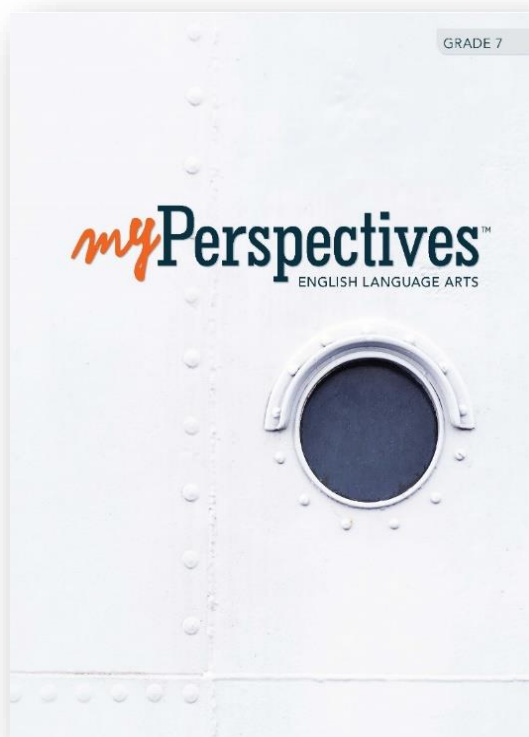




# Grade 7 Unit Planning Guide



# myPerspectives Unit Planning Guide

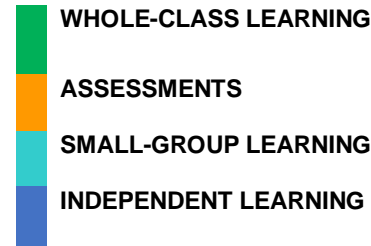
GRADE 7 | UNIT 1: **Generations**

ESSENTIAL QUESTION: *What can one generation learn from another?*

PERFORMANCE BASED ASSESSMENT: **Nonfiction Narrative**

NOTES:

## INSTRUCTIONAL MODEL



### 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.
- Integrate audio, visuals, and text in presentations.

## 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)

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## Small-Group Learning

- News Article: *Tutors Teach Seniors New High-Teach Tricks*, Jennifer Luden (1020L)
- Memoir: *from Mom & Me & Mom*, Maya 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.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>UNIT INTRODUCTION</b></p> <p>SE pp 2-5</p>	<p><b>UNIT INTRODUCTION</b></p> <p>SE pp 5-9</p>	<p><b>OVERVIEW</b> Whole-Class Learning</p> <p>SE pp 10-11</p>	<p><b>SELECTION</b> Anchor Text Two Kinds from The Joy Luck Club Amy Tan</p> <p>SE pp 12-25</p>	<p><b>SELECTION</b> Anchor Text Two Kinds from The Joy Luck Club Amy Tan</p> <p>SE pp 26-27</p>
<p><b>Unit Goals</b> Students will deepen their perspective about different generations by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p><b>Academic Vocabulary</b> dialogue, consequence, perspective, notable, contradict</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 1 Answer Key</p> <p><b>STANDARDS</b> L.7.6</p>	<p><b>Launch Text</b> Students will read “Grounded.” They will then be able to participate in discussions about generations.</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p><b>Summary</b> Students write a summary of the Launch Text.</p> <p><b>Launch Activity</b> Students participate in an activity related to the unit theme.</p> <p><b>QuickWrite</b> Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p>	<p><b>Essential Question</b> <i>What can one generation learn from another?</i></p> <p><b>Whole-Class Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Listen actively</li> <li>• Clarify by asking questions</li> <li>• Monitor understanding</li> <li>• Interact and share ideas</li> </ul> <p> Whole-Class Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> lamented, indignity, reproach, discordant, squabbling, devastated</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Two Kinds: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Two Kinds: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b> Students conduct research on an aspect of the text they find interesting.</p>	<p><b>MAKING MEANING</b></p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Analyze Craft &amp; Structure Character and Point of View</b> Students will analyze character traits, motives and point of view.</p> <p> Analyze Craft and Structure: Character and Point of View</p> <p> Analyze Craft and Structure: Character and Point of View (RP)</p> <p><b>STANDARDS</b> RL.7.1; RL.7.6</p>









