word Study: Connotations and Denotations (RP) (TE p 100) Analyze Craft and Structure: Figurative Language: Symbolism (RP) (TE p 101) Author's Style: Rhythm and Repetitions (RP) (TE p 102)

		Personalize for Learning English Language Support: Figurative Language (TE p 96)	Writing to Sources: Narrative Poem (RP) (TE p 103) Personalize for Learning English Language Support Rhythm in Poetry (TE p 102) English Language Support Lesson: Rhythm (On Realize)	
iLit ELL Level B				
Background Video Unit 6 Lesson 36: Whole Group Assignments: Grammar Study Plan Unit 2 Lessons 11–15: Part 3: Skill 3: Pronouns	Multimedia Project Unit 5 Lessons 1–5, 7: Work Time	iLit Library (texts by Langston Hughes) Thank You M'am Recognize Connotations Unit 2 Lesson 14: Vocabulary	Figurative Language Unit 2 Lesson 41: Whole Group Unit 7 Lessons 2–3: Work Time Characteristics of Poems Unit 7 Lesson 2: Read Aloud, Think Aloud	Present Narrative Essay Unit 2 Lesson 38: Work Time

DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
PERFORMANCE TASK:	PERFORMANCE TASK:	INTRODUCE	INDEPENDENT LEARNING	PERFORMANCE-BASED
Speaking and Listening	Speaking and Listening	INDEPENDENT LEARNING		ASSESSMENT
Focus	Focus			
Present a Nonfiction Narrative	Present a Nonfiction Narrative			
SE p 105	SE p 105	SE pp 106-107	SE pp 108-110	SE pp 111-113
PERFORMANCE TASK	PERFORMANCE TASK	Essential Question	MAKING MEANING	PERFORMANCE-BASED
				ASSESSMENT PREP
Rehearse with Your Group	Present and Evaluate	What can one generation	First-Read Guide	
Students review	Students present as a group	learn from another?	Students Notice, Annotate,	Review Notes for a
requirements, fine-tune the content and brush up on	and use checklist items to evaluate.	Independent Learning	Connect, Respond as they read the selection the first	Nonfiction Narrative Students evaluate the
presentation techniques.	evaluate.	Strategies	time.	strength of their content.
presentation techniques.	STANDARDS	Create a Schedule		strength of their content.
STANDARDS	SL.7.4; SL.7.6	 Practice what you have 	6 First Read Guide	Evidence Log
SL.7.1; SL.7.1.a; SL.7.1.b;	- ,	learned		Students add notes and
SL.7.2		Take Notes	Close-Read Guide	evidence that will be used to
		• Take Notes	lose Read Guide	inform the Performance-
		0		Based Assessment.
		Independent Learning	Close Read the Text	
		Strategies	Students will review the Close	Writing to Sources: Nonfiction Narrative
		Table of Contents Preview	Read Model and complete the	Students will write a
		Preview the selections in the	close read sections in the	nonfiction narrative
		unit and discuss how they	selection.	responding to the prompt:
		relate to the EQ and unit	Analyze the Text	
		topic.	Students will respond to	In what situations can one
			questions about the text,	generation learn from
		Contents	citing textual evidence.	another?
		Contento		Nonfiction Narrative Rubric
			Quick Write	Students use the rubric to
			Students write about a paragraph that grabbed their	guide their revisions.
			interest.	g
				STANDARDS
			Share Your Independent	W.7.3.a-e; W.7.9; W.7.10
			Learning	
			Students share what they	
			learned from independent	
			learning with a group and	
			reflect on how it adds to their understanding of how one	
			generation learns from	
			another.	



			Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. STANDARDS RL.7.10; RI.7.10	
myPerspectives ELL Support				
			Accessible Leveled Texts for Independent Learning Selections (On Realize)	
iLit ELL Level B				
Present Narrative Essay Unit 2 Lesson 38: Work Time	Present Narrative Essay Unit 2 Lesson 38: Work Time	Independent Reading (examples) Unit 2 Lessons 40-41, 45: Time to Read Unit 3 Lessons 1, 5, 6: Time to Read	Independent Reading (examples) Unit 2 Lessons 40-41, 45: Time to Read Unit 3 Lessons 1, 5, 6: Time to Read	Write a Narrative Essay Unit 2 Lessons 7-9, 26-29, 32-38, 41: Work Time

DAY 36

PERFORMANCE-BASED ASSESSMENT

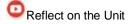
SE pp 114-115

PERFORMANCE-BASED ASSESSMENT

Speaking and Listening: Multimedia Presentation Students will use their narrative as the foundation for a multimedia presentation.

Reflect on the Unit

Students reflect on Unit goals, learning strategies, and the text.





STANDARDS SL.7.4; SL.7.5

iLit ELL Level B

Multimedia Project Unit 5 Lessons 1–5, 7: Work Time

GRADE 7 | UNIT 2: A Starry Home ESSENTIAL QUESTION: Should we make a home in space? PERFORMANCE BASED ASSESSMENT: Argument NOTES:

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES

- Don't forget Accessible Leveled Texts are on Realize in the Unit Resources.
- *myPerspectives*+ and the skills centers on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 2 Overview

In this unit, students will read and discuss space exploration and the future of human voyages to worlds beyond Earth.

Unit Goals

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Demonstrate command of the proper use of verb tenses.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate. •
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

Leaving Main Street (1060L)

Whole-Class Learning

- Anchor Text, Short Story: Dark They Were, and Golden-Eyed, Ray Bradbury (490L)
- Media, Radio Play: Dark They Were, and Golden-Eyed, Ray Bradbury and Michael McDonough (producer)
- Anchor Text, News Article: Danger! This Mission to Mars Could Bore You to Death!, Maggie Koerth-Baker (1290L)

Small-Group Learning

- News Article: Future of Space Exploration Could See Humans on Mars, Alien Planets, Nola Taylor Redd (1250L)
- Short Story: The Last Dog, Katherine Paterson (820L)
- Medio, Video: Ellen Ochoa: Director, Johnson Space Center, Ellen Ochoa

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | 🖸 Video| 🙆 Downloadable / Printable Document | 🧐 Online Assessment |

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• Interview: Neil deGrasse Tyson on the Future of U.W. Space Exploration After Curiosity, Keith Wagstaff (936L)

Independent Learning

- Poetry: Science-Fiction Cradlesong, C.S. Lewis (NP)
- Web Article: UFO Sightings and News, Benjamin Radford (1420L)
- Persuasive Essay: from Packing for Mars, Mary Roach (1020L)
- Science Article: Trip to Mars Could Damage Astronauts' Brains, Laura Sanders (870L)

Performance-Based Assessment

Unit Reflection

Part 1 – Writing to Sources: Argument

Students will write an explanatory essay answering the following question:

Should we spend valuable resources on space exploration?

Part 2 – Speaking & Listening: Oral Presentation

Students will use their argumentative essay as the foundation for an oral presentation.

Students will reflect on the unit goals, learning strategies, the texts, and space exploration.

🧐 EL Highlights

SE pp 116-119SE pp 120-123SE pp 124-125SE pp 126-134SE pp 135-Unit GoalsLaunch TextStudents will deepen their perspective on the space exploration by reading, writing, speaking, listening, and presenting.Launch TextEssential Question Should we make a home in space?MAKING MEANINGMAKING W Read the SUnit Goals VideoVord Network Students add new words to their Word Network as theyWhole-Class Learning Students add new words to their Word Network as theyEssential Question Should we make a home in space?MAKING MEANINGRead the S Selection Golden-Eye Leveled Te	<u></u>
SE pp 116-119SE pp 120-123SE pp 124-125Anchor Text Dark They Were, and Golden- Eyed Ray BradburyAnchor Text Dark They Were, and Golden- Eyed Ray BradburyAnchor Text Dark They Eyed Ray BradburyUnit GoalsLaunch Text Students will deepen their perspective on the space exploration by reading, writing, speaking, listening, and presenting.Launch Text Students will read "Leaving Main Street." Students then participate in discussions about starry homes.Essential Question Should we make a home in space?MAKING MEANINGMAKING MEANINGWhole-Class Learning StrategiesWhole-Class Learning StrategiesMain Street." Students then participate in discussions about starry homes.Bistening, submerged, canals, atmosphere, forlorn, immense, mosaicMaking Meaning meaningWord Network Students add new words to their Word Network as theyWhole-Class Learning StrategiesFirst Read Students Notice, AnnotateGolden-Eye Leveled Te	
Unit GoalsLaunch TextEssential QuestionMAKING MEANINGMAKING MEANINGStudents will deepen their perspective on the space exploration by reading, writing, speaking, listening, and presenting.Launch TextEssential Question Should we make a home in space?MAKING MEANINGMAKING MEANINGUnit Goals VideoMain Street." Students then participate in discussions about starry homes.Main Street." Students then participate in discussions about starry homes.Students Learning StrategiesMaking MeaningUnit Goals VideoWord Network Students add new words to their Word Network as theyWhole-Class Learning StrategiesMaking MeaningUnit Goals VideoWord Network Students add new words to their Word Network as theyClarify by askingStudents Notice Apportate	ext y Were, and Golden- bury
Students will deepen their perspective on the space exploration by reading, writing, speaking, listening, and presenting.Students will read "Leaving Main Street." Students then participate in discussions 	
Academic Vocabulary justify, alternative, certainty, discredit, assumption Instant for unit or units or usery mean field that in the unit. Instant assumption Connect, Respond as they read texts in the unit. STANDAR Image: Academic Vocabulary justify, alternative, certainty, discredit, assumption Summary Students write a summary of the Launch Text. Monitor understanding Interact and share ideas Connect, Respond as they read thes selection the first time. STANDAR STANDARDS L.7.6 Summary Students write a response to the QuickWrite Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom? Table of Contents Preview Preview the selections in the read the selection Read the Selection Evidence Log Derformance-Based Assessment: Refining Your Evidence Log Derformance-Based Assessment: Refining Your Standa your	Selection tion Audio They Were, and yed: Accessible ext



myPerspectives ELL Support				
Audio Summary Personalize for Learning English Language Support: Cognates (TE p 119)			Audio Summary Dark They Were, and Golden-Eyed: Accessible Leveled Text Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 132) Personalize for Learning English Language Support: Words That Sound Alike (TE p 134)	Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 137)
iLit ELL Level B				
Routine CardsRules for ConversationRoutineActive Listening RoutineCollaborative ConversationRoutineDiscussion OpportunitiesUnit 2 Lesson 14: ClassroomConversationUnit 5 Lesson 4: ClassroomConversation	Summarize Text Unit 6 Lesson 21: Whole Group Unit 6 Lesson 22: Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time	Active Listening Routine Unit 1 Lesson 4: Work Time Classroom Conversation Unit 2 Lesson 12: Collaborative Discussion Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion	iLit Library Science Fiction Selections Space Cadet Moonface Virtual Reality Three Moons Multiple Meanings Unit 2 Lesson 38: Vocabulary Unit 4 Lesson 9: Vocabulary	iLit Library Science Fiction Selections Space Cadet Moonface Virtual Reality Three Moons Multiple Meanings Unit 2 Lesson 38: Vocabulary Unit 4 Lesson 9: Vocabulary

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DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	Dark They Were, and Golden-
Dark They Were, and Golden-	Dark They Were, and Golden-	Dark They Were, and Golden-	Dark They Were, and Golden-	Eyed
Eyed	Eyed	Eyed	Eyed	Michael McDonough
Ray Bradbury	Ray Bradbury	Ray Bradbury	Ray Bradbury	
SE pp 141-142	SE p 143	SE p 144	SE p 145	SE pp 146-148
MAKING MEANING	MAKING MEANING			MAKING MEANING
Community Charles	Arrahana Craft and	DEVELOPMENT	DEVELOPMENT	Marila Magabulany
Comprehension Check	Analyze Craft and	Compared Verschuler	Companyiones Companyioone	Media Vocabulary
Students complete	Structure: Figurative	Concept Vocabulary	Conventions: Comparisons	sound effects, human voice,
comprehension questions.	Language: Metaphor and Simile	Students complete activities related to the Concept	Using Adjectives and Adverbs	silence
Dark They Were and	Students will identify	Vocabulary words:	Students identify examples of	Media Vocabulary
Golden-Eyed: First Read	examples of simile, metaphor,	submerged, canals,	adverbs and adjectives.	-
Extension Questions	or personification.	atmosphere, forlorn,		First Review
		immense, mosaic	Conventions:	Students Listen, Note,
Research to Clarify	Analyze Craft and	IIIIIIelise, mosaic	Comparisons Using	Connect, and Respond as
Students research one	Structure: Figurative	Word Study:	Adjectives and Adverbs	they read the selection the
unfamiliar detail from the text.	Language: Metaphor and	Synonyms and Nuance	Conventions:	first time.
	Simile	A	Conventions:	GFirst-Review Guide:
Close Read the Text	Analyze Craft and	Concept Vocabulary and	Comparisons Using Adjectives and Adverbs (RP)	Media: Audio
Students will review the Close	Structure: Figurative	Word Study	Adjectives and Adverbs (ICF)	Media. Audio
Read Model and complete the	Language: Metaphor and	lower Study: Synonyms	Evidence Log	Read the Selection
close read sections in the	Similes (RP)	and Nuance (RP)	Students add notes and	
selection.			evidence that will be used to	Selection Audio
Close Read the Text	STANDARDS	Word Network	inform the Performance-	log Dark They Were and
	L.7.5.a	Students add new words to	Based Assessment.	Golden-Eyed: Accessible
Analyze the Text		their Word Network as they	Dubbu / iceccontenti	Text
Students will respond to		read texts in the unit.	SELECTION TEST	Text
questions about the text,				Comprehension Check
citing textual evidence.		STANDARDS	Selection Test: Dark	Students complete
		L.7.4; L.7.5	They Were and Golden-Eyed	comprehension questions.
STANDARDS			STANDARDS	
RL.7.4			L.7.1	Research to Explore
			L.7.1	Students conduct research
				about the author, the series
				called Bradbury 13 or the
				history of radio plays.
				STANDARDS
				RI.7.10: L.7.6



myPerspectives ELL Support	myPerspectives ELL Support					
	Analyze Craft and Structure: Figurative Language: Metaphor and Similes (RP) (TE p 143)	Word Study: Synonyms and Nuance (RP) (TE p 144)	Conventions: Comparisons Using Adjectives and Adverbs (RP) (TE p 145)	Audio Summary Personalize for Learning English Language Support: Similar Words (TE p 146)		
iLit ELL Level B						
Text: Human Body Systems Unit 4 Lesson 48-49 iLit Library Science Fiction Selections Space Cadet Moonface	Figurative Language Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time Unit 7 Lessons 2–3: Work Time	Synonyms and Antonyms Unit 2 Lesson 32: Whole Group Unit 2 Lesson 33: Work Time Unit 4 Lesson 6: Whole Group Unit 4 Lesson 7: Work Time	Adverbs Unit 4 Lesson 21: Vocabulary Unit 4 Lesson 23: Work Time Unit 6 Lesson 18: Read Aloud, Think Aloud Adjectives Unit 6 Lesson 19: Read Aloud, Think Aloud	iLit Library Science Fiction Selections Space Cadet Moonface Virtual Reality Text: Changing Matter (science text) Unit 4 Lesson 44, 46-47		