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	 Performance-Based Assessment: Refining Your Thinking		<b>STANDARDS</b> RL.7.10	
<b>myPerspectives ELL Support</b>				
 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)
<b>iLit ELL Level B</b>				
<b>Classroom Conversation (examples)</b> Unit 2 Lesson 12: Collaborative Discussion Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion	<b>Summarizing</b> Unit 6 Lesson 21: Whole Group Unit 6 Lesson 22: Work Time	<b>Active Listening Routine</b> Unit 1 Lesson 4: Work Time  <b>Classroom Conversation (examples)</b> Unit 2 Lesson 12: Collaborative Discussion Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion	<b>iLit Library (text by Amy Tan)</b> Fish Cheeks  <u>Understand Idioms</u> Unit 4 Lesson 6: Whole Group Unit 4 Lessons 7–8: Read Aloud, Think Aloud & Work Time	<b>iLit Library (text by Amy Tan)</b> Fish Cheeks  <b>Compare and Contrast Two Characters</b> Unit 2 Lesson 15–16: Work Time  <b>Analyze Characters</b> Unit 3 Lessons 3-4: Work Time

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

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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		
<b>myPerspectives ELL Support</b>				
 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  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)
<b>iLit ELL Level B</b>				
<b>Use Prefixes and Suffixes</b> Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 4 Lesson 36: Work Time  <b>Nouns and Pronouns</b> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 43: Work Time	<b>Write a Narrative</b> Unit 1 Lessons 4–5: Work Time Unit 1 Lesson 1-5: Extra Practice  <b>Deliver a Speech</b> Unit 4 Lesson 36: Work Time	<b>Connecting Ideas</b> Unit 4 Lesson 13: Read Aloud, Think Aloud  <b>Research a Topic</b> Unit 4 Lesson 3: Whole Group Unit 5 Lesson 1: Whole Group	<b>Compare Point of View</b> Unit 6 Lesson 36: Whole Group; Work Time	<b>Multiple Meanings</b> Unit 2 Lesson 38: Vocabulary Unit 4 Lesson 9: Vocabulary Unit 4 Lesson 14: Vocabulary Unit 6 Lesson 43: Vocabulary

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

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

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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p><b>PERFORMANCE TASK: WRITING FOCUS</b> Write a Nonfiction Narrative</p> <p>SE pp 52-54</p>	<p><b>PERFORMANCE TASK: WRITING FOCUS</b> Write a Nonfiction Narrative</p> <p>SE p 55</p>	<p><b>PERFORMANCE TASK: WRITING FOCUS</b> Write a Nonfiction Narrative</p> <p>SE pp 56-57</p>	<p><b>OVERVIEW</b> Small-Group Learning</p> <p>SE pp 58-61</p>	<p><b>SELECTION</b> Tutors Teach Seniors New High-Tech Tricks Jennifer Ludden</p> <p>SE pp 62-66</p>
<p><b>PERFORMANCE TASK</b></p> <p><b>Write a Nonfiction Narrative</b> Students write a narrative answering the question: What unexpected event shows how a person can influence someone from a different generation?</p> <p><b>PreWriting/Planning</b> Students focus their topic, develop characters and gather details.</p> <p><b>Drafting</b> Students organize and write a first draft.</p> <p><b>STANDARDS</b> W.7.3.a-e; W.7.10</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Develop Technique: Finding Your Voice</b> Students think of ways they can develop their voice in their writing.</p> <p><b>STANDARDS</b> W.7.3.d</p>	<p><b>PERFORMANCE TASK</b></p> <p><b>Revising</b> Students evaluate and revise draft utilizing peer reviews.</p> <p><b>Editing and Proofreading</b> Students edit for conventions and proofread for accuracies.</p> <p><b>Publishing and Presenting</b> Students create a final version of their essay and share in small groups.</p> <p><b>Reflecting</b> Students reflect on their narrative essays.</p> <p><b>STANDARDS</b> W.7.3.a; W.7.3.d; W.7.3.e; W.7.4; W.7.5</p>	<p><b>Essential Question</b> <i>What can one generation learn from another?</i></p> <p><b>Small-Group Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Participate Fully</li> <li>• Support Others</li> <li>• Clarify</li> </ul> <p> Small-Group Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p><b>Working as a Team</b></p> <ul style="list-style-type: none"> <li>• Take a position</li> <li>• List your rules</li> <li>• Apply the rules</li> <li>• Name your group</li> <li>• Create a communication plan</li> </ul> <p><b>Making a Schedule</b> Students make a schedule with group for completing tasks.</p> <p><b>Working on Group Projects</b> Students choose specific roles for each member.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> struggling; impairments; frustrated</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Tutors Teach Seniors New High-Tech Tricks: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Tutors Teach Seniors New High-Tech Tricks: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the</p>













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
















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

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<p>Students identify conjunctions in sentences.</p> <p> Conventions: Conjunctions</p> <p> Conventions: Conjunctions (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Speaking and Listening: Multimedia Presentation</b> Students will give a presentation to include text, charts, images, videos, music, or other media</p> <p> Speaking and Listening: Multimedia Presentation</p> <p> Speaking and Listening: Multimedia Presentation (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Tutors Teach Seniors New High-Tech Tricks</p> <p><b>STANDARDS</b> RI.7.1; RI.7.2; W.7.7; SL.7.1; 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; L.7.3.a</p>		<p>Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure Narrative Nonfiction: Characterization</b> Students will analyze indirect characterization in the reading.</p> <p> Analyze Craft and Structure: Narrative Nonfiction: Characterization</p> <p> Analyze Craft and Structure: Narrative Nonfiction: Characterization (RP)</p> <p><b>Conventions: Independent and Dependent Clauses</b> Students identify independent and dependent clauses.</p> <p> Conventions: Independent and Dependent Clauses</p> <p> Conventions: Independent and Dependent Clauses (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: from Mom &amp; Me &amp; Mom</p> <p><b>STANDARDS</b> RI.7.1; RI.7.3; SL.7.1; L.7.1.a; L.7.4.b; L.7.4.d</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Media Vocabulary</b> Students complete activities related to the Media Vocabulary words: set, questions, tone</p> <p> Media Vocabulary</p> <p><b>STANDARDS</b> RI.7.10; SL.7.2; L.7.1; L.7.4; L.7.6</p>	
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myPerspectives ELL Support				
<p> Word Study: Suffix <i>-ment</i> (RP) (TE p 66)</p> <p> Analyze Craft and Structure: Development of Central Ideas (RP) (TE p 67)</p> <p> Conventions: Conjunctions (RP) (TE p 68)</p> <p> Speaking and Listening: Multimedia Presentation (RP) (TE p 69)</p> <p>Personalize for Learning English Language Support: Central Ideas (TE p 67)</p> <p> English Language Support Lesson: Development of Central Ideas (On Realize)</p> <p>Personalize for Learning English Language Support: Cognates (TE p 68)</p>	<p> Audio Summary</p> <p> from Mom &amp; Me &amp; Mom: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 72)</p>	<p> Word Study: Latin Prefix: <i>super-</i> (RP) (TE p 77)</p> <p> Analyze Craft and Structure: Narrative Nonfiction: Characterization (RP) (TE p 78)</p> <p> Conventions: Independent and Dependent Clauses (RP) (TE p 79)</p> <p>Personalize for Learning English Language Support: Independent and Dependent Clauses (TE p 79)</p> <p> English Language Support Lesson: Independent and Dependent Clauses (On Realize)</p>	<p> Audio Summary</p> <p>Personalize for Learning English Language Support: View Actively (TE p 81)</p>	
iLit ELL Level B				
<p><b>Identify Main Idea</b> Unit 2 Lesson 35: Whole Group Unit 4 Lessons 37, 47: Read Aloud, Think Aloud</p> <p><b>Conjunctions</b> Unit 1 Lesson 38: Whole Group; Work Time Unit 4 Lesson 35: Whole Group</p>	<p><b>iLit Library (selections by</b> Maya Angelou) Million Man March Human Family</p> <p><b>Figurative Language</b> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time Unit 7 Lessons 2–3: Work Time</p>	<p><b>"Taking a Stand for Civil Rights"</b> Unit 2 Lesson 34, 35</p> <p><b>Teacher Resources</b> Language Conventions Practice: Using Commas after Introductory Words, Phrases, and Clauses, 124</p>	<p><b>Ask Questions</b> Unit 2 Lesson 1: Whole Group Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time</p>	<p><b>Compare and Contrast</b> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time</p>