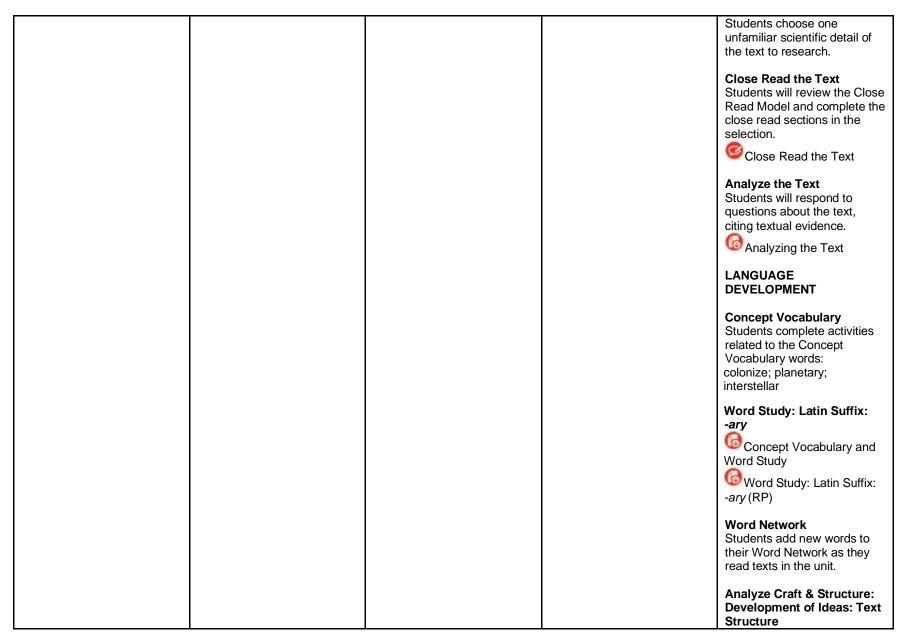
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Media Dark They Were, and Golden- Eyed Michael McDonough	SELECTION Media Dark They Were, and Golden- Eyed Michael McDonough	SELECTION Danger! This Mission to Mars Could Bore You to Death! Maggie Koerth-Baker	SELECTION Danger! This Mission to Mars Could Bore You to Death! Maggie Koerth-Baker	SELECTION Danger! This Mission to Mars Could Bore You to Death! Maggie Koerth-Baker
SE p 149	SE pp 150-151	SE pp 152-159	SE pp 160-161	SE pp 162-163
MAKING MEANING Close Review Students will listen to the radio play and write down any new observations. Analyze the Media Students will respond to questions about the play, citing evidence. LANGUAGE DEVELOPMENT Media Vocabulary Students complete activities related to the Vocabulary words: sound effects; human voice; silence Media Vocabulary Media Vocabulary StanDARDS SL.7.2	EFFECTIVE EXPRESSION Writing to Compare: Comparison-and-Contrast Essay Students write an essay comparing the techniques each version of the story brings to life. Writing to Compare: Comparison-and-Contrast Essay Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. STANDARDS RL.7.7; W.7-2.a-e; W.7.9.a	MAKING MEANING Concept Vocabulary chronic; stimulus; subconsciously; excruciatingly; monotony; catastrophic First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction Read the Selection Selection Audio Selection Audio Danger! This Mission to Mars Could Bore You to Death!: Accessible Leveled Text Comprehension Check Students complete comprehension questions. Danger! This Mission to Mars Could Bore You to Death!: First Read Extension Questions Research to Clarify	LANGUAGE DEVELOPMENT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: chronic; stimulus; subconsciously; excruciatingly; monotony; catastrophic Word Study: Latin Prefix: <i>sub</i> - Students complete activities related to the Latin Prefix <i>sub</i> - Concept Vocabulary and Word Study Concept Vocabulary and Word Study Word Study: Latin Prefix: <i>sub</i> - (RP) Word Network Students add new words to their Word Network as they read texts in the unit. Conventions: Action Verbs and Linking Verbs Students complete activities identifying action and linking verbs. Conventions: Action Verbs and Linking Verbs	EFFECTIVE EXPRESSION Writing to Sources: Blog Post Students write an argument in the form of a blog post. Writing to Compare: Blog Post Writing to Compare: Blog Post (RP) Speaking and Listening: Visual Presentation Students research activities that are designed to combat boredom and then give a visual presentation. Speaking and Listening: Visual Presentation Speaking and Listening: Visual Presentation Speaking and Listening: Visual Presentation Speaking and Listening: Visual Presentation Students add notes and evidence that will be used to inform the Performance- Based Assessment. SELECTION TEST Selection Test: Warning! This Mission to

myPerspectives ELL Support	myPerspectives ELL Support
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	Personalize for Learning English Language Support: Word Forms (TE p 150) English Language Support Lesson: Comparatives and Superlatives (On Realize)	Audio Summary Danger! This Mission to Mars Could Bore You to Death!: Accessible Leveled Text Analyze Craft and Structure: Informative Writing (RP) (TE p 159) Personalize for Learning English Language Support: Idioms (TE p 156) Personalize for Learning English Language Support: Words Used in Comparisons (TE p 158)	Word Study: Latin Prefix: <i>sub</i> - (RP) (TE p 160) Conventions: Action Verbs and Linking Verbs (RP) (TE p 161)	 Writing to Compare: Blog Post (RP) (TE p 162) Speaking and Listening: Visual Presentation (RP) (TE p 163) Personalize for Learning English Language Support: Evaluating a Blog Post (TE p 162) English Language Support Lesson: Blog Post (On Realize)
iLit ELL Level B				
Routine CardsActive Listening RoutineCollaborative ConversationRoutineDiscussion OpportunitiesUnit 2 Lesson 14: ClassroomConversationUnit 5 Lesson 4: ClassroomConversation	Compare Information from Different Sources Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Work Time	iLit Library Ellen Ochoa: Reaching for the Stars Astronauts Take Flight Chris Hatfield: The Spacemen Who Set the World A-Twitter	Use Prefixes and Suffixes Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group Assignments: Grammar Study Plan Unit 2 Lessons 11–15: Part 4: Skill 4: Verbs	Introduce Genre: Blog Unit 4 Lesson 37: Read Aloud, Think Aloud

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PERFORMANCE TASK: WRITING FOCUS Write an Argument	PERFORMANCE TASK: WRITING FOCUS Write an Argument	PERFORMANCE TASK: WRITING FOCUS Write an Argument	OVERVIEW Small-Group Learning	SELECTION Future of Space Exploration Could See Humans on Mars, Alien Planets Nola Taylor Redd
SE pp 164-166	SE p 167	SE pp 168-169	SE pp 170-173	SE pp 174-179
PERFORMANCE TASK Write an Editorial Students write an editorial responding to the question: Do the benefits of exploring Mars outweigh the risks? PreWriting/Planning Students develop a claim, gather evidence, and connect across texts. Drafting Students organize and write a first draft. STANDARDS W.7.1.a-c; W.7.1.e; W.7.4; W.7.10	LANGUAGE DEVELOPMENT Conventions: Revising for Correct Verb Tense Students identify verb tenses and correct mistakes in sentences. STANDARDS L.7.1; L.7.2.a	PERFORMANCE TASK Revising Students evaluate and revise draft utilizing peer reviews. Editing and Proofreading Students edit for conventions and proofread for accuracies. Publishing and Presenting Students create a final version of their editorial and share in small groups. Reflecting Students reflect on their editorials. STANDARDS W.7.1.a; W.7.1.c; W.7.1.d; W.7.5	Essential Question Should we make a home in space? Small-Group Learning Strategies Prepare Participate Fully Support Others Clarify Small-Group Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Working as a Team Take a position List your rules Apply the rules Apply the rules Name your group Create a communication plan Making a Schedule Students make a schedule with group for completing tasks. Working on Group Projects Students choose specific roles for each member.	MAKING MEANING Concept Vocabulary colonize; planetary; interstellar First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction Read the Selection Selection Audio Future of Space Exploration Could See Humans on Mars, Alien Planets: Accessible Leveled Text Comprehension Check Students complete comprehension questions. Future of Space Exploration Could See Humans on Mars, Alien Planets: First Read Extension Questions Research to Clarify



SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



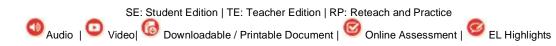
myPerspectives ELL Support				Students will identify various types of details used in the article. Analyze Craft and Structure: Development of Ideas: Text Structure Analyze Craft and Structure: Text Structure (RP) STANDARDS RI.7.10; SL.7.1; L.7.4.a; L.7.4.b; L.7.4.c; L.7.4.d
	Personalize for Learning	Personalize for Learning		
	English Language Support: Verb Tenses (TE p 167)	English Language Support: Word Forms (TE p 169)		Audio Summary Future of Space Exploration Could See Humans on Mars, Alien Planets: Accessible Leveled Text Word Study: Latin Suffix: -ary (RP) (TE p 178) Analyze Craft and Structure: Text Structure(RP) (TE p 179)
iLit ELL Level B				
Argumentative Writing Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28- 29, 32-38	Argumentative Writing Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28- 29, 32-38 Assignments: Grammar Study Plan Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses	Argumentative Writing Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28- 29, 32-38	Whole Class/Small Group Discussion Unit 3 Lesson 7: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation Unit 4 Lesson 27: Classroom Conversation	Understand Text Structure Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 6 Lesson 49: Read Aloud, Think Aloud Use Prefixes and Suffixes Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Future of Space Exploration	The Last Dog	The Last Dog	The Last Dog	The Last Dog
Could See Humans on Mars,	Katherine Paterson	Katherine Paterson	Katherine Paterson	Katherine Paterson
Alien Planets				
Nola Taylor Redd				
SE pp 180-181	SE pp 182-188	SE pp 189-195	SE pp 196-197	SE p 198
		Read the Selection		
DEVELOPMENT				DEVELOPMENT
	Concept Vocabulary	Selection Audio	Close Read the Text	
Conventions:	threatening; extinct; mutation	The Last Dog:	Students will review the Close	Conventions: Simple and
The Principal Parts of Verbs		Accessible Leveled Text	Read Model and complete the	Compound Subjects and
Students identify examples of	First Read		close read sections in the	Predicates
participles.	Students Notice, Annotate,	Comprehension Check	selection.	Conventions: Simple and
Conventions: The	Connect, Respond as they	Students complete	Close Read the Text	Compound Subjects and
Principal Parts of Verbs	read the selection the first	comprehension questions.	Close Read the Text	Predicates
	time.		Analyze the Text	
Conventions: The	First-Read Guide: Fiction	6 The Last Dog: First Read	Students will respond to	Conventions: Simple and
Principal Parts of Verbs (RP)		Extension Questions	questions about the text,	Compound Subjects and
	Read the Selection		citing textual evidence.	Predicates (RP)
EFFECTIVE EXPRESSION		Research to Clarify		
Speaking and Listening	Selection Audio	Students research one	Analyze the Text	Word Network Students add new words to
Speaking and Listening: Multimedia Presentation	The Last Dog:	unfamiliar detail from the text.	LANGUAGE	their Word Network as they
Students create and deliver	Accessible Leveled Text		DEVELOPMENT	read texts in the unit.
an oral presentation about an		Research to Explore		read texts in the drift.
illustrated biography or an	STANDARDS	Students research Biosphere	Concept Vocabulary	STANDARDS
informational brochure.	RL.7.10; L.7.4.a	2 and formulate two research	Students complete activities	L.7.1; L.7.3.a
		questions.	related to the Concept	,
Speaking and Listening:		0741004000	Vocabulary words:	
Multimedia Presentation		STANDARDS RL.7.10	threatening; extinct; mutation	
Speaking and Listening:		RL.7.10		
Multimedia Presentation (RP)			Word Study: Latin Suffix:	
			-tion	
Evidence Log			Concept Vocabulary and	
Students add notes and			Word Study	
evidence that will be used to			0	
inform the Performance-			Word Study: Latin Suffix:	
Based Assessment.			-tion (RP)	
00			Word Network	
6 Selection Test: Future			Students add new words to	
of Space Exploration Could			their Word Network as they	
See Humans on Mars, Alien			read texts in the unit.	
Planets				

STANDARDS W.7.7; W.7.8; SL.7.5; L.7.1			Analyze Craft & Structure Elements of a Short Story: Conflict and Resolution Students will analyze examples of conflict and resolution in The Last Dog. Analyze Craft and Structure: Conflict and Resolution Analyze Craft and Structure: Conflict and Resolution (RP) STANDARDS RL.7.3; L.7.4.a; L.7.5.a	
myPerspectives ELL Support				
Conventions: The Principal Parts of Verbs (RP) (TE p 180) Speaking and Listening: Multimedia Presentation (RP) (TE p 181) Personalize for Learning English Language Support: Using Participles (TE p 180) English Language Support Lesson: Present Participles (On Realize)	Audio Summary The Last Dog: Accessible Leveled Text Personalize for Learning English Language Support: Coined Terms (TE p 185)	Audio Summary The Last Dog: Accessible Leveled Text	Word Study: Latin Suffix: <i>-tion (RP)</i> (TE p 196) Analyze Craft and Structure: Conflict and Resolution (RP) (TE p 197) Personalize for Learning English Language Support: Understanding Conflict and Resolution (TE p 197) English Language Support Lesson: Conflict and Resolution (On Realize)	Conventions: Simple and Compound Subjects and Predicates(RP) (TE p 198) Personalize for Learning English Language Support: Subjects and Predicates (TE p 198)

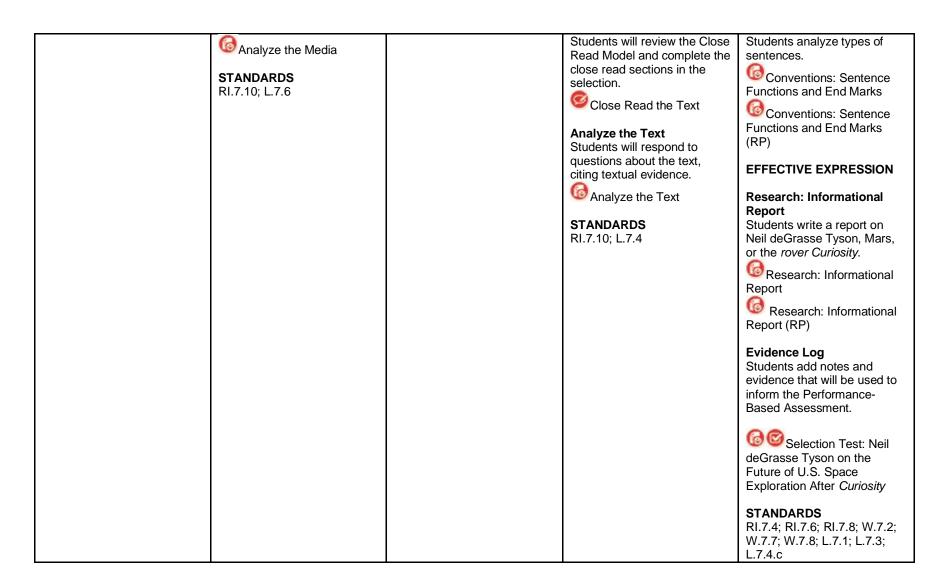


iLit ELL Level B					
Multimedia Presentation Unit 5 Lesson 1-10: Work Time	Introduce Genre: Short Story; "A Boy and His Dog" Unit 6 Lesson 30-31, 36	Introduce Genre: Short Story; "A Boy and His Dog" Unit 6 Lesson 30-31, 36	Introduce Genre: Short Story; "A Boy and His Dog" Unit 6 Lesson 30-31, 36 Analyze Plot Unit 4 Lesson 11, 25: Whole Group Unit 4 Lesson 26: Work Time	Introduce Genre: Short Story; "A Boy and His Dog" Unit 6 Lesson 30-31, 36	



DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
The Last Dog	Ellen Ochoa: Director,	Ellen Ochoa: Director,	Neil deGrasse Tyson on the	Neil deGrasse Tyson on the
Katherine Paterson	Johnson Space Center	Johnson Space Center	Future of U.S. Space	Future of U.S. Space
			Exploration After Curiosity	Exploration After Curiosity
			Keith Wagstaff	Keith Wagstaff
SE p 199	SE pp 200-202	SE p 203	SE pp 204-208	SE pp 208-211
EFFECTIVE EXPRESSION	MAKING MEANING	EFFECTIVE EXPRESSION	MAKING MEANING	LANGUAGE
				DEVELOPMENT
Writing to Sources:	Technical Vocabulary	Speaking and Listening:	Concept Vocabulary	
Revised Ending	aptitude; calculus; mission	Biography	cede; enterprise; capitalistic	Concept Vocabulary
Students write their own	control	Students write and present a	First Read	Students complete activities
version of the end of the		short biography of Ochoa's	Students Notice, Annotate,	related to the Concept
story.	First Read	Life.	Connect, Respond as they	Vocabulary words:
Writing to Sources:	Students Watch, Note,	Speaking and Listening:	read the selection the first	cede; enterprise; capitalistic
Revised Ending	Connect, Respond as they review the media the first	Biography	time.	Word Study: Multiple-
~	time.	0 1 5		Meaning Words
Writing to Sources:	ume.	Evidence Log	GFirst-Read Guide:	
Revised Ending (RP)	0	Students add notes and	Nonfiction	Concept Vocabulary and
Fuidence Lea	GFirst-Review Guide:	evidence that will be used to		Word Study
Evidence Log Students add notes and	Media: Video	inform the Performance-	Read the Selection	6 Word Study: Multiple-
evidence that will be used to		Based Assessment.	Selection Audio	Meaning Words (RP)
inform the Performance-	Listen to the Selection		0	
Based Assessment.	Selection Audio	STANDARDS	log Neil deGrasse Tyson on	Word Network
Dased Assessment.		SL.7.1.1.a-d	the Future of U.S. Space	Students add new words to
QQ	Ellen Ochoa: Director,		Exploration After Curiosity:	their Word Network as they
600 Selection Test: The	Johnson Space Center:		Accessible Leveled Text	read texts in the unit.
Last Dog	Accessible Text		Communication Chook	
			Comprehension Check Students complete	Analyze Craft & Structure:
STANDARDS	Comprehension Check		comprehension questions.	Evaluate Argument and
W.7.3.b; W.7.10	Students complete		comprenension questions.	Claims
	comprehension questions.		0	Students will analyze Neil
	Close Review		🕼 Neil deGrasse Tyson on	deGrasse Tyson's argument.
	Students will watch the video		the Future of U.S. Space	0
	again and record any new		Exploration After Curiosity:	log Analyze Craft and
	observations.		First Read Extension	Structure: Evaluate Argument
			Questions	and Claims
	Close Review			
			Research to Clarify	Analyze Craft and
	Analyze the Media		Students research one	Structure: Evaluate Argument
	Students will respond to		unfamiliar detail from the text.	and Claims (RP)
	questions about the video,		Close Read the Text	Conventions: Sentence
	citing textual evidence.			Functions and End Marks





myPerspectives ELL Support				
Writing to Sources: Revised Ending (RP) (TE p 199)	Audio Summary Personalize for Learning English Language Support: Technical Vocabulary: Domain-Specific Words (TE p 200)	Personalize for Learning English Language Support: Holding a Group Discussion (TE p 203)	Audio Summary Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> : Accessible Leveled Text Personalize for Learning English Language Support Evaluating an Argument (TE p 206)	 Word Study: Multiple- Meaning Words (RP) (TE p 208) Analyze Craft and Structure: Evaluate Argument and Claims (RP) (TE p 209) Conventions: Sentence Functions and End Marks (RP) (TE p 210) Research: Informational Report (RP) (TE p 211) Personalize for Learning English Language Support Using Sentence Types (TE p 210) English Language Support Lesson: Sentence Function (On Realize)
iLit ELL Level B				
Introduce Genre: Short Story; "A Boy and His Dog" Unit 6 Lesson 30-31, 36 Write a Narrative Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group	Domain-Specific Vocabulary Unit 4 Lesson 49: Read Aloud, Think Aloud iLit Library Ellen Ochoa: Reaching for the Stars Astronauts Take Flight	iLit Library Ellen Ochoa: Reaching for the Stars Astronauts Take Flight Discussion Opportunities Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation	iLit Library Ellen Ochoa: Reaching for the Stars Astronauts Take Flight Support an Opinion Unit 6 Lesson 18: Whole Group	Plan an Opinion Unit 6 Lesson 18: Work Time Sentence Variety Unit 6 Lesson 14: Work Time Assignments: Grammar Study Plan Unit 2 Lessons 11–15: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 2: Skill 12: Complete Sentences

				ectives Unit Planning Guide Grade 7
DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
PERFORMANCE TASK:	PERFORMANCE TASK:		INDEPENDENT LEARNING	PERFORMANCE-BASED
Speaking and Listening	Speaking and Listening	INDEPENDENT LEARNING		ASSESSMENT
Focus	Focus			
Present an Argument	Present an Argument			
SE pp 212-213	SE p 213	SE pp 214-215	SE pp 216-218	SE pp 219-221
PERFORMANCE TASK	PERFORMANCE TASK	Essential Question	MAKING MEANING	PERFORMANCE-BASED
PERFORMANCE TASK	PERFORMANCE TASK	Should we make a home in		ASSESSMENT PREP
Present an Argument	Present and Evaluate	space?	First Read	A33E33WENT FREF
As a group, students present	Students present as a group	space?	Students Notice, Annotate,	Review Evidence for an
a multimedia presentation	and use checklist items to	Independent Learning	Connect, Respond as they	Argument
strong evidence to support	evaluate.	Strategies	read the selection the first	Students evaluate the
arguments about Space	evaluate.	Create a Schedule	time.	strength of their evidence
Exploration.	STANDARDS		-	sa singur of their evidence
	SL.7.4; SL.7.5	 Practice what you have learned 	6 First-Read Guide	Evidence Log
Plan with Your Group				Students add notes and
Students analyze the text,		Take Notes	Close-Read Guide	evidence that will be used to
gather evidence, and			Close-Read Guide	inform the Performance-
organize your ideas.		Independent Learning	Close-Read Guide	Based Assessment.
		Strategies	Close Read the Text	
Rehearse with Your Group			Students will review the Close	Writing to Sources:
Students practice the		Table of Contents Preview	Read Model and complete the	Argument
presentation, fine-tune the		Preview the selections in the	close read sections in the	Students will write an
content, improve their use of		unit and discuss how they	selection.	argument to answer the
media, and brush up on		relate to the EQ and unit		following: Should we spend
presentation techniques.		topic.	Analyze the Text	valuable resources on space
		Contents	Students will respond to	exploration?
STANDARDS			questions about the text,	
SL.7.4			citing textual evidence.	Argument Rubric
			0	Students use the rubric to
			Quick Write	guide their revisions.
			Students write about a	0741004000
			paragraph that grabbed their	STANDARDS
			interest.	W.7.1.a; W.7.1.b; W.7.10
1			Share Your Independent	
			Learning	
			Students share what they	
			learned from independent	
			learning with a group and	
			reflect on how it adds to their	
			understanding of	
			Individualism.	

			Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. STANDARDS RL.7.10; RI.7.10; SL.7.1	
myPerspectives ELL Support		-		
			Content of the conten	Personalize for Learning English Language Support: Writing a Claim (TE p 221)
iLit ELL Level B				
Present an Opinion Essay Unit 4 Lesson 37-38: Work Time	Present an Opinion Essay Unit 4 Lesson 37-38: Work Time	Independent Reading (examples) Unit 2 Lessons 40-41, 45: Time to Read Unit 3 Lessons 1, 5, 6: Time to Read	Independent Reading (examples) Unit 2 Lessons 40-41, 45: Time to Read Unit 3 Lessons 1, 5, 6: Time to Read	Write an Opinion Essay Unit 4 Lesson 26: Whole Group Unit 4 Lesson 27-29, 32-38: Work Time

DAY 36

PERFORMANCE-BASED ASSESSMENT

SE pp 222-223

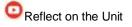
PERFORMANCE-BASED ASSESSMENT

Speaking and Listening: Oral Presentation

Students will use their argumentative essay as the foundation for an oral presentation.

Reflect on the Unit

Students reflect on Unit goals, learning strategies, and the text.





iLit ELL Level B

Present an Opinion Essay Unit 4 Lesson 37-38: Work Time

GRADE 7 | UNIT 3: Turning Points ESSENTIAL QUESTION: *What can cause a sudden change in someone's life?* PERFORMANCE BASED ASSESSMENT: Explanatory Essay

NOTES:

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

SEL Highlights

IMPORTANT NOTES

- Don't forget Accessible Leveled Texts are on Realize in the Unit Resources.
- myPerspectives+ and the skills centers on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 3 Overview

In this unit, students will read examples of turning points in people's lives.

Unit Goals

Students will be able to:

- Read and analyze explanatory texts.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an explanatory text to examine a topic and convey idea.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Choose language that expresses ideas precisely and concisely recognizing and eliminating wordiness and redundancy.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

• At the Crossroads (930L)

Whole-Class Learning

- Anchor Text, Drama: A Christmas Carol: Scrooge and Marley, Act I, Israel Horovitz (NP)
- Anchor Text, Drama: A Christmas Carol: Scrooge and Marley, Act II, Israel Horovitz (NP)
- Media, Film: from Scrooge, directed by Henry Edwards

Small-Group Learning

- Short Story: Thank You, M'am, Langston Hughes (800L)
- Memoir: from An American Childhood, Annie Dillard (1050L)
- Media, Photo Gallery: Urban Farming is Growing a Greener Future, Hillary Schwei

🐠 Audio | 🖸 Video| 🙆 Downloadable / Printable Document | 🧭 Online Assessment |

Independent Learning

- Reflective Essay: Little Things are Big, Jesus Colon (1150L)
- News Article: Profile: Malala Yousafzai, BBC (1330L)
- Biography: Noor Inayat Khan from Women Heroes of WWII: Kathryn J. Atwood (1170L)
- Short Story: A Retrieved Reformation: O. Henry (850L)

Performance-Based Assessment

Unit Reflection

Part 1 – Writing to Sources: Explanatory Essay

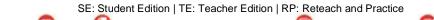
Students will reflect on the unit goals, learning strategies, the texts, and differing turning points and what can cause a significant change in someone's life.

Students will write an essay answering the following question:

What can cause a significant change in someone's life?

Part 2 – Speaking & Listening: Oral Presentation

After writing their explanatory essay, students will use it as a foundation for an oral presentation.



			5 1	bectives Unit Planning Guide Grade 7
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	UNIT INTRODUCTION	OVERVIEW Whole-Class Learning	SELECTION Anchor Text	SELECTION Anchor Text
		whole-Class Learning		
			A Christmas Carol: Scrooge and Marley, Act I	A Christmas Carol: Scrooge and Marley, Act I
			Israel Horovitz	Israel Horovitz
SE pp 224-227	SE pp 228-231	SE pp 232-233	SE pp 234-246	SE pp 247-259
Unit Goals	Launch Text	Essential Question	MAKING MEANING	MAKING MEANING
Students will deepen their	Students will read "At the	What can cause a sudden		
perspective about turning	Crossroads." They will then	change in someone's life?	Concept Vocabulary	Read the Selection
points in people's lives by	be able to participate in		covetous; morose; resolute;	Selection Audio
reading, writing, speaking,	discussions about turning	Whole-Class Learning	impossible; malcontent; miser	
listening, and presenting.	points.	Strategies		🙆 A Christmas Carol, Act I:
Ounit Goals Video		Listen actively	First Read	Accessible Text
	Word Network	Clarify by asking	Students Notice, Annotate,	
Academic Vocabulary	Students add new words to	questions	Connect, Respond as they	STANDARDS
contribute; consistent;	their Word Network as they	Monitor understanding	read the selection the first	RL.7.10
maintain; observation;	read texts in the unit.	 Interact and share ideas 	time.	
sufficient	Word Network		-	
Suncient		Whole-Class Learning	Gerist-Read Guide: Fiction	
0	Summary	Strategies		
Home Connection Letter	Students write a summary of		Read the Selection	
Spanish Home	the Launch Text.	Table of Contents Preview		
Spanish Home		Preview the selections in the	Selection Audio	
Connection Letter	Launch Activity	unit and discuss how they	A Christmas Carol, Act I:	
🞯 Unit 3 Answer Key	Students participate in an	relate to the EQ and unit	A Christmas Carol, Act I. Accessible Text	
, ,	activity related to the unit	topic.	Accessible Text	
STANDARDS	theme.		STANDARDS	
L.7.6			STANDARDS RL.7.10	
	QuickWrite			
	Students write a response to			
	the QuickWrite prompt: What			
	are the most effective tools			
	for establishing and			
	preserving freedom?			
	Evidence Log			
	Students add notes and			
	evidence that will be used to			
	inform the Performance-			
	Based Assessment.			
	0			
	Evidence Log			

myPerspectives ELL Support	Performance-Based Assessment: Refining Your Thinking			
Audio Summary Personalize for Learning English Language Support: Cognates (TE p 227)	Personalize for Learning English Language Support: Idioms (TE p 228)		 Audio Summary A Christmas Carol, Act 1: Accessible Text Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 237) Personalize for Learning English Language Support: Informal Language (TE p 240) 	Personalize for Learning English Language Support: Ellipses in Dialogue (TE p 251) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 252) Personalize for Learning English Language Support: Slang (TE p 254)
iLit ELL Level B				
Independent Reading Unit 3 Lesson 1: Time to Read Introduce: Drama Unit 3 Lesson 1: Whole Group	Summarize Text Unit 6 Lesson 21: Whole Group Unit 6 Lesson 22: Work Time	Active Listening Routine Unit 1 Lesson 4: Work Time Classroom Conversation Unit 2 Lesson 12: Collaborative Discussion Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion	Introduce: Drama; Difference Between Drama, Novel, Poetry Unit 3 Lesson 1: Whole Group	Elements of Drama Unit 3 Lesson 2: Work Time



myPerspectives ELL Support				
Personalize for Learning English Language Support: Understanding Stage Directions (TE p 260)	Analyze Craft and Structure: Text Structure: Dialogue in Drama (RP) (TE p 261)	Word Study: Latin Prefix: mal- (RP) (TE p 262)	Conventions: Subject- Verb Agreement (RP) (TE p 263) English Language Support Lesson: Subject-Verb Agreement (On Realize)	 Audio Summary A Christmas Carol, Act II: Accessible Text Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 266) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 271) Personalize for Learning English Language Support: Idioms (TE p 273) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 274) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 282) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 282) Personalize for Learning English Language Support: Idioms (TE p 287)

iLit ELL Level B					
Elements of Drama	Elements of Drama	Use Prefixes and Suffixes	Subject-Verb Agreement	Understand Idioms	
Unit 3 Lesson 2: work Time	Unit 3 Lesson 2: work Time	Unit 4 Lesson 11: Vocabulary;	Unit 3 Lesson 3, 8: Work	Unit 4 Lesson 6: Whole	
		Work Time	Time	Group	
Small-Group Discussion	Analyze Characters	Unit 2 Lesson 36: Whole	Unit 6 Lesson 21, 23:	Unit 4 Lessons 7–8: Read	
Unit 3 Lesson 2, 4, 7	Unit 3 Lesson 3-4: Work Time	Group; Work Time	Vocabulary; Work Time	Aloud, Think Aloud & Work	
		Unit 4 Lesson 15: Whole		Time	
		Group	Assignments: Grammar		
		Unit 4 Lesson 16: Work Time	Study Plan	Multiple Meanings	
			Unit 4 Lessons 11–15: Part 1:	Unit 2 Lesson 38: Vocabulary	
			Skill 11: Subject-Verb	Unit 4 Lesson 9: Vocabulary	
			Agreement		
			-		