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

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<p>Students will respond to questions about the interview.</p> <p> Analyze the Media</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Media Vocabulary</b> Students complete activities related to the Media Vocabulary words: composition, light and shadow, perspective</p> <p> Media Vocabulary</p> <p><b>STANDARDS</b> RI.7.10; SL.7.2; L.7.6</p>		<p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: flung, catapulted, lurched</p> <p><b>Word Study: Connotations and Denotations</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Connotations and Denotations (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>STANDARDS</b> RL.7.1; RL.7.2; RL.7.4; RL.7.10; SL.7.1; L.7.4; L.7.4.a</p>	<p> Writing to Sources: Narrative Poem (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Mother to Son/To James</p> <p><b>STANDARDS</b> RL.7.4; W.7.3.a-b; W.7.3.d; W.7.5; W.7.9; W.7.9.a; L.7.5; L.7.5.c</p>	
<b>myPerspectives ELL Support</b>				
<p> Audio Summary</p> <p>Personalize for Learning English Language Support: Pronouns (TE p 87)</p>		<p> Audio Summary</p> <p> Mother to Son/To James: Accessible Text</p> <p> Word Study: Connotations and Denotations (RP) (TE p 100)</p>	<p> Analyze Craft and Structure: Figurative Language: Symbolism (RP) (TE p 101)</p> <p> Author's Style: Rhythm and Repetitions (RP) (TE p 102)</p>	







		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)	
<b>iLit ELL Level B</b>				
<b>Background Video</b> Unit 6 Lesson 36: Whole Group  <b>Assignments: Grammar Study Plan</b> Unit 2 Lessons 11–15: Part 3: Skill 3: Pronouns	<b>Multimedia Project</b> Unit 5 Lessons 1–5, 7: Work Time	<b>iLit Library (texts by Langston Hughes)</b> Thank You M'am  <b>Recognize Connotations</b> Unit 2 Lesson 14: Vocabulary	<b>Figurative Language</b> Unit 2 Lesson 41: Whole Group Unit 7 Lessons 2–3: Work Time  <b>Characteristics of Poems</b> Unit 7 Lesson 2: Read Aloud, Think Aloud	<b>Present Narrative Essay</b> Unit 2 Lesson 38: Work Time

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DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
<p><b>PERFORMANCE TASK:</b> <b>Speaking and Listening Focus</b> Present a Nonfiction Narrative</p> <p>SE p 105</p>	<p><b>PERFORMANCE TASK:</b> <b>Speaking and Listening Focus</b> Present a Nonfiction Narrative</p> <p>SE p 105</p>	<p><b>INTRODUCE INDEPENDENT LEARNING</b></p> <p>SE pp 106-107</p>	<p><b>INDEPENDENT LEARNING</b></p> <p>SE pp 108-110</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 111-113</p>
<p><b>PERFORMANCE TASK</b></p> <p><b>Rehearse with Your Group</b> Students review requirements, fine-tune the content and brush up on presentation techniques.</p> <p><b>STANDARDS</b> SL.7.1; SL.7.1.a; SL.7.1.b; SL.7.2</p>	<p><b>PERFORMANCE TASK</b></p> <p><b>Present and Evaluate</b> Students present as a group and use checklist items to evaluate.</p> <p><b>STANDARDS</b> SL.7.4; SL.7.6</p>	<p><b>Essential Question</b></p> <p><i>What can one generation learn from another?</i></p> <p><b>Independent Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Create a Schedule</li> <li>• Practice what you have learned</li> <li>• Take Notes</li> </ul> <p> Independent Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p><b>MAKING MEANING</b></p> <p><b>First-Read Guide</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First Read Guide</p> <p><b>Close-Read Guide</b></p> <p> Close Read Guide</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Quick Write</b> Students write about a paragraph that grabbed their interest.</p> <p><b>Share Your Independent Learning</b> 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.</p>	<p><b>PERFORMANCE-BASED ASSESSMENT PREP</b></p> <p><b>Review Notes for a Nonfiction Narrative</b> Students evaluate the strength of their content.</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>Writing to Sources: Nonfiction Narrative</b> Students will write a nonfiction narrative responding to the prompt:</p> <p><i>In what situations can one generation learn from another?</i></p> <p><b>Nonfiction Narrative Rubric</b> Students use the rubric to guide their revisions.</p> <p><b>STANDARDS</b> W.7.3.a-e; W.7.9; W.7.10</p>