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION A Christmas Carol: Scrooge and Marley, Act II Israel Horovitz	SELECTION A Christmas Carol: Scrooge and Marley, Act II Israel Horovitz	SELECTION from Scrooge Directed by Henry Edwards	SELECTION from Scrooge Directed by Henry Edwards	SELECTION from Scrooge Directed by Henry Edwards
SE pp 292-295 MAKING MEANING	SE pp 296-297 EFFECTIVE EXPRESSION	SE pp 298-300 MAKING MEANING	SE p 301 MAKING MEANING	SE pp 302-303 EFFECTIVE EXPRESSION
Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text Close Read the Text Students will respond to questions about the text, citing textual evidence. Analyze Craft & Structure Text Structure: Stage Directions Students will identify key details that are important to the stage directions. Analyze Craft and Structure: Stage Directions Analyze Craft and Structure: Stage Directions Analyze Craft and Structure: Stage Directions (RP) LANGUAGE DEVELOPMENT Concept Vocabulary Students complete activities related to the Concept Vocabulary words:	 Writing to Sources: Explanatory Essay Students write an essay analyzing how the stage directions enhance understanding and enjoyment of the play. Writing to Sources: Explanatory Essay Writing to Sources: Explanatory Essay (RP) Speaking and Listening: Costume Plans Students create and present costume plans for two different characters from A Christmas Carol. Speaking and Listening: Costume Plans Speaking and Listening: Costume Plans Speaking and Listening: Costume Plans Speaking and Listening: Costume Plans (RP) Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. SELECTION TEST 	Media Vocabulary screenplay; director; performance; editing First Review Students Watch, Note, Connect, Respond as they review the media the first time. First-Review Guide: Media: Video Read the Selection Selection Audio Selection Audio From Scrooge: film Comprehension Check Students complete comprehension questions. Research to Clarify Students research one element from the film. STANDARDS RL.7.10; L.7.6	Close Review Students will watch the excerpt again and record any new observations. Analyze the Media Students will respond to questions about the excerpt, citing evidence. LANGUAGE DEVELOPMENT Media Vocabulary Students complete activities related to the Vocabulary words: screenplay; director; performance; editing Media Vocabulary STANDARDS RL.7.1; L.7.6	Writing to Compare: Comparison-and-Contrast Essay Students write an essay comparing the two versions of Charles Dicken's famous novel. Writing to Compare: Comparison-and-Contrast Essay Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. STANDARDS RL.7.7; W.7.2.b; W.7.2.d; W.7.2.f; W.7.4; W.7.9.a; SL.7.2



parallel; altered; strive; dispelled; earnest; infinitely	Christmas Carol, Act II		
Word Study: Greek Prefix: para- Students complete activities related to the Greek Prefix para- Concept Vocabulary and Word Study Word Study: Greek Prefix: para- (RP)	STANDARDS W.7.1.a-e; W.7.7; W.7.9.a; SL.7.4; SL.7.5		
Word Network Students add new words to their Word Network as they read texts in the unit.			
Conventions: Sentence Structures Students identify examples of sentence structure. Conventions and Style: Sentence Structures Conventions and Style: Sentence Structures (RP)			
STANDARDS RL.7.1; RL.7.2; RL.7.3; L.7.1.b; L.7.4.b; L.7.4.c; L.7.4.d; L.7.5.b			



myPerspectives ELL Support				
 Analyze Craft and Structure: Stage Directions (RP) (TE p 293) Word Study: Greek Prefix: para- (RP) (TE p 294) Conventions and Style: Sentence Structures (RP) (TE p 295) Personalize for Learning English Language Support: Understanding Stage Directions (TE p 293) English Language Support Lesson: Stage Directions (On Realize) Personalize for Learning English Language Support: Subjects and Verbs (TE p 295) 	Writing to Sources: Explanatory Essay (RP) (TE p 296) Speaking and Listening: Costume Plans (RP) (TE p 297)	Audio Summary		Personalize for Learning English Language Support: Comparison (TE p 302)
iLit ELL Level B				
Elements of Drama Unit 3 Lesson 2: work Time Sentences Unit 4 Lesson 35: Whole Group Unit 6 Lesson 14: Work Time Unit 7 Lesson 3: Work Time	Write an Explanatory Essay Unit 6 Lessons: 28, 32–35, 37–39: Work Time	Text: <i>The Stormi Giovani</i> <i>Club (play/drama)</i> Unit 3 Lesson 7-917-19,	Text: The Stormi Giovani Club (play/drama) Unit 3 Lesson 7-917-19,	Reading Strategy: Compare and Contrast Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PERFORMANCE TASK:	PERFORMANCE TASK:	PERFORMANCE TASK:	OVERVIEW	SELECTION
WRITING FOCUS Write an Explanatory Essay	WRITING FOCUS Write an Explanatory Essay	WRITING FOCUS Write an Explanatory Essay	Small-Group Learning	Thank You, M'am Langston Hughes
Write an Explanatory Essay	Write an Explanatory Essay	Write an Explanatory Essay		Langston nugries
SE pp 304-306	SE p 307	SE pp 308-309	SE pp 310-313	SE pp 314-319
PERFORMANCE TASK	LANGUAGE	PERFORMANCE TASK	Essential Question	MAKING MEANING
	DEVELOPMENT			
Write an Explanatory	Conventiones Device	Revising	What can cause a sudden	Concept Vocabulary
Cause-and-Effect Essay Students write an essay	Conventions: Revise Sentences to Heighten	Students evaluate and revise draft utilizing peer reviews.	change in someone's life?	permit; release; contact
responding to the question:	Interest		Small-Group Learning	First Read
How does Scrooge's	Students use a variety of	Editing and Proofreading	Strategies	Students Notice, Annotate, Connect, Respond as they
character transform over the course of the play?	sentence structures to heighten reader' interest.	Students edit for conventions and proofread for accuracies.	Prepare	read the selection the first
course of the play.	C C		Participate FullySupport Others	time.
PreWriting/Planning	STANDARDS	Publishing and Presenting	 Garify 	0
Students develop ideas and connect across texts.	W.7.1.d; L.7.1.b; L.7.3.a	Students create a final version of their essay and		First-Read Guide:
connect across texts.		share in small groups.	Small-Group Learning Strategies	Nonfiction
Drafting				Read the Selection
Students organize and write a first draft.		Reflecting Students reflect on their	Table of Contents Preview	Selection Audio
		essays.	Preview the selections in the unit and discuss how they	
STANDARDS			relate to the EQ and unit	Content of the text of tex
W.7.2.a-c; W.7.10		STANDARDS W.7.1.d-f; W.7.5; W.7.6	topic.	
		w.r.i.u-i, w.r.s, w.r.o	Working as a Team	Comprehension Check
			Take a position	Students complete comprehension questions.
			List your rules	comprehension questions.
			Apply the rules	🕝 Thank You, M'am: First
			 Name your group Create a communication 	Read Extension Questions
			plan	
				Research to Clarify Students research a topic that
			Making a Schedule Students make a schedule	will help them better
			with group for completing	understand the text.
			tasks.	STANDARDS
			Working on Group Projects	RI.7.10; L.7.4.a
			Students choose specific	
			roles for each member.	

myPerspectives ELL Support				
	Personalize for Learning English Language Support: Revising Sentences (TE p 307)			Audio Summary Thank You M'am: Accessible Leveled Text Personalize for Learning English Language Support: Dialogue (TE p 317)
iLit ELL Level B				
Write an Explanatory Essay Unit 6 Lessons: 28, 32–35, 37–39: Work Time	Write an Explanatory Essay Unit 6 Lessons: 28, 32–35, 37–39: Work Time Write Sentences Unit 4 Lesson 44: Vocabulary Unit 6 Lesson 4: Vocabulary	Write an Explanatory Essay Unit 6 Lessons: 28, 32–35, 37–39: Work Time	Active Listening Routine Unit 1 Lesson 4: Work Time Classroom Conversation Unit 2 Lesson 12: Collaborative Discussion Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion	iLit Library (texts by Langston Hughes) Thank You M'am Introduce Genre: Short Story Unit 4 Lesson 27: Read Aloud, Think Aloud

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Thank You, M'am	Thank You, M'am	Thank You, M'am	Thank You, M'am	from An American Childhood
Langston Hughes	Langston Hughes	Langston Hughes	Langston Hughes	Annie Dillard
SE p 320	SE p 321	SE p 322	SE p 323	SE pp 324-328
MAKING MEANING	MAKING MEANING	LANGUAGE DEVELOPMENT	EFFECTIVE EXPRESSION	MAKING MEANING
Close Read the Text	Analyze Craft & Structure:		Writing to Sources: Journal	Technical Vocabulary
Students will review the Close	Elements of a Short Story:	Conventions: Prepositions	Entry	tissue; enlarged; amoeba
Read Model and complete the	Plot	and Prepositional Phrases	Students write a journal entry	First Read
close read sections in the selection.	Students will identify elements of plot in "Thank	Students find examples of	from the point of view on one of the characters in the story.	Students Notice, Annotate,
	You, M'am".	prepositions and prepositional phrases in the passage.		Connect, Respond as they
Close Read the Text		0	Writing to Sources:	read the selection the first
	Analyze Craft and	Conventions: Prepositions and Prepositional Phrases	Journal Entry	time.
Analyze the Text Students will respond to	Structure: Elements of a Short Story		Writing to Sources:	0
questions about the text,	0	Conventions: Prepositions	Journal Entry (RP)	First-Read Guide:
citing textual evidence.	Analyze Craft and	and Prepositional Phrases	Friday et la s	Nonfiction
Analyze the Text	Structure: Elements of a Short Story (RP)	(RP)	Evidence Log Students add notes and	Read the Selection
Analyze the rest		STANDARDS	evidence that will be used to	
LANGUAGE	STANDARDS	L.7.1.a	inform the Performance-	Selection Audio
DEVELOPMENT	RL.7.1; RL.7.3		Based Assessment.	Gefrom An American
O an a set Manakadama			~~	Childhood: Accessible
Concept Vocabulary Students complete activities			Selection Test: Thank	Leveled Text
related to the Concept			You Ma'm	
Vocabulary words:				Comprehension Check Students complete
permit; release; contact			STANDARDS W.7.3.a; W.7.3.c; W.7.3.d;	comprehension questions.
Word Study: Multiple-			SL.7.1.b	
meaning Words			020	G from An American
				Childhood: First Read
Concept Vocabulary and Word Study				Extension Questions
Word Study: Multiple- Meaning Words (RP)				Research to Clarify Students research one
				unfamiliar scientific detail
Word Network				from the memoir.
Students add new words to				
their Word Network as they				Close Read the Text
read texts in the unit. STANDARDS				Students will review the Close Read Model and complete the
L.7.4.c; L.7.4.d				

myPerspectives ELL Support				close read sections in the selection. Close Read the Text Analyze the Text Students will respond to questions about the text, citing textual evidence. Analyzing the Text STANDARDS RI.7.10; L.7.5.b
Word Study: Multiple- Meaning Words (RP) (TE p 320)	Analyze Craft and Structure: Elements of a Short Story (RP) (TE p 321)	Conventions: Prepositions and Prepositional Phrases (RP) (TE p 322) Personalize for Learning English Language Support: Sentence Frames (TE p 322)	Writing to Sources: Journal Entry (RP) (TE p 323) Personalize for Learning English Language Support: Journal Entry (TE p 323) English Language Support Lesson: Journal Entry (On Realize)	Audio Summary from An American Childhood: Accessible Leveled Text
iLit ELL Level B				
iLit Library (texts by Langston Hughes) Thank You M'am Multiple Meanings Unit 2 Lesson 38: Vocabulary Unit 4 Lesson 9: Vocabulary Unit 4 Lesson 14: Vocabulary	iLit Library (texts by Langston Hughes) Thank You M'am Introduce Genre: Short Story Unit 4 Lesson 27: Read Aloud, Think Aloud	iLit Library (texts by Langston Hughes) Thank You M'am Sentences Unit 4 Lesson 35: Whole Group Unit 6 Lesson 14: Work Time Unit 7 Lesson 3: Work Time	iLit Library (texts by Langston Hughes) Thank You M'am	iLit Library The Microscope Classifying Plants and Animals Animals Ways of Life Earth's Ecosystems

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
SELECTION from An American Childhood Annie Dillard	SELECTION from An American Childhood Annie Dillard	SELECTION from An American Childhood Annie Dillard	SELECTION Urban Farming is Growing a Green Future Hillary Schwei	SELECTION Urban Farming is Growing a Green Future Hillary Schwei
SE pp 328-329	SE p 330	SE p 331	SE pp 332-337	SE pp 338-339
LANGUAGE DEVELOPMENT Technical Vocabulary Students complete activities related to the Concept Vocabulary words: tissue; enlarged; amoeba Word Study: Prefix: <i>en</i> - Concept Vocabulary and Word Study Word Study: Prefix: <i>en</i> - (RP) Word Network Students add new words to their Word Network as they read texts in the unit. Analyze Craft & Structure: Reflective Writing Students analyze the central ideas in an excerpt from the story. Analyze Craft and Structure: Reflective Writing Analyze Craft and Structure: Reflective Writing Analyze Craft and Structure: Reflective Writing (RP) STANDARDS RI.7.1; RI.7.2; RI.7.3; L.7.4.d; L.7.5.b	LANGUAGE DEVELOPMENT Conventions: Appositives and Appositive Phrases Conventions: Appositives and Appositive Phrases Conventions: Appositives and Appositive Phrases (RP) STANDARDS L.7.1.a; L.7.2	EFFECTIVE EXPRESSION Speaking and Listening: Collaborative Discussion Students engage in a collaborative discussion. Speaking and Listening: Collaborative Discussion Speaking and Listening: Collaborative Discussion (RP) Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. Selection Test: from An American Childhood STANDARDS SL.7.1.1.a-d	MAKING MEANING Concept Vocabulary rural; agricultural; localizing First Review Students Look, Note, Connect, Respond as they read the selection the first time. First-Review Guide: Media: Art and Photography Read the Selection Selection Audio Selection Audio Urban Farming is Growing a Greener Future: Accessible Text Comprehension Check Students complete comprehension questions. Urban Farming is Growing a Greener Future: First Read Extension Questions Close Review Students will review the Close Review Model and complete the close review sections in the selection. Close Review the Text Analyze the Media	LANGUAGE DEVELOPMENT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: rural; agricultural; localizing EFFECTIVE EXPRESSION Research: Digital Multimedia Presentation Students research and create a presentation on urban farming. Research: Digital Multimedia Presentation Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. STANDARDS W.7.5; W.7.7; W.7.8; SL.7.2; SL.7.5

myPerspectives ELL Support			Students will respond to questions about the photos, citing textual evidence. Analyze the Media STANDARDS RI.7.10; L.7.6	
Word Study: Prefix: <i>en</i> - (RP) (TE p 328) Analyze Craft and Structure: Reflective Writing (RP) (TE p 329)	Conventions: Appositives and Appositive Phrases (RP) (TE p 330) Personalize for Learning English Language Support: Appositives and Appositive Phrases (TE p 330)	 Speaking and Listening: Collaborative Discussion (RP) (TE p 331) Personalize for Learning English Language Support: Preparing for a Collaborative Discussion (TE p 331) English Language Support Lesson: Collaborative Discussion (On Realize) 	O Audio Summary	
EL iLit ELL Level B iLit Library The Microscope Classifying Plants and Animals Animals Ways of Life Earth's Ecosystems Classroom Conversation Unit 2 Lesson 14: Collaborative Discussion Unit 2 Lesson 32: Collaborative Discussion: Think-Pair-Share	iLit Library The Microscope Classifying Plants and Animals Animals Ways of Life Earth's Ecosystems	iLit Library The Microscope Classifying Plants and Animals Animals Ways of Life Earth's Ecosystems Classroom Conversation Unit 2 Lesson 14: Collaborative Discussion Unit 2 Lesson 32: Collaborative Discussion: Think-Pair-Share	iLit Library Healthy Choices	iLit Library Healthy Choices

DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
PERFORMANCE TASK: Speaking and Listening Focus Present an Explanatory Essay	PERFORMANCE TASK: Speaking and Listening Focus Present an Explanatory Essay	INTRODUCE INDEPENDENT LEARNING	INDEPENDENT LEARNING	PERFORMANCE-BASED ASSESSMENT
SE p 340	SE p 341	SE pp 342-343	SE pp 344-346	SE pp 347-349
 PERFORMANCE TASK Present an Explanatory Essay As a group, students present an explanatory essay in the form of a multimedia presentation about turning points. Plan with Your Group Students analyze the text, gather details and media, and organize your ideas. Rehearse with Your Group Students practice the presentation, fine-tune the content, improve their use of media, and brush up on presentation techniques. STANDARDS W.7.2 	PERFORMANCE TASK Present and Evaluate Students present as a group and use checklist items to evaluate. STANDARDS SL.7.1; SL.7.2; SL.7.4; SL.7.5; SL.7.6	Essential Question What can cause a sudden change in someone's life? Independent Learning Strategies Create a Schedule Practice what you have learned Take Notes Independent Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	 MAKING MEANING First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide Close-Read Guide Close-Read Guide Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Analyze the Text Students will respond to questions about the text, citing textual evidence. Quick Write Students write about a paragraph that grabbed their interest. Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of Individualism. 	 PERFORMANCE-BASED ASSESSMENT PREP Review Evidence for an Explanatory Essay Students evaluate the strength of their evidence Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. Writing to Sources: Explanatory Essay Students will write an essay to answer the following: What can cause a significant change in someone's life? Explanatory Essay Rubric Students use the rubric to guide their revisions. STANDARDS W.7.2.a; W.7.2.b; W.7.4; W.7.9; W.7.10; PII.3



myPerspectives ELL Support			Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. STANDARDS RL.7.10; RI.7.10	
iLit ELL Level B			Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Syntax (TE p 349)
Present an Explanatory Essay Unit 6 Lessons 38-39: Work Time	Present an Explanatory Essay Unit 6 Lessons 38-39: Work Time	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation Unit 2 Lessons 2, 4, 7, 9, 14: Collaborative Discussion Unit 3 Lessons 2, 4, 7: Small- Group Discussion	Independent Reading Every lesson Make Connections Unit 3 Lesson 8: Read Aloud, Think Aloud; Work Time	Explanatory Essay 26: Whole Group Unit 6 Lessons 32–39: Whole Group

DAY 36

PERFORMANCE-BASED ASSESSMENT

SE pp 222-223

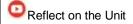
PERFORMANCE-BASED ASSESSMENT

Speaking and Listening: Oral Presentation

Students will use their essay as the foundation for an oral presentation.