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

<b>DAY 36</b>
<b>PERFORMANCE-BASED ASSESSMENT</b>
SE pp 114-115
<b>PERFORMANCE-BASED ASSESSMENT</b>
<p><b>Speaking and Listening: Multimedia Presentation</b> Students will use their narrative as the foundation for a multimedia presentation.</p> <p><b>Reflect on the Unit</b> Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p><b>STANDARDS</b> SL.7.4; SL.7.5</p>
<b>iLit ELL Level B</b>
<p><b>Multimedia Project</b> Unit 5 Lessons 1–5, 7: Work Time</p>

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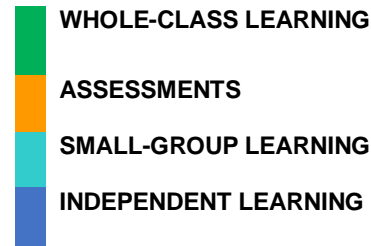
## GRADE 7 | UNIT 2: A Starry Home

ESSENTIAL QUESTION: *Should we make a home in space?*

PERFORMANCE BASED ASSESSMENT: **Argument**

NOTES:

## INSTRUCTIONAL MODEL



## 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 &amp; 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

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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

##### 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.

#### Unit Reflection















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

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>UNIT INTRODUCTION</b>	<b>UNIT INTRODUCTION</b>	<b>OVERVIEW</b> Whole-Class Learning	<b>SELECTION</b> Anchor Text Dark They Were, and Golden-Eyed Ray Bradbury	<b>SELECTION</b> Anchor Text Dark They Were, and Golden-Eyed Ray Bradbury
SE pp 116-119	SE pp 120-123	SE pp 124-125	SE pp 126-134	SE pp 135-140
<p><b>Unit Goals</b> Students will deepen their perspective on the space exploration by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p><b>Academic Vocabulary</b> justify, alternative, certainty, discredit, assumption</p> <p> Home Connection Letter  Spanish Home Connection Letter  Unit 2 Answer Key</p> <p><b>STANDARDS</b> L.7.6</p>	<p><b>Launch Text</b> Students will read “<i>Leaving Main Street.</i>” Students then participate in discussions about starry homes.</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p><b>Summary</b> Students write a summary of the Launch Text.</p> <p><b>Launch Activity</b> Students participate in an activity related to the unit theme.</p> <p><b>QuickWrite</b> Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log  Performance-Based Assessment: Refining Your Thinking</p>	<p><b>Essential Question</b> <i>Should we make a home in space?</i></p> <p><b>Whole-Class Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Listen actively</li> <li>• Clarify by asking questions</li> <li>• Monitor understanding</li> <li>• Interact and share ideas</li> </ul> <p> Whole-Class Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> submerged, canals, atmosphere, forlorn, immense, mosaic</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio  Dark They Were, and Golden-Eyed: Accessible Leveled Text</p> <p><b>STANDARDS</b> RL.7.10</p>	<p><b>MAKING MEANING</b></p> <p><b>Read the Selection</b></p> <p> Selection Audio  Dark They Were, and Golden-Eyed: Accessible Leveled Text</p> <p><b>STANDARDS</b> RL.7.10</p>





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 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				
<b>Routine Cards</b> Rules for Conversation Routine Active Listening Routine Collaborative Conversation Routine  <b>Discussion Opportunities</b> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation	<b>Summarize Text</b> Unit 6 Lesson 21: Whole Group Unit 6 Lesson 22: Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time	<b>Active Listening Routine</b> Unit 1 Lesson 4: Work Time  <b>Classroom Conversation</b> Unit 2 Lesson 12: Collaborative Discussion Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion	<b>iLit Library Science Fiction Selections</b> Space Cadet Moonface Virtual Reality Three Moons  <b>Multiple Meanings</b> Unit 2 Lesson 38: Vocabulary Unit 4 Lesson 9: Vocabulary	<b>iLit Library Science Fiction Selections</b> Space Cadet Moonface Virtual Reality Three Moons  <b>Multiple Meanings</b> Unit 2 Lesson 38: Vocabulary Unit 4 Lesson 9: Vocabulary


















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





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	 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				
<b>Text: <i>Human Body Systems</i></b> Unit 4 Lesson 48-49  <b>iLit Library Science Fiction Selections</b> Space Cadet Moonface	<b>Figurative Language</b> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time Unit 7 Lessons 2–3: Work Time	<b>Synonyms and Antonyms</b> Unit 2 Lesson 32: Whole Group Unit 2 Lesson 33: Work Time Unit 4 Lesson 6: Whole Group Unit 4 Lesson 7: Work Time	<b>Adverbs</b> Unit 4 Lesson 21: Vocabulary Unit 4 Lesson 23: Work Time Unit 6 Lesson 18: Read Aloud, Think Aloud  <b>Adjectives</b> Unit 6 Lesson 19: Read Aloud, Think Aloud	<b>iLit Library Science Fiction Selections</b> Space Cadet Moonface Virtual Reality  <b>Text: <i>Changing Matter (science text)</i></b> Unit 4 Lesson 44, 46-47

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

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		<p>Students research one unfamiliar detail from the text.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Analyze Craft and Structure: Text Structure: Informative Writing</b> Students will identify key information in the article.</p> <p> Analyze Craft and Structure: Informative Writing</p> <p> Analyze Craft and Structure: Informative Writing (RP)</p> <p><b>STANDARDS</b> RI.7.10</p>	<p> Conventions: Action Verbs and Linking Verbs (RP)</p> <p><b>STANDARDS</b> L.7.1; L.7.4.b</p>	<p>Mars Could Bore You to Death!</p> <p><b>STANDARDS</b> W.7.1.a, W.7.1.b, W.7.1.d, W.7.1.e, W.7.7; SL.7.4; SL.7.5</p>
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	<p>Personalize for Learning English Language Support: Word Forms (TE p 150)</p> <p> English Language Support Lesson: Comparatives and Superlatives (On Realize)</p>	<p> Audio Summary</p> <p> Danger! This Mission to Mars Could Bore You to Death!: Accessible Leveled Text</p> <p> Analyze Craft and Structure: Informative Writing (RP) (TE p 159)</p> <p>Personalize for Learning English Language Support: Idioms (TE p 156)</p> <p>Personalize for Learning English Language Support: Words Used in Comparisons (TE p 158)</p>	<p> Word Study: Latin Prefix: <i>sub-</i> (RP) (TE p 160)</p> <p> Conventions: Action Verbs and Linking Verbs (RP) (TE p 161)</p>	<p> Writing to Compare: Blog Post (RP) (TE p 162)</p> <p> Speaking and Listening: Visual Presentation (RP) (TE p 163)</p> <p>Personalize for Learning English Language Support: Evaluating a Blog Post (TE p 162)</p> <p> English Language Support Lesson: Blog Post (On Realize)</p>
<b>iLit ELL Level B</b>				
<p><b>Routine Cards</b> Active Listening Routine Collaborative Conversation Routine</p> <p><b>Discussion Opportunities</b> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</p>	<p><b>Compare Information from Different Sources</b> Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Work Time</p>	<p><b>iLit Library</b> Ellen Ochoa: Reaching for the Stars Astronauts Take Flight Chris Hatfield: The Spacemen Who Set the World A-Twitter</p>	<p><b>Use Prefixes and Suffixes</b> Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group</p> <p><b>Assignments: Grammar Study Plan</b> Unit 2 Lessons 11–15: Part 4: Skill 4: Verbs</p>	<p><b>Introduce Genre: Blog</b> Unit 4 Lesson 37: Read Aloud, Think Aloud</p>