Reflect on the Unit

Students reflect on Unit goals, learning strategies, and the text.





STANDARDS SL.7.4; SL.7.5

iLit ELL Level B

Multimedia Presentation Unit 5 Lesson 1-10: Work Time

GRADE 7 | UNIT 4: People and the Planet

ESSENTIAL QUESTION: What effects do people have on the environment?

PERFORMANCE BASED ASSESSMENT: Argumentative Essay NOTES:

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES

- Don't forget Accessible Leveled Texts are on Realize in the Unit Resources.
- *myPerspectives*+ and the skills centers on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 4 Overview

In this unit, students will read many examples of humans' relationship with the natural world.

Unit Goals

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Demonstrate command of the use of participles and participial phrases.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

• Rethinking the Wild, (980L)

Whole-Class Learning

- Anchor Text, Descriptive Nonfiction: from Silent Spring, Rachel Carson (1080L)
- Anchor Text, Speech: Nobel Speech, Al Gore (1190L)
- Media, Video: Nobel Speech, Al Gore

Small-Group Learning

- Poetry Collection: *Turtle Watchers,* Linda Hogan (NP)
- Poetry Collection: "Nature" is what We See --, Emily Dickinson (NP)
- Poetry Collection: The Sparrow, Paul Laurence Dunbar (NP)
- Media, Photo Gallery: *Eagle Tracking at Follensby Pond*, The Nature Conservancy
- Short Story: He-y, Come On Ou-t!, Shinichi Hoshi, translated by Stanleigh Jones (870L)

Independent Learning

- Novel Excerpt: from My Side of the Mountain, Jean Craighead George, (820L)
- Myth: How Grandmother spider Stole the Sun, Michael J. Caduto and Joseph Bruchac (850L)
- Expository Nonfiction: The Story of Victor d'Aveyron, the Wild Child, Eloise Montalban (980L)
- Essay: from Of Wolves and Men, Barry Lopez (1010)

Performance-Based Assessment

Part 1 – Writing to Sources: Argumentative Essay

Students will write an argumentative essay on the following topic:

Are the needs of people ever more important than the needs of animals and the planet?

Part 2 – Speaking & Listening: Oral Presentation

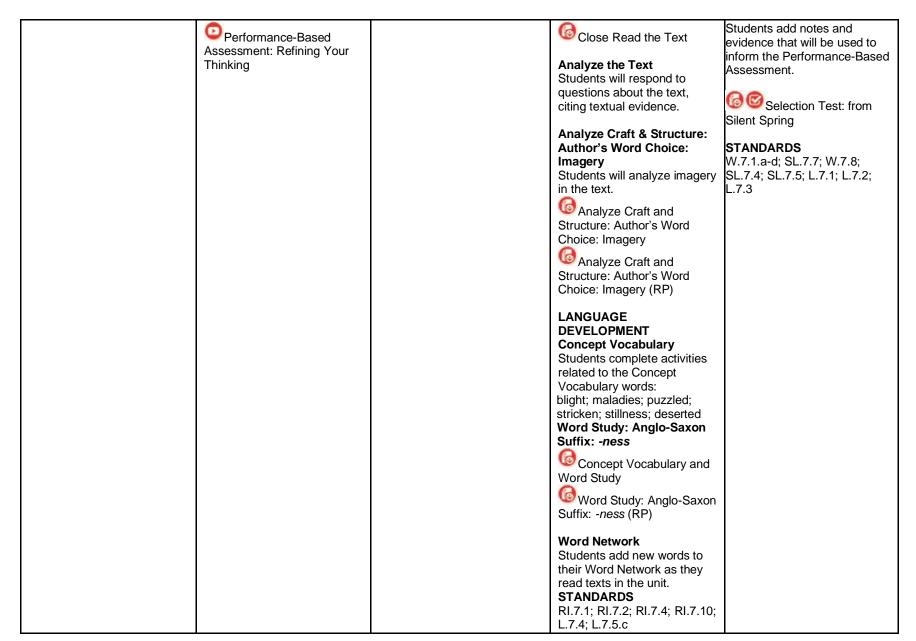
Students will use their argument to present a three- to five-minute oral presentation.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and the environment.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 352-355	UNIT INTRODUCTION SE pp 356-359	OVERVIEW Whole-Class Learning SE pp 360-361	SELECTION Anchor Text from Silent Spring Rachel Carson SE pp 362-368	SELECTION Anchor Text from Silent Spring Rachel Carson SE pp 369-371
Unit Goals Students will deepen their perspective on the environment by reading, writing, speaking, listening, and presenting. Unit Goals Video Academic Vocabulary ethical; dissent; interject; discord; accuracy Home Connection Letter Spanish Home Connection Letter Unit 4 Answer Key STANDARDS L.7.6	Launch Text Students will read <i>"Rethinking the Wild."</i> Students will then be able to engage in discussions about people and the planet. Word Network Students add new words to their Word Network as they read texts in the unit. Word Network Summary Students write a summary of the Launch Text. Launch Activity Students participate in an activity related to the unit theme. QuickWrite Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom? Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. Evidence Log	Essential Question What effects do people have on the environment? Whole-Class Learning Strategies Listen actively Clarify by asking questions Monitor understanding Interact and share ideas Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	 MAKING MEANING Concept Vocabulary blight; maladies; puzzled; stricken; stillness; deserted First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction Read the Selection Selection Audio from Silent Spring: Accessible Leveled Text Comprehension Check Students complete comprehension questions. from Silent Spring: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text to research. Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. 	LANGUAGE DEVELOPMENT Conventions: Verb Mood – The Subjunctive Students identify mood in sentences. Conventions: Verb Mood – The Subjunctive Conventions: Verb Mood – The Subjunctive (RP) EFFECTIVE EXPRESSION Writing to Sources: Argument Students write a report to answer the question: Does Carson's description inspire or discourage readers to take action. Writing to Sources: Argument Writing to Sources: Argument Writing to Sources: Argument Speaking and Listening: Multimedia Presentation Speaking and Listening: Multimedia Presentation Multimedia Presentation Speaking and Listening: Multimedia Presentation Speaking and Listening: Speaking and Listening: Speaking and Listening: Speaking and Listening: Speaking and Listening: Multimedia Presentation Speaking and Listening: Speaking and Listening: Speak





myPerspectives ELL Support				
Audio Summary Personalize for Learning English Language Support: Cognates (TE p 355)	Personalize for Learning English Language Support: Suffix <i>-tion</i> (TE p 359)		Audio Summary Audio Summary from Silent Spring: Accessible Leveled Text Analyze Craft and Structure: Author's Word Choice: Imagery (RP) (TE p 367) Word Study: Anglo-Saxon Suffix: <i>-ness</i> (RP) (TE p 368) Personalize for Learning English Language Support: Figurative Language (TE p 363) Personalize for Learning English Language Support: Imagery (TE p 367) English Language Support Lesson: Connotation (On Realize)	Conventions: The Subjunctive (RP) (TE p 369) Writing to Sources: Argument (RP) (TE p 370) Speaking and Listening: Multimedia Presentation (RP) (TE p 371) English Language Support Lesson: Multimedia Presentation (On Realize)
		l.	(Off Realize)	l.
iLit ELL Level B Academic Vocabulary (examples) Unit 2 Lessons 18, 19, 27, 34: Vocabulary Unit 4 Lessons 2, 4, 7, 9, 14, 27-29: Vocabulary	Use Prefixes and Suffixes Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation Unit 2 Lessons 2, 4, 7, 9, 14: Collaborative Discussion Unit 3 Lessons 2, 4, 7: Small- Group Discussion	Text: Bird-Watching Unit 5 Lesson 7 iLit Library Silent Spring Morning Jane of the Jungle Human Impact Babes in the Woods Figurative Language Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time	Multimedia Presentation Unit 5 Lesson 1-10: Work Time

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
DAY 6 SELECTION Anchor Text Nobel Speech Al Gore SE pp 372-380 MAKING MEANING Concept Vocabulary crisis; pollution; urgency; universal; illusion; environment First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction Read the Selection Selection Audio Nobel Speech: Accessible Leveled Text STANDARDS RI.7.10	DAY 7 SELECTION Anchor Text Nobel Speech Al Gore SE pp 381-382 MAKING MEANING Comprehension Check Students complete comprehension questions. Nobel Speech: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text. Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text Students will respond to questions about the text, students will respond to questions about the text,	DAY 8 SELECTION Anchor Text Nobel Speech Al Gore SE p 383 MAKING MEANING Analyze Craft & Structure: Persuasive Speech Students will identify types of persuasive techniques in the speech. Image: Analyze Craft and Structure: Persuasive Speech Image: Analyze Craft and Structure: Persusit	DAY 9 SELECTION Anchor Text Nobel Speech Al Gore SE p 384 LANGUAGE DEVELOPMENT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: crisis; pollution; urgency; universal; illusion; environment Word Study: Latin Prefix: uni- Concept Vocabulary and Word Study: Latin Prefix: uni- Concept Vocabulary and Word Study: Latin Prefix: uni- Concept Vocabulary and Word Study: Word Study: Word Study: Word Study: Word Network Students add new words to their Word Network as they read texts in the unit. STANDARDS L.7.5.b	DAY 10 SELECTION Anchor Text Nobel Speech Al Gore SE p 385 LANGUAGE DEVELOPMENT Conventions: Infinitive Phrases and Gerund Phrases Students identify examples of infinitive and gerund phrases. Conventions: Infinitive Phrases and Gerund Phrases Students add notes and evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. SELECTION TEST Selection Test: Nobel

Audio Summary Nobel Speech: Accessible Leveled Text Personalize for Learning English Language Support: Archaic Words (TE p 374) Personalize for Learning English Language Support: Idioms (TE p 377)	Personalize for Learning English Language Support: Similar Words (TE p 382)	Analyze Craft and Structure: Persuasive Speech (RP) (TE p 383)	Word Study: Latin Prefix: uni- (RP) (TE p 384)	Conventions: Infinitive Phrases and Gerund Phrases (RP) (TE p 385) English Language Support Lesson: Gerunds (On Realize)
iLit ELL Level B				
iLit Library Silent Spring Morning Jane of the Jungle Human Impact Babes in the Woods Opinion Speech Unit 4 Lesson 36: Work Time Understand Idioms Unit 4 Lesson 6: Whole Group Unit 4 Lessons 7–8: Read Aloud, Think Aloud & Work Time	iLit Library <i>Silent Spring Morning</i> <i>Jane of the Jungle</i> <i>Human Impact</i> <i>Babes in the Woods</i>	iLit Library Silent Spring Morning Jane of the Jungle Human Impact Babes in the Woods Opinion Speech Unit 4 Lesson 36: Work Time	iLit Library Silent Spring Morning Jane of the Jungle Human Impact Babes in the Woods Use Prefixes and Suffixes Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group	iLit Library <i>Silent Spring Morning</i> <i>Jane of the Jungle</i> <i>Human Impact</i> <i>Babes in the Woods</i>

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
/ledia	Media	Media	Media	Media
Nobel Speech	Nobel Speech	Nobel Speech	Nobel Speech	Nobel Speech
Al Gore	Al Gore	Al Gore	Al Gore	Al Gore
	Alone	Alone	Alone	
SE pp 386-387	SE p 388	SE p 389	SE pp 390-391	SE pp 390-391
MAKING MEANING	MAKING MEANING	MAKING MEANING	EFFECTIVE EXPRESSION	EFFECTIVE EXPRESSION
Concept Vocabulary	Comprehension Check	Close Review	Writing to Compare:	Writing to Compare:
inprecedented; recklessly;	Students complete	Students will review the video	Argument	Argument
mminent; unsustainable;	comprehension questions.	and record any new	Students write an argument	Students write an argument
emissions; efficiently		observations.	stating a claim as to which	stating a claim as to which
	Research to Clarify		medium more persuasively	medium more persuasively
First Review	Students research one	Close Review	conveys Al Gore's argument.	conveys Al Gore's argumen
Students Watch, Note,	unfamiliar detail from the text.			
		Analyze the Media	Writing to Compare:	Writing to Compare:
Connect, Respond as they		Students will respond to	Argument	Argument
eview the media the first		questions about the video,	, againent	, agament
ime.		citing evidence.	STANDARDS	Evidence Log
		citing evidence.		Students add notes and
First-Review Guide:			RL.7.7; W.7.1.a-c; SL.7.2	
		LANGUAGE		evidence that will be used to
Media: Video		DEVELOPMENT		inform the Performance- Based Assessment.
Read the Selection		Concept Vocabulary		
-		Students complete activities		STANDARDS
Selection Audio				
		related to the Concept		RL.7.7; W.7.1.a-c; SL.7.2
lobel Speech		Vocabulary words:		
·		unprecedented; recklessly;		
STANDARDS		imminent; unsustainable;		
RI.7.10		emissions; efficiently		
N.7.10		~		
		Concept Vocabulary		
		STANDARDS		
		SL.7.3; L.7.4		
		- ,		
myPerspectives ELL Support				

Audio Summary Nobel Speech Personalize for Learning English Language Support: Prefix <i>un</i> - (TE p 386)				
iLit ELL Level B iLit Library Silent Spring Morning Jane of the Jungle Human Impact Babes in the Woods Use Prefixes and Suffixes Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group	iLit Library Silent Spring Morning Jane of the Jungle Human Impact Babes in the Woods	iLit Library Silent Spring Morning Jane of the Jungle Human Impact Babes in the Woods	iLit Library Silent Spring Morning Jane of the Jungle Human Impact Babes in the Woods Argumentative Writing Unit 4 Lesson 23-25, 27, 28- 29, 32-38	iLit Library Silent Spring Morning Jane of the Jungle Human Impact Babes in the Woods Argumentative Writing Unit 4 Lesson 23-25, 27, 28- 29, 32-38

				ectives Unit Planning Guide Grade 7
DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PERFORMANCE TASK: WRITING FOCUS	PERFORMANCE TASK: WRITING FOCUS	PERFORMANCE TASK: WRITING FOCUS	OVERVIEW Small-Group Learning	SELECTION Turtle Watchers
Write an Argument	Write an Argument	Write an Argument	Smail-Group Learning	Linda Hogan
White an Argument	White an Argument	White an Argument		Linda Hogan
				"Nature" is what we see—
				Emily Dickinson
				-
				The Sparrow Paul Laurence Dunbar
				Faul Laurence Dunbai
SE pp 392-394	SE p 395	SE pp 396-397	SE pp 398-401	SE pp 402-407
PERFORMANCE TASK	LANGUAGE	PERFORMANCE TASK	Essential Question	MAKING MEANING
	DEVELOPMENT			
Write an Argument		Revising	What effects do people have	Concept Vocabulary
Students write an argument	Conventions: Sentence	Students evaluate and revise	on the environment?	ancestors; wisdom; heed
taking a position on the following question: What is	Fluency: Revising Sentences Using	draft utilizing peer reviews.	Small-Group Learning	First Read
the most significant effect that	Participles	Editing and Proofreading	Strategies	Students Notice, Annotate,
people have on the	Students revise sentences	Students edit for conventions	Prepare	Connect, Respond as they
environment?	using participles and phrases.	and proofread for accuracies.	Participate Fully	read the selection the first
			Support Others	time.
PreWriting/Planning		Publishing and Presenting Students create a final	Clarify	0
Students craft a claim, gather evidence, and connect across	L.7.1.c; L.7.3.a; PI.4; PI.10	version of their argument and		6 First-Read Guide: Poetry
texts.		share in small groups.	Small-Group Learning Strategies	
			Strategies	Read the Selection
Drafting		Reflecting	Table of Contents Preview	Selection Audio
Students organize and write a		Students reflect on their	Preview the selections in the	6 Turtle
first draft.		argument.	unit and discuss how they	Watchers/Nature/The
STANDARDS		STANDARDS	relate to the EQ and unit	Sparrow: Accessible Text
W.7.1; W.7.1.a-b; W.7.1.d;		W.7.5; W.7.8; L.7.2.b; L.7.4.c	topic.	
W.7.5; W.7.10			Working as a Team	Comprehension Check
			Take a position	Students complete
			List your rules	comprehension questions.
			Apply the rules	0
			Name your group	
			Create a communication	Watchers/Nature/The Sparrow: First Read
			plan	Extension Questions
			Making a Schedule	
			Students make a schedule	Research to Explore
			with group for completing	Students research on
			tasks.	unfamiliar detail mentioned in
				one of the poems.



			Working on Group Projects Students choose specific roles for each member	STANDARDS RL.7.10; L.7.4.c
myPerspectives ELL Support				
	Personalize for Learning English Language Support: Revising Sentences (TE p 395)			Audio Summary Turtle Watchers/Nature/The Sparrow: Accessible Text Personalize for Learning English Language Support: Vocabulary of Poems (TE p 406)
iLit ELL Level B				
Argumentative Writing Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28- 29, 32-38 Assignments Unit 4 Lessons 21-25: Write an Opinion Paragraph	Argumentative Writing Unit 2 Lesson 21: Whole Group Unit 4 Lesson 23-25, 27, 28- 29, 32-38 Assignments Unit 4 Lessons 21-25: Write an Opinion Paragraph Write Sentences Unit 4 Lesson 44: Vocabulary Unit 6 Lesson 4: Vocabulary	Argumentative Writing Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28- 29, 32-38 Assignments Unit 4 Lessons 21-25: Write an Opinion Paragraph	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation Unit 2 Lessons 2, 4, 7, 9, 14: Collaborative Discussion Unit 3 Lessons 2, 4, 7: Small- Group Discussion	Introduce: Poetry Unit 7 Lesson 1: Whole Group Characteristics of Poetry Unit 7 Lesson 1-2: Work Time Reading Poetry Selections Unit 7 Lesson 1-5

DAY 31 DAY 22 DAY 33 DAY 24 DAY 35 SELECTION Turtle Watchers SELECTION SelLeCTION The Sparrow Paul Laurence Dunbar Selled Solution Selled Solutin Solutin Solution Selled Solutin Solution					pectives Unit Planning Guide Grade 7
Turtle Watchers Linda HoganTurtle Watchers Linda HoganTurtle Watchers Linda HoganEagle Tracking at Follensby Pond The Nature ConservancyEagle Tracking at Follensby Pond The Nature ConservancyFollensby PondFollensby 		DAY 22	DAY 23		DAY 25
MAKING MEANING LANGUAGE EFFECTIVE EXPRESSION MAKING MEANING MAKING MEANING Close Read the Text Author's Style: Diction and how they affect meaning and tone. Speaking and Listening: Oral Presentation to highlight the theme of one of the poems. and how they affect meaning and tone. Making meaning Making meaning Close Read the Text Analyze the Text Students vill respond to questions about the text, citing textual evidence. Image: Concept Vocabulary Students style: Diction and Tone Speaking and Listening: Oral Presentation First Review Students ullerespond to questions about the text, citing textual evidence. Analyze the Text LANGUAGE DEVELOPMENT Students style: Diction and Tone Gene (RP) Students stade notes and evidence that will be used to inform the Performance-Based Assessment. First Review Students will respond to questions about the photos, citing textual evidence. Concept Vocabulary Students complete activities related to the Concept Vocabulary words: ancestors; wisdom; heed Stady Stady Stady Media Vocabulary Word Study: Etymology Concept Vocabulary and Word Study: Etymology Stady Stady Stady Stady Stady Media Vocabulary Word Study: Students will respond to questions about the photos, citing textual evidence. Stady Stady Stady	Turtle Watchers Linda Hogan "Nature" is what we see— Emily Dickinson The Sparrow Paul Laurence Dunbar SE pp 408-409	Turtle Watchers Linda Hogan "Nature" is what we see— Emily Dickinson The Sparrow Paul Laurence Dunbar	Turtle Watchers Linda Hogan "Nature" is what we see— Emily Dickinson The Sparrow Paul Laurence Dunbar SE p 411	Eagle Tracking at Follensby Pond The Nature Conservancy	Eagle Tracking at Follensby Pond The Nature Conservancy
Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.DEVELOPMENTSpeaking and Listening: Oral Presentation Students create a presentation to highlight the theme of one of the poems. and how they affect meaning and tone.Media Vocabulary documentary photography; vantage point; monochromeClose Review Students reate.Close Review Students create a presentation to highlight the theme of one of the poems. Generation to highlight the theme of one of the poems. Generation shout the text, citing textual evidence.Media Vocabulary documentary photography; vantage point; monochromeClose Review Students reate a the selection and write down any new observations.LANGUAGE DEVELOPMENTAuthor's Style: Diction and Tone (@ Author's Style: Diction and Tone (@ Author's Style: Diction and Tone (RP)Speaking and Listening: Oral Presentation (RP)Media Vocabulary documentary photography; vantage point; monochromeClose Review Students add notes and evidence that will be used to inform the Performance- Based Assessment.First-Review Guide Media: Art/Photography Read the SelectionClose Review Students complete activities related to the Media Vocabulary words: ancestors; wisdom; heedClose ReviewClose ReviewStudents will revisit the selection the first time.Word Study:Evence Media Students complete activities related to the Concept Vocabulary words: ancestors; wisdom; heedStudents and nonchromeMedia Vocabulary Students complete activities related to the Media Students complete activities related to the Media Students complete concept Vocabula	MAKING MEANING		EFFECTIVE EXPRESSION	MAKING MEANING	MAKING MEANING
Word Network	Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text Analyze the Text Students will respond to questions about the text, citing textual evidence. Analyze the Text LANGUAGE DEVELOPMENT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: ancestors; wisdom; heed Word Study: Etymology Concept Vocabulary and Word Study Word Study: Etymology (RP)	Author's Style: Diction and Tone Students identify specific word choices in each poem and how they affect meaning and tone. Author's Style: Diction and Tone Author's Style: Diction and Tone (RP) STANDARDS	Oral PresentationStudents create apresentation to highlight thetheme of one of the poems.Speaking and Listening:Oral PresentationSpeaking and Listening:Oral Presentation (RP)Evidence LogStudents add notes andevidence that will be used toinform the Performance-Based Assessment.Selection Test: PoetrySelectionSTANDARDS	documentary photography; vantage point; monochromeFirst Review Students Look, Note, Connect, Respond as they read the selection the first time.First-Review Guide Media: Art/PhotographyRead the Selection Selection Audio Selection Audio Eagle Tracking at Follensby PondComprehension Check Students complete comprehension questions.STANDARDS	Students will revisit the selection and write down any new observations. Analyze the Media Students will respond to questions about the photos, citing textual evidence. Analyzing the Text LANGUAGE DEVELOPMENT Media Vocabulary Students complete activities related to the Media Vocabulary words: documentary photography; vantage point; monochrome Media Vocabulary STANDARDS

Students add new words to their Word Network as they read texts in the unit. Analyze Craft & Structure: The Speaker in Lyric Poetry Students analyze the poetry in the collection. Analyze Craft and Structure: Lyric Poetry Analyze Craft and				
Structure: Lyric Poetry (RP) STANDARDS RL.7.7; L.7.5.b				
myPerspectives ELL Support				
Word Study: Etymology (RP) (TE p 408) Analyze Craft and Structure: Lyric Poetry (RP) (TE p 409)	Author's Style: Diction and Tone (RP) (TE p 410) Personalize for Learning English Language Support: Word Choice (TE p 410)	G Speaking and Listening: Oral Presentation (RP) (TE p 411)	Audio Summary Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 412)	
iLit ELL Level B				
Introduce: Poetry Unit 7 Lesson 1: Whole Group Characteristics of Poetry Unit 7 Lesson 1-2: Work Time Reading Poetry Selections Unit 7 Lesson 1-5	Introduce: Poetry Unit 7 Lesson 1: Whole Group Characteristics of Poetry Unit 7 Lesson 1-2: Work Time Reading Poetry Selections Unit 7 Lesson 1-5	Introduce: Poetry Unit 7 Lesson 1: Whole Group Characteristics of Poetry Unit 7 Lesson 1-2: Work Time Reading Poetry Selections Unit 7 Lesson 1-5 Multimedia Presentation Unit 5 Lesson 1-10: Work Time	Use Domain-Specific Vocabulary Unit 4 Lesson 49: Read Aloud, Think Aloud Unit 5 Lesson 5: Whole Group Background Video (examples) Unit 2 Lesson 16: Whole Group Unit 4 Lesson 13: Whole Group	Background Video (examples) Unit 2 Lesson 16: Whole Group Unit 4 Lesson 13: Whole Group

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Eagle Tracking at Follensby	He-y, Come On Ou-t!	He-y, Come On Ou-t!	He-y, Come On Ou-t!	He-y, Come On Ou-t!
Pond	Shinichi Hoshi translated by	Shinichi Hoshi translated by	Shinichi Hoshi translated by	Shinichi Hoshi translated by
The Nature Conservancy	Stanleigh Jones	Stanleigh Jones	Stanleigh Jones	Stanleigh Jones
SE n 410	SE pp 420 425	SE n 436	SE an 407 409	SE n 420
SE p 419 EFFECTIVE EXPRESSION	SE pp 420-425 MAKING MEANING	SE p 426 MAKING MEANING	SE pp 427-428	SE p 429 EFFECTIVE EXPRESSION
EFFECTIVE EXPRESSION	MAKING MEANING	MAKING MEANING	DEVELOPMENT	EFFECTIVE EXPRESSION
Research: Research Paper	Concept Vocabulary	Close Read the Text		Writing to Sources:
Students write a research	disposal, consequences,	Students will review the Close	Analyze Craft & Structure:	Alternate Ending
paper on eagle restoration or	resolved	Read Model and complete the	Literary Elements: Irony	Students write an alternate
the Endangered Species Act.	10001100	close read sections in the	Students analyze examples of	ending to the story.
0	First Read	selection.	irony.	-
	Students Notice, Annotate,	R		Writing to Sources:
Paper	Connect, Respond as they	Sclose Read the Text	Analyze Craft and	Alternate Ending
	read the selection the first		Structure: Elements of a	Writing to Sources:
Evidence Log	time.	Analyze the Text	Short Story	Alternate Ending (RP)
Students add notes and		Students will respond to	Analyze Craft and	, atomato Enaing (rti)
evidence that will be used to		questions about the text,	Structure: Elements of a	Evidence Log
inform the Performance-	GFirst-Read Guide: Fiction	citing textual evidence.	Short Story (RP)	Students add notes and
Based Assessment.	Read the Selection	Analyze the Text		evidence that will be used to
STANDARDS		· · · · · · · · · · · · · · · · · · ·	Conventions: Punctuation	inform the Performance-
W.7.2.a-b; W.7.7; W.7.8	Selection Audio	LANGUAGE	Marks	Based Assessment.
W.7.2.a-b, W.7.7, W.7.0		DEVELOPMENT	Students identify examples of	
	He-y, Come On Ou-t!:		punctuation marks.	
	Accessible Leveled Text	Concept Vocabulary	Conventions: Punctuation	Come On Ou-t!
	Comprehension Chook	Students complete activities	Marks	Come On Ou-t!
	Comprehension Check Students complete	related to the Concept		STANDARDS
		Vocabulary words:	Conventions: Punctuation	
	comprehension questions.	disposal, consequences,	Marks (RP)	W.7.3.b; W.7.3.d-e; W.7.5
	0	resolved		
	🧐 He-y, Come On Ou-t!:		STANDARDS	
	First Read Extension	Word Study: Latin Root:	RL.7.1; RL.7.2; RL.7.3; L.7.2	
	Questions	-sequ-		
		Concept Vocabulary and		
	Research to Clarify	Word Study		
	Students research one	~		
	unfamiliar detail from the text.	Word Study: Latin Root:		
		-sequ- (RP)		
	STANDARDS	Ward Natural		
	RL.7.10; L.7.4.a	Word Network		
		Students add new words to		
		their Word Network as they		
		read texts in the unit.		



		STANDARDS SL.7.1.d; L.7.4.b-c		
myPerspectives ELL Support	 Audio Summary He-y, Come On Ou-t!: Accessible Leveled Text Personalize for Learning English Language Support: Cohesion (TE p 422) 	Word Study: Latin Root: - sequ- (RP) (TE p 426)	 Analyze Craft and Structure: Elements of a Short Story (RP) (TE p 427) Conventions: Punctuation Marks (RP) (TE p 428) Personalize for Learning English Language Support: Irony vs. Coincidence (TE p 427) Personalize for Learning English Language Support Using Colons and Semicolons (TE p 428) English Language Support Lesson: Punctuation (On Realize) 	Writing to Sources: Alternate Ending (RP) (TE p 429)
iLit ELL Level B				
Background Video (examples) Unit 2 Lesson 16: Whole Group Unit 4 Lesson 13: Whole Group	Introduce Genre: Short Story Unit 4 Lesson 27: Read Aloud, Think Aloud	Use Greek and Latin Roots (examples) Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud; Work Time	Introduce Genre: Short Story Unit 4 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 30: Whole Group Unit 6 Lesson 32: Read Aloud, Think Aloud	Write a Narrative (examples) Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group

DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
PERFORMANCE TASK:	PERFORMANCE TASK:	INTRODUCE	INDEPENDENT LEARNING	PERFORMANCE-BASED
Speaking and Listening Focus	Speaking and Listening Focus	INDEPENDENT LEARNING		ASSESSMENT
Present an Argument	Present an Argument			
· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·			
05 400 404	05 404	05 400 400	05 404 400	05 407 400
SE pp 430-431	SE p 431	SE pp 432-433	SE pp 434-436	SE pp 437-439
PERFORMANCE TASK	PERFORMANCE TASK	Essential Question What effects do people have	MAKING MEANING	PERFORMANCE-BASED ASSESSMENT PREP
Present an Argument	Present and Evaluate	on the environment?	First Read	ASSESSMENT FREF
As a group, students present	Students present as a group		Students Notice, Annotate,	Review Evidence for an
a presentation answering this	and use checklist items to	Independent Learning	Connect, Respond as they	Argument
question: Do people always	evaluate.	Strategies	read the selection the first	Students evaluate the
have a negative impact on the environment?	STANDARDS	Create a Schedule	time.	strength of their evidence
environment	SL.7.1; SL.7.2; SL.7.5; SL.7.6	Practice what you have	GFirst-Read Guide	Evidence Log
Plan with Your Group		learnedTake Notes		Students add notes and
Students analyze the text,		• Take Notes	Close-Read Guide	evidence that will be used to
gather evidence and media		0	Close-Read Guide	inform the Performance-
examples, and organize their presentation.		Independent Learning		Based Assessment.
presentation.		Strategies	Close Read the Text Students will review the Close	Writing to Sources:
Rehearse with Your Group		Table of Contents Preview	Read Model and complete the	Argument
Students practice the		Preview the selections in the	close read sections in the	Students will write an
presentation, fine-tune the		unit and discuss how they	selection.	argument to answer the
content, and improve their use of media.		relate to the EQ and unit		following: Are the needs of people ever more important
use of media.		topic.	Analyze the Text Students will respond to	than the needs of animals
STANDARDS		Contents	questions about the text,	and the planet?
SL.7.1.a-b; SL.7.2			citing textual evidence.	
				Argument Rubric
			Quick Write	Students use the rubric to guide their revisions.
			Students write about a paragraph that grabbed their	guide their revisions.
			interest.	STANDARDS
				W.7.1.a-b; W.7.4; W.7.10
			Share Your Independent	
			Learning Students share what they	
			learned from independent	
			learning with a group and	
			reflect on how it adds to their	
			understanding of	
			Individualism.	



			Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. STANDARDS RL.7.10; RI.7.10; SL.7.6	
myPerspectives ELL Support				
			Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Syntax (TE p 439)
iLit ELL Level B				
Present an Opinion Essay Unit 4 Lesson 37-38: Work Time Opinion Speech Unit 4 Lesson 36: Work Time	Present an Opinion Essay Unit 4 Lesson 37-38: Work Time Opinion Speech Unit 4 Lesson 36: Work Time	Independent Reading (examples) Unit 2 Lessons 40, 41, 45, 46 Unit 3 Lessons 5, 6 Unit 4 Lessons 35, 36, 40, 41	Make Connections Unit 6 Lesson 1: Whole Group Unit 6 Lesson 2: Work Time Unit 6 Lesson 7: Read Aloud, Think Aloud	Persuasive Writing Unit 4 Lessons 35–38: Work Time Unit 6 Lessons 18–20: Work Time

DAY 36

PERFORMANCE-BASED ASSESSMENT

SE pp 222-223

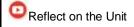
PERFORMANCE-BASED ASSESSMENT

Speaking and Listening: Oral Presentation

Students will use their argumentative essay as the foundation for an oral presentation.