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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p><b>PERFORMANCE TASK: WRITING FOCUS</b> Write an Argument</p> <p>SE pp 164-166</p>	<p><b>PERFORMANCE TASK: WRITING FOCUS</b> Write an Argument</p> <p>SE p 167</p>	<p><b>PERFORMANCE TASK: WRITING FOCUS</b> Write an Argument</p> <p>SE pp 168-169</p>	<p><b>OVERVIEW</b> Small-Group Learning</p> <p>SE pp 170-173</p>	<p><b>SELECTION</b> Future of Space Exploration Could See Humans on Mars, Alien Planets Nola Taylor Redd</p> <p>SE pp 174-179</p>
<p><b>PERFORMANCE TASK</b></p> <p><b>Write an Editorial</b> Students write an editorial responding to the question: Do the benefits of exploring Mars outweigh the risks?</p> <p><b>PreWriting/Planning</b> Students develop a claim, gather evidence, and connect across texts.</p> <p><b>Drafting</b> Students organize and write a first draft.</p> <p><b>STANDARDS</b> W.7.1.a-c; W.7.1.e; W.7.4; W.7.10</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Conventions: Revising for Correct Verb Tense</b> Students identify verb tenses and correct mistakes in sentences.</p> <p><b>STANDARDS</b> L.7.1; L.7.2.a</p>	<p><b>PERFORMANCE TASK</b></p> <p><b>Revising</b> Students evaluate and revise draft utilizing peer reviews.</p> <p><b>Editing and Proofreading</b> Students edit for conventions and proofread for accuracies.</p> <p><b>Publishing and Presenting</b> Students create a final version of their editorial and share in small groups.</p> <p><b>Reflecting</b> Students reflect on their editorials.</p> <p><b>STANDARDS</b> W.7.1.a; W.7.1.c; W.7.1.d; W.7.5</p>	<p><b>Essential Question</b></p> <p><i>Should we make a home in space?</i></p> <p><b>Small-Group Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Participate Fully</li> <li>• Support Others</li> <li>• Clarify</li> </ul> <p> Small-Group Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p><b>Working as a Team</b></p> <ul style="list-style-type: none"> <li>• Take a position</li> <li>• List your rules</li> <li>• Apply the rules</li> <li>• Name your group</li> <li>• Create a communication plan</li> </ul> <p><b>Making a Schedule</b> Students make a schedule with group for completing tasks.</p> <p><b>Working on Group Projects</b> Students choose specific roles for each member.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> colonize; planetary; interstellar</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <ul style="list-style-type: none"> <li> Selection Audio</li> <li> Future of Space Exploration Could See Humans on Mars, Alien Planets: Accessible Leveled Text</li> </ul> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Future of Space Exploration Could See Humans on Mars, Alien Planets: First Read Extension Questions</p> <p><b>Research to Clarify</b></p>

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				<p>Students choose one unfamiliar scientific detail of the text to research.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyzing the Text</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: colonize; planetary; interstellar</p> <p><b>Word Study: Latin Suffix: -ary</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Suffix: -ary (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure: Development of Ideas: Text Structure</b></p>
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				<p>Students will identify various types of details used in the article.</p> <p> Analyze Craft and Structure: Development of Ideas: Text Structure</p> <p> Analyze Craft and Structure: Text Structure (RP)</p> <p><b>STANDARDS</b>                  RI.7.10; SL.7.1; L.7.4.a; L.7.4.b; L.7.4.c; L.7.4.d</p>
<b>myPerspectives ELL Support</b>				
	Personalize for Learning English Language Support: Verb Tenses (TE p 167)	Personalize for Learning English Language Support: Word Forms (TE p 169)		<p> Audio Summary</p> <p> Future of Space Exploration Could See Humans on Mars, Alien Planets: Accessible Leveled Text</p> <p> Word Study: Latin Suffix: -ary (RP) (TE p 178)</p> <p> Analyze Craft and Structure: Text Structure(RP) (TE p 179)</p>
<b>iLit ELL Level B</b>				
<p><b>Argumentative Writing</b>                  Unit 2 Lesson 21: Whole Group                  Unit 2 Lessons 22–24: Work Time                  Unit 4 Lesson 23-25, 27, 28-29, 32-38</p>	<p><b>Argumentative Writing</b>                  Unit 2 Lessons 22–24: Work Time                  Unit 4 Lesson 23-25, 27, 28-29, 32-38</p> <p><b>Assignments: Grammar Study Plan</b>                  Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p>	<p><b>Argumentative Writing</b>                  Unit 2 Lesson 21: Whole Group                  Unit 2 Lessons 22–24: Work Time                  Unit 4 Lesson 23-25, 27, 28-29, 32-38</p>	<p><b>Whole Class/Small Group Discussion</b>                  Unit 3 Lesson 7: Classroom Conversation                  Unit 3 Lesson 9: Classroom Conversation                  Unit 4 Lesson 27: Classroom Conversation</p>	<p><b>Understand Text Structure</b>                  Unit 2 Lesson 44: Read Aloud, Think Aloud                  Unit 6 Lesson 49: Read Aloud, Think Aloud</p> <p><b>Use Prefixes and Suffixes</b>                  Unit 2 Lesson 36: Whole Group; Work Time                  Unit 4 Lesson 15: Whole Group</p>