Reflect on the Unit

Students reflect on Unit goals, learning strategies, and the text.





STANDARDS SL.7.4; SL.7.5; SL.7.6

iLit ELL Level B

Multimedia Presentation Unit 5 Lesson 1-10: Work Time

GRADE 7 | UNIT 5: Facing Adversity ESSENTIAL QUESTION: How do we overcome obstacles? PERFORMANCE BASED ASSESSMENT: Informative Essay NOTES:

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES

- Don't forget Accessible Leveled Texts are on Realize in the Unit Resources.
- myPerspectives+ and the skills centers on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 5 Overview

In this unit, students will read many examples of people who have faced adversity and overcome obstacles.

Unit Goals

Students will be able to:

- Read and analyze informative texts.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an Informative essay to examine a topic and convey ideas.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Demonstrate command of coordinate adjectives.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

• Against the Odds (800L)

Whole-Class Learning

- Media, Video: *The Dust Bowl,* Critical Past
- Anchor Text, Novel Excerpt: from The Grapes of Wrath, John Steinbeck (600L)
- Anchor Text, Short Story: The Circuit, Francisco Jimenez (730L)

Small-Group Learning

- Personal Narrative: A Work in Progress, Aimee Mullins (930L)
- Autobiography Excerpt: from The Story of My Life , Helen Keller (970L)
- Media, Interview: How Helen Keller Learned to Talk, Helen Keller, with Anne Sullivan
- New Article: A Young Tinkerer Builds a Windmill, Electrifying a Nation, Sarah Childress (1020L)

Independent Learning

- Personal Narrative: The Girl Who Fell from the Sky, Juliane Koepcke (790L)
- Novel Excerpt: Four Skinny Trees from The House on Mango Street, Sandra Cisneros (690L)
- Short Story: Rikki-tikki-tavi, Rudyard Kipling (1010L)
- Memoir: from Facing the Lion: Growing Up Maasai on the African Savanna, Joseph Lemosolai Lekuton (800L)

Performance-Based Assessment

Unit Reflection

Part 1 – Writing to Sources: Informative Text

Students will reflect on the unit goals, learning strategies, the texts, and how we overcome obstacles.

Students will write an informative essay addressing the following question:

How can people overcome adversity in the face of overwhelming obstacles?

Part 2 – Speaking & Listening: Oral Presentation

Students use their informative essay as the foundation for a multimedia presentation.

4 Audio | O Video| C Downloadable / Printable Document | O Online Assessment | C EL Highlights

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	UNIT INTRODUCTION	OVERVIEW	SELECTION	SELECTION
		Whole-Class Learning	The Dust Bowl	The Dust Bowl
		· · · · · · · · · · · · · · · · · · ·	Critical Past	Critical Past
SE pp 442-445	SE pp 446-449	SE pp 450-451	SE pp 452-454	SE p 455
Unit Goals	Launch Text	Essential Question	MAKING MEANING	MAKING MEANING
Students will deepen their	Students will read "Against	How do we overcome		
perspective of facing	the Odds." Students will then	obstacles?	Media Vocabulary	Close Review
adversity by reading, writing,	be able to engage in	Whele Clease Learning	panoramic shot, voiceover, transition	Students watch "The Dust
speaking, listening, and	discussions about facing	Whole-Class Learning	transition	Bowl" again and first-review
presenting.	diversity.	Strategies	First Review	notes and record any new observations.
Unit Goals Video	Word Network	Listen actively	Students Watch, Note,	observations.
	Students add new words to	Clarify by asking	Connect, Respond as they	Analyze the Media
Academic Vocabulary	their Word Network as they	questions	review the media the first	Students will respond to
deviate, persevere,	read texts in the unit.	Monitor understanding	time.	questions about the video,
determination, diversity,		 Interact and share ideas 		citing textual evidence.
tradition	Word Network	Whole-Class Learning		G
0	0	Strategies	First-Review Guide:	LANGUAGE
Home Connection Letter	Summary Students write a summary of		Media: Video	DEVELOPMENT
A	the Launch Text.	Table of Contents Preview	Watch the Selection	
Spanish Home Connection Letter	the Edulich Text.	Preview the selections in the		Media Vocabulary
	Launch Activity	unit and discuss how they	Selection Audio	Students complete activities
Onit 5 Answer Key	Students participate in an	relate to the EQ and unit	G The Dust Bowl	related to the Vocabulary
	activity related to the unit	topic.		words: panoramic shot, voiceover,
STANDARDS	theme.		Comprehension Check	transition
L.7.6			Students complete	0
	QuickWrite		comprehension questions.	🞯 Media Vocabulary
	Students write a response to			
	the QuickWrite prompt: What		Research to Clarify	Evidence Log
	are the most effective tools		Students research one	Students add notes and
	for establishing and		unfamiliar detail from the text.	evidence that will be used to
	preserving freedom?			inform the Performance- Based Assessment.
	Evidence Log		STANDARDS	Daseu Assessillelil.
	Students add notes and		RI.7.10	STANDARDS
	evidence that will be used to			L.7.6
	inform the Performance-			
	Based Assessment.			
	Evidence Log			
	Performance-Based			
	Assessment: Refining Your			
	Thinking			



myPerspectives ELL Support				
Audio Summary Personalize for Learning English Language Support: Cognates	Personalize for Learning English Language Support: Idioms (TE p 449)		O Audio Summary	
iLit ELL Level B				
Academic Vocabulary (examples) Unit 2 Lessons 18, 19, 27, 34: Vocabulary Unit 4 Lessons 2, 4, 7, 9, 14, 27-29: Vocabulary	Understand Idioms Unit 4 Lesson 6: Whole Group Unit 4 Lessons 7–8: Read Aloud, Think Aloud & Work Time Vocabulary - Idioms Unit 4 Lesson 47: Vocabulary Unit 6 Lesson 13: Vocabulary	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation Unit 2 Lessons 2, 4, 7, 9, 14: Collaborative Discussion Unit 3 Lessons 2, 4, 7: Small- Group Discussion	Research a Topic Unit 4 Lesson 3: Whole Group Unit 5 Lesson 1: Whole Group Unit 5 Lessons 3–4: Work Time iLit Library The Roaring Twenties and the Great Depression 1920- 1940	iLit Library The Roaring Twenties and the Great Depression 1920- 1940

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	Anchor Text
from The Grapes of Wrath	from The Grapes of Wrath	from The Grapes of Wrath	from The Grapes of Wrath	The Circuit
John Steinbeck	John Steinbeck	John Steinbeck	John Steinbeck	Francisco Jimenez
SE pp 456-461	SE pp 462-463	SE pp 464-465	SE pp 466-467	SE pp 468-475
MAKING MEANING	MAKING MEANING	LANGUAGE	EFFECTIVE EXPRESSION	MAKING MEANING
		DEVELOPMENT		
Concept Vocabulary	Close Read the Text		Writing to Compare:	Concept Vocabulary
ruthless; toil; doomed;	Students will review the Close	Concept Vocabulary	Argumentative Essay	thoroughly; wearily;
bitterness; sorrow; frantically	Read Model and complete the	Students complete activities	Students write an argument	instinctively; enthusiastically;
First Read	close read sections in the	related to the Concept	supporting the role of farmers	hesitantly; understandingly
Students Notice, Annotate,	selection.	Vocabulary words:	in the dust bowl.	First Read
Connect, Respond as they	Close Read the Text	ruthless; toil; doomed; bitterness; sorrow; frantically	Writing to Compare:	Students Notice, Annotate,
read the selection the first		billemess, sorrow, francically	Argumentative Essay	Connect, Respond as they
time.	Analyze the Text			read the selection the first
GFirst-Read Guide: Fiction	Students will respond to	Word Study: Old English	Evidence Log	time.
First-Read Guide. Fiction	questions about the text,	Suffix: -less	Students add notes and	First-Read Guide: Fiction
Read the Selection	citing textual evidence.	Concept Vocabulary and	evidence that will be used to	Filst-Read Guide. Fiction
	Analyze Craft & Structure:	Word Study	inform the Performance- Based Assessment.	Read the Selection
Selection Audio	Theme		Baseu Assessment.	
from The Grapes of	Students will identify how	Word Study: Old English	SELECTION TEST	Selection Audio
Wrath: Accessible Leveled	story elements determine	Suffix: <i>-less</i> (RP)		🞯 The Circuit: Accessible
Text	theme.	Word Network	Selection Test: from	Leveled Text
	Canalyze Craft and	Students add new words to	The Grapes of Wrath	
Comprehension Check	Structure: Theme, Setting and	their Word Network as they	STANDARDS	Comprehension Check
Students complete	Cultural Context	read texts in the unit.	RL.7.9; W.7.1.a-c; W.7.9.a	Students complete
comprehension questions.	0		NL.7.9, W.7.1.4-C, W.7.9.4	comprehension questions.
from The Grapes of	Analyze Craft and	Author's Style: Description		Control The Circuit: First Read
Wrath: First Read Extension	Structure: Theme, Setting and	Students show examples of		Extension Questions
Questions	Cultural Context (RP)	Steinbeck's word choice to		
	STANDARDS	describe horses.		Research to Clarify
Research to Clarify	RL.7.2; RL.7.3; Pl.6	Muthor's Style:		Students research one
Students research one	NE.7.2, NE.7.0, 11.0	Description		unfamiliar detail from the text.
unfamiliar detail from the text.		GAuthor's Style:		STANDARDS
STANDARDS		Description (RP)		RI.7.10
RI.7.10				1.1.7.10
		STANDARDS		
		L.7.4.b; L.7.6		

myPerspectives ELL Support				
Audio Summary from The Grapes of Wrath: Accessible Text Personalize for Learning English Language Support: Similar Words (TE p 456)	Analyze Craft and Structure: Theme, Setting and Cultural Context (RP) (TE p 463) Personalize for Learning English Language Support: Finding the Theme (TE p 463) English Language Support Lesson: Theme (On Realize)	Word Study: Old English Suffix: <i>-less</i> (RP) (TE p 464) Author's Style: Description (RP) (TE p 465)		Audio Summary Audio Summary The Circuit: Accessible Leveled Text Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 469) Personalize for Learning English Language Support: Idioms (TE p 471)
iLit ELL Level B	· ·			
iLit Library The Roaring Twenties and the Great Depression 1920- 1940 Word Families Unit 1 Lessons 30, 34: Whole Group Unit 2 Lessons 2, 4: Vocabulary Unit 6 Lessons 2, 4, 7, 37, 38, 39: Vocabulary	iLit Library The Roaring Twenties and the Great Depression 1920- 1940 Theme (examples) Unit 3 Lesson 5: Whole Group Unit 3 Lesson 5: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud	iLit Library The Roaring Twenties and the Great Depression 1920- 1940 Use Prefixes and Suffixes Unit 4 Lesson 15: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 36: Work Time Unit 4 Lesson 40: Vocabulary	 iLit Library The Roaring Twenties and the Great Depression 1920- 1940 Write an Opinion Essay Unit 4 Lesson 27-29, 32-38: Work Time Assignments Unit 4 Lessons 26–30: Write an Opinion Essay 	iLit Library The Circuit It Can Be Done! The Life and Legacy of Cesar Chavez Crossing Borders Research a Topic Unit 4 Lesson 3: Whole Group Unit 5 Lesson 1: Whole Group

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	Anchor Text
The Circuit	The Circuit	The Circuit	The Circuit	The Circuit
Francisco Jimenez	Francisco Jimenez	Francisco Jimenez	Francisco Jimenez	Francisco Jimenez
05 470 477	05 - 170	05 - 170	05 - 400	05 - 404
SE pp 476-477 MAKING MEANING	SE p 478 LANGUAGE	SE p 479 LANGUAGE	SE p 480 EFFECTIVE EXPRESSION	SE p 481 EFFECTIVE EXPRESSION
MAKING MEANING	DEVELOPMENT	DEVELOPMENT	EFFECTIVE EXPRESSION	EFFECTIVE EXPRESSION
Close Read the Text Students will review the Close Read Model and complete the	Concept Vocabulary Students complete activities	Conventions: Commas Students identify the functions	Writing to Sources: Explanation Students write an explanation	Speaking and Listening: Role-play Interview Students research and role-
close read sections in the	related to the Concept	of the comma or commas in	about additional patterns they	play an interview between a
selection.	Vocabulary words:	sentences.	find in the story related to	reporter and a farm worker.
Close Read the Text	thoroughly; wearily; instinctively; enthusiastically; hesitantly; understandingly	Conventions: Commas	characters' behavior, action, and seasons.	G Speaking and Listening: Role-play Interview
Analyze the Text	nesitantiy, understandingly	Conventions: Commas	Writing to Sources:	
Students will respond to		(RP)	Explanation	Speaking and Listening:
questions about the text,	Word Study: Old English	GTANDADDO	Contraction of the Contraction	Role-play Interview (RP)
citing textual evidence.	Suffix: -ly	STANDARDS	Writing to Sources:	Evidence Lee
	Students complete activities	L.7.2.a	Explanation (RP)	Evidence Log Students add notes and
Analyze Craft & Structure:	using Old English Suffix: -ly		STANDARDS	evidence that will be used to
Theme			RL.7.2; W.7.2.b; W.7.9.a	inform the Performance-
Students infer theme using	Concept Vocabulary and		RE.7.2, W.7.2.0, W.7.9.a	Based Assessment.
clues from the text.	Word Study			Daseu Assessment.
Analyze Craft and	Word Study: Old English			SELECTION TEST
Structure: Theme	Suffix: -ly (RP)			
	, , ,			Selection Test: The
Analyze Craft and	Word Network			Circuit
Structure: Theme (RP)	Students add new words to			
	their Word Network as they			STANDARDS
STANDARDS	read texts in the unit.			W.7.7; SL.7.1.a; SL.7.1.c;
RL.7.1; RL.7.2				SL.7.4
	STANDARDS			
	L.7.4.a; L.7.4.b			



myPerspectives ELL Support				
Analyze Craft and Structure: Theme (RP) (TE p 477)	Word Study: Old English Suffix: - <i>ly</i> (RP) (TE p 478)	Conventions: Commas (RP) (TE p 479)	Writing to Sources: Explanation (RP) (TE p 480)	Speaking and Listening: Role-play Interview (RP) (TE p 481)
Personalize for Learning English Language Support New Words (TE p 476)			Personalize for Learning English Language Support Writing Informative Essays (TE p 480)	
			CEnglish Language Support Lesson: Writing Informative Essays (On Realize)	
iLit ELL Level B				
"People Equal" and "Inequality in America" (First Read) Unit 2 Lesson 42, 43 Theme (examples) Unit 3 Lesson 5: Whole Group Unit 3 Lesson 5: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud	Assignments - Spelling Study Plan Unit 5 Lessons 6–10: Part 3: Skill 23: Suffixes Use Prefixes and Suffixes Unit 4 Lesson 16: Work Time Unit 4 Lesson 36: Work Time	Assignments- Grammar Study Plan Unit 6 Lessons 11–15: Part 3: Skill 23: Commas	Write an Explanatory Paragraph Unit 6 Lesson 26: Whole Group Unit 6 Lessons 28, 32-39: Work Time Assignments (examples) Unit 6 Lessons 26-30: Plan an Explanatory Paragraph	Speak and Listen Well Unit 4 Lesson 36: Whole Group Whole Class/Small Group Discussion (examples) Unit 2 Lesson 42: Classroom Conversation Unit 4 Lesson 34: Classroom Conversation

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay	PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay	PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay	OVERVIEW Small-Group Learning	SELECTION A Work in Progress Aimee Mullins
SE pp 482-484	SE p 485	SE pp 486-487	SE pp 488-491	SE pp 492-499
SE pp 482-484 PERFORMANCE TASK Write an Informative Essay Students write an essay answering the following question: How did the individuals in the selections cope with the obstacles they faced? PreWriting/Planning Students gather details, formulate a thesis, and organize details. Drafting Students organize and write a first draft. STANDARDS W.7.2; W.7.2.a-c; W.7.2.f; W.7.10	SE p 485 LANGUAGE DEVELOPMENT Conventions: The Use of Commas Students identify faulty sentences and re-punctuate them, either adding or removing commas. STANDARDS L.7.2.a	SE pp 486-487PERFORMANCE TASKRevising Students evaluate and revise draft utilizing peer reviews.Editing and Proofreading Students edit for conventions and proofread for accuracies.Publishing and Presenting Students create a final version of their essay and share in small groups.Reflecting Students reflect on their essay.STANDARDS L.7.2.a-b; L.7.2.d-e	Essential Question How do we overcome obstacles? Small-Group Learning Strategies Prepare Participate Fully Support Others Clarify Small-Group Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Working as a Team Take a position List your rules Apply the rules Name your group Create a communication plan Making a Schedule Students make a schedule with group for completing tasks. Working on Group Projects	SE pp 492-499MAKING MEANINGConcept Vocabulary accomplishments; extraordinary; celebrateFirst Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.Image: First-Read Guide: NonfictionRead the Selection Selection Audio Image: A Work in Progress: Accessible Leveled TextComprehension Check Students complete comprehension questions.Image: A Work in Progress: First Read Extension QuestionsResearch to Clarify Students research one unfamiliar detail from the text.Research to Explore Students research something that interests them from the
			Students choose specific roles for each member.	text.

				STANDARDS RI.7.10; L.7.4.a
myPerspectives ELL Support			•	
	Personalize for Learning English Language Support: Commas (TE p 485)			Audio Summary A Work in Progress: Accessible Leveled Text Personalize for Learning English Language Support: Exaggeration (TE p 493)
iLit ELL Level B	•	-	•	
Informative Writing (example) Unit 6 Lessons 12-14: Work Time	Informative Writing (example) Unit 6 Lessons 12-14: Work Time Assignments- Grammar Study Plan Unit 6 Lessons 11–15: Part 3: Skill 23: Commas	Informative Writing (example) Unit 6 Lessons 12-14: Work Time	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation Unit 2 Lessons 2, 4, 7, 9, 14: Collaborative Discussion Unit 3 Lessons 2, 4, 7: Small- Group Discussion	Research a Topic Unit 4 Lesson 3: Whole Group Unit 5 Lesson 1: Whole Group Unit 5 Lessons 3–4: Work Time

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
A Work in Progress	A Work in Progress	A Work in Progress	from The Story of My Life	from The Story of My Life
Aimee Mullins	Aimee Mullins	Aimee Mullins	Helen Keller	Helen Keller
SE pp 500-501	SE p 502	SE p 503	SE pp 504-508	SE pp 509-511
MAKING MEANING	LANGUAGE DEVELOPMENT	EFFECTIVE EXPRESSION	MAKING MEANING	MAKING MEANING
Close Read the Text	DEVELOFMENT	Speaking and Listening:	Concept Vocabulary	Close Read the Text
Students will review the Close	Conventions: Informal	Discussion	imitate; mystery; barriers	Students will review the Close
Read Model and complete the	Grammar	Students conduct a	First Read	Read Model and complete the
close read sections in the selection.	Students identify examples of informal grammar in the text	discussion analyzing quotes from the reading.	Students Notice, Annotate,	close read sections in the selection.
A state	and rewrite to follow standard	0	Connect, Respond as they	
Sclose Read the Text	English grammar rules.	Speaking and Listening: Discussion	read the selection the first	Close Read the Text
Analyze the Text	Conventions: Informal	0	time.	Analyze the Text
Students will respond to	Grammar	Speaking and Listening: Discussion (RP)		Students will respond to
questions about the text,	Conventions: Informal	DISCUSSION (RF)	Generation First-Read Guide:	questions about the text,
citing textual evidence.	Grammar (RP)	Evidence Log	Normetion	citing textual evidence.
Analyze the Text		Students add notes and	Read the Selection	Analyze the Text
LANGUAGE	STANDARDS L.7.1; L.7.2	evidence that will be used to inform the Performance-	Selection Audio	LANGUAGE
DEVELOPMENT	L.7.1, L.7.2	Based Assessment.	The Story of My Life:	DEVELOPMENT
			Accessible Leveled Text	
Concept Vocabulary		COC Selection Test: A		Concept Vocabulary
Students complete activities related to the Concept		Work in Progress	Comprehension Check	Students complete activities related to the Concept
Vocabulary words:			Students complete comprehension questions.	Vocabulary words:
accomplishments;		STANDARDS SL.7.1.a-c		imitate; mystery; barriers
extraordinary; celebrate		02.11.1.0 0	The Story of My Life: First	Word Study: Greek Root:
Word Study: Latin Prefix:			Read Extension Questions	-myst-
extra-				Concept Vocabulary and
Concept Vocabulary and			Research to Clarify Students research one	Word Study
Word Study			unfamiliar detail from the	6 Word Study: Greek Root:
6 Word Study: Latin Prefix			excerpt.	-myst- (RP)
<i>extra</i> - (RP)			Decembric Evaluation	Mand Natural
Word Network			Research to Explore Students research something	Word Network Students add new words to
Students add new words to			that interests them from the	their Word Network as they
their Word Network as they			text.	read texts in the unit.
read texts in the unit.				

Analyze Craft & Structure: Humor Students identify humorous passages in the provided sentences. Analyze Craft and Structure: Humor Analyze Craft: Humor (RP) STANDARDS RI.7.3; RI.7.4; RI.7.6; L.7.4.b			STANDARDS RI.7.10; L.7.4.a	LANGUAGE DEVELOPMENT Analyze Craft & Structure: Author's Purpose: Autobiographical Writing Students identify specific sentences or passages from the selection that contribute to the author's purpose. Analyze Craft and Structure: Autobiographical Writing Analyze Craft: Autobiographical Writing (RP) Conventions: Types of Dependent Clauses Students identify examples of dependent clauses in the excerpt. Conventions: Types of Dependent Clauses Students identify examples of dependent Clauses Students identify examples of Dependent Clauses Conventions: Types of Dependent Clauses Conventions: Types of Dependent Clauses StanDARDS RI.7.4; RI.7.6; L 7.4.b
myPerspectives ELL Support	I			M.7.4, M.7.0, E 7.4.0
Word Study: Latin Prefix <i>extra</i> - (RP) (TE p 500) Analyze Craft and Structure: Word Choice and Humor (RP) (TE p 501) Personalize for Learning English Language Support: Using Hyperbole	Conventions: Informal Grammar (RP) (TE p 502)	Speaking and Listening: Discussion (RP) (TE p 503)	Selection Audio The Story of My Life: Accessible Leveled Text Personalize for Learning English Language Support: Understanding Verb Tense (TE p 506)	Word Study: Greek Root: -myst- (RP) (TE p 509) Analyze Craft: Autobiographical Writing (RP) (TE p 510) Conventions: Types of Dependent Clauses (RP) (TE p 511) Personalize for Learning

(TE p 501) Centrolish Language Support Lesson: Hyperbole (On Realize)				English Language Support: Connotations (TE p 510) Personalize for Learning English Language Support: Using Adverbs and Adjective Clauses (TE p 511) Cenglish Language Support Lesson: Adverb and Adjective Clauses (On Realize)
iLit ELL Level B				
Use Prefixes and Suffixes Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 36: Work Time	Formal and Informal Language Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 39: Vocabulary	Whole Class/Small Group Discussion (examples) Unit 2 Lesson 42: Classroom Conversation Unit 4 Lesson 34: Classroom Conversation	iLit Library Helen Keller: The Story of My Life Optimism A New Day Verb Tenses (examples) Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 6 Lesson 11: Vocabulary Assignments: Grammar Study Plan Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses	Use Greek and Latin Roots Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud; Work Time Adjectives and Adverbs Unit 4 Lesson 28: Work Time Unit 6 Lessons 9, 14, 18–19, 23–24: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
How Helen Keller Learned to	How Helen Keller Learned to	A Young Tinkerer Builds a	A Young Tinkerer Builds a	A Young Tinkerer Builds a
Talk	Talk	Windmill, Electrifying a Nation	Windmill, Electrifying a Nation Sarah Childress	Windmill, Electrifying a Nation
Helen Keller, with Anne Sullivan	Helen Keller, with Anne Sullivan	Sarah Childress	Sarah Childress	Sarah Childress
Gailvan	Cuinvan			
SE pp 512-515	SE pp 515-517	SE pp 518-523	SE pp 524-525	SE pp 526-527
MAKING MEANING	LANGUAGE	MAKING MEANING	MAKING MEANING	LANGUAGE
Madia Vessbulan	DEVELOPMENT		Class Deed the Tout	DEVELOPMENT
Media Vocabulary long shot; medium shot;	Media Vocabulary	Concept Vocabulary scarcity; desire; attempts	Close Read the Text Students will review the Close	Conventions: Capitalization
close-up shot	Students complete activities	scarcity, desire, attempts	Read Model and complete the	Students identify examples of
	related to the media	First Read	close read sections in the	correct capitalization in the
ledia Vocabulary	Vocabulary words: long shot;	Students Notice, Annotate,	selection.	selection.
First Review	medium shot; close-up shot	Connect, Respond as they read the selection the first	Close Read the Text	Conventions:
Students Watch, Note,	Media Vocabulary	time.		Capitalization
Connect, Respond as they			Analyze the Text	Conventions:
study the images.	EFFECTIVE EXPRESSION	GFirst-Read Guide:	Students will respond to	Capitalization (RP)
GFirst Review Guide:	Writing to Company	Nonfiction	questions about the text,	
Media-Video	Writing to Compare: Multimedia Presentation	- termetion	citing textual evidence.	EFFECTIVE EXPRESSION
	Students create a	Read the Selection	Analyze the Text	
View the Selection	presentation about Helen	Selection Audio		Writing to Sources: How-To
Selection Audio	Keller's life and education.		LANGUAGE DEVELOPMENT	Essay Students write a how-to
	Writing to Compare:	A Young Tinkerer Builds a		essay.
Comprehension Check	Multimedia Presentation	Windmill, Electrifying a Nation: Accessible Leveled	Concept Vocabulary	
Students complete comprehension questions.		Text	Students complete activities	Writing to Sources: How- To Essay
comprehension questions.	STANDARDS		related to the Concept	0
Close Review	RI.7.7; W.7.2.a-b; W.7.9.b; SL.7.1.b; SL.7.2; SL.7.5;	Comprehension Check	Vocabulary words: scarcity; desire; attempts	Writing to Sources: How-
Students will watch the clip	L.7.6	Students complete	scarcity, desire, altempts	To Essay (RP)
again and record any new		comprehension questions.	Word Study: Etymology	Evidence Log
observations.		0	Concept Vocabulary and	Students add notes and
Analyze the Media		A Young Tinkerer Builds a	Word Study	evidence that will be used to
Students will respond to		Windmill, Electrifying a Nation: First Read Extension	Word Study: Etymology	inform the Performance-
questions about the clip.		Questions	(RP)	Based Assessment.
log Analyze the Media		Questions	((()))	00
		Research to Clarify	Word Network	COSelection Test: A
STANDARDS		Students research one	Students add new words to	Young Tinkerer Builds a
RI.7.10; L.7.6		unfamiliar detail from the	their Word Network as they	Windmill, Electrifying a Nation
		excerpt.	read texts in the unit.	STANDARDS
		Research to Explore	Analyze Craft & Structure:	SL.7.1.a-c

	Students research other ways energy poverty is being addressed in poor parts of the world. STANDARDS RI.7.10; L.7.4.a	Text Structure: Biographical Writing Students will analyze elements of biographical writing in the article. Analyze Craft and Structure: Biographical Writing Analyze Craft and Structure: Biographical Writing (RP) STANDARDS RI.7.1; RI.7.3; RI.7.5; L.7.4.b	
myPerspectives ELL Support			
Audio Summary	Audio Summary A Young Tinkerer: Accessible Leveled Text Personalize for Learning English Language Support: Cultural Concepts (TE p 521)	Word Study: Etymology (RP) (TE p 524) Analyze Craft and Structure: Biographical Writing (RP) (TE p 525) Personalize for Learning English Language Support: Writing Interview Questions (TE p 525) English Language Support Lesson: Personal Interviews (On Realize)	Conventions: Capitalization (RP) (TE p 526) Writing to Sources: How- To Essay (RP) (TE p 527) Personalize for Learning English Language Support: Capitalization (TE p 526)



iLit ELL Level B					
iLit Library Helen Keller: The Story of My Life Optimism A New Day	Multimedia Project Unit 5 Lessons 1–10: Work Time	Text: The Fabulous Perpetual Motion Machine Strategy Unit 3 Lesson 2-6 Research a Topic Unit 4 Lesson 3: Whole Group Unit 5 Lesson 1: Whole Group	Use a Dictionary or Glossary Unit 2 Lesson 48–49: Vocabulary Word Origins (examples) Unit 2 Lessons 12, 14, 32: Vocabulary Unit 5 Lessons 4, 7: Vocabulary	Assignments: Grammar Study Plan Unit 6 Lessons 11–15: Grammar Study Plan: Part 4: Skill 24: Capitalization	

DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
PERFORMANCE TASK: Speaking and Listening	PERFORMANCE TASK: Speaking and Listening	INTRODUCE INDEPENDENT LEARNING	INDEPENDENT LEARNING	PERFORMANCE-BASED ASSESSMENT
Focus	Focus			
Present Multimedia Profiles	Present Multimedia Profiles			
SE pp 528-529	SE p 529	SE pp 530-531	SE pp 532-534	SE pp 535-537
PERFORMANCE TASK	PERFORMANCE TASK	Essential Question	MAKING MEANING	PERFORMANCE-BASED
Present Multimedia Profiles	Present and Evaluate	How do we overcome obstacles?	First Read	ASSESSMENT PREP
As a group, students present	Students present as a group	Obstacles?	Students Notice, Annotate,	Review Evidence for an
a series of profiles to address	and use checklist items to	Independent Learning	Connect, Respond as they	informative Essay
the question: How do people	evaluate.	Strategies	read the selection the first	Students evaluate the
overcome enormous	OT AND ADDO	Create a Schedule	time.	strength of their evidence
challenges?	SL.7.1.a; SL.7.4; SL.7.5	Practice what you have	GFirst-Read Guide	Evidence Log
Plan with Your Group		learnedTake Notes		Students add notes and
Students analyze the text,		• Take Notes	Close-Read Guide	evidence that will be used to
gather details and media, and		0	Close-Read Guide	inform the Performance-
organize their ideas.		Independent Learning Strategies		Based Assessment.
Rehearse with Your Group		Strategies	Close Read the Text Students will review the Close	Writing to Sources:
Students practice the		Table of Contents Preview	Read Model and complete the	Informative Essay
presentation, fine-tune the		Preview the selections in the	close read sections in the	Students will write an essay
content, improve their use of media, and brush up on		unit and discuss how they relate to the EQ and unit	selection.	to answer the following: How can people overcome
presentation techniques.		topic.	Analyze the Text	adversity in the face of
		Contents	Students will respond to	overwhelming obstacles?
STANDARDS		Contents	questions about the text,	Informative Facey Dubrie
W.7.2; W.7.9			citing textual evidence.	Informative Essay Rubric Students use the rubric to
			Quick Write	guide their revisions.
			Students write about a	•
			paragraph that grabbed their	STANDARDS W.7.1.a-b; W.7.4; W.7.9;
			interest.	W.7.10
			Share Your Independent	
			Learning	
			Students share what they learned from independent	
			learning with a group and	
			reflect on how it adds to their	
			understanding of	
			Individualism.	

			Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. STANDARDS RL.7.10; RI.7.10; SL.7.6	
myPerspectives ELL Support				
			Accessible Leveled Texts for Independent Learning Selections (On Realize)	
iLit ELL Level B				
Multimedia Project Unit 5 Lessons 1–10: Work Time	Multimedia Project Unit 5 Lessons 1–10: Work Time	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation Unit 2 Lessons 2, 4, 7, 9, 14: Collaborative Discussion Unit 3 Lessons 2, 4, 7: Small- Group Discussion	Make Connections Unit 3 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 1: Whole Group Unit 6 Lesson 7: Nead Aloud, Think Aloud Unit 6 Lesson 16: Whole Group	Informative Writing (example) Unit 6 Lessons 12-14: Work Time

DAY 36

PERFORMANCE-BASED ASSESSMENT

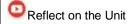
SE pp 538-539

PERFORMANCE-BASED ASSESSMENT

Speaking and Listening: Oral Presentation Students will use their essay as the foundation for a multimedia presentation.

Reflect on the Unit

Students reflect on Unit goals, learning strategies, and the text.





STANDARDS W.7.5; SL.7.4; SL.7.5

iLit ELL Level B

Multimedia Project Unit 5 Lessons 1–10: Work Time

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