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


















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










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


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

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

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	<p> Analyze the Media</p> <p><b>STANDARDS</b> RI.7.10; L.7.6</p>		<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>STANDARDS</b> RI.7.10; L.7.4</p>	<p>Students analyze types of sentences.</p> <p> Conventions: Sentence Functions and End Marks</p> <p> Conventions: Sentence Functions and End Marks (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Research: Informational Report</b> Students write a report on Neil deGrasse Tyson, Mars, or the rover <i>Curiosity</i>.</p> <p> Research: Informational Report</p> <p> Research: Informational Report (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i></p> <p><b>STANDARDS</b> RI.7.4; RI.7.6; RI.7.8; W.7.2; W.7.7; W.7.8; L.7.1; L.7.3; L.7.4.c</p>
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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				
<b>Introduce Genre: Short Story; “A Boy and His Dog”</b> Unit 6 Lesson 30-31, 36  <b>Write a Narrative</b> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group	<b>Domain-Specific Vocabulary</b> Unit 4 Lesson 49: Read Aloud, Think Aloud  <b>iLit Library</b> Ellen Ochoa: Reaching for the Stars Astronauts Take Flight	<b>iLit Library</b> Ellen Ochoa: Reaching for the Stars Astronauts Take Flight  <b>Discussion Opportunities</b> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation	<b>iLit Library</b> Ellen Ochoa: Reaching for the Stars Astronauts Take Flight  <b>Support an Opinion</b> Unit 6 Lesson 18: Whole Group	<b>Plan an Opinion</b> Unit 6 Lesson 18: Work Time  <b>Sentence Variety</b> Unit 6 Lesson 14: Work Time  <b>Assignments: Grammar Study Plan</b> Unit 2 Lessons 11–15: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 2: Skill 12: Complete Sentences




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DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
<p><b>PERFORMANCE TASK:</b> <b>Speaking and Listening Focus</b> Present an Argument</p> <p>SE pp 212-213</p> <p><b>PERFORMANCE TASK</b></p> <p><b>Present an Argument</b> As a group, students present a multimedia presentation strong evidence to support arguments about Space Exploration.</p> <p><b>Plan with Your Group</b> Students analyze the text, gather evidence, and organize your ideas.</p> <p><b>Rehearse with Your Group</b> Students practice the presentation, fine-tune the content, improve their use of media, and brush up on presentation techniques.</p> <p><b>STANDARDS</b> SL.7.4</p>	<p><b>PERFORMANCE TASK:</b> <b>Speaking and Listening Focus</b> Present an Argument</p> <p>SE p 213</p> <p><b>PERFORMANCE TASK</b></p> <p><b>Present and Evaluate</b> Students present as a group and use checklist items to evaluate.</p> <p><b>STANDARDS</b> SL.7.4; SL.7.5</p>	<p><b>INTRODUCE INDEPENDENT LEARNING</b></p> <p>SE pp 214-215</p> <p><b>Essential Question</b> <i>Should we make a home in space?</i></p> <p><b>Independent Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Create a Schedule</li> <li>• Practice what you have learned</li> <li>• Take Notes</li> </ul> <p> Independent Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p><b>INDEPENDENT LEARNING</b></p> <p>SE pp 216-218</p> <p><b>MAKING MEANING</b></p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p><b>Close-Read Guide</b></p> <p> Close-Read Guide</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Quick Write</b> Students write about a paragraph that grabbed their interest.</p> <p><b>Share Your Independent Learning</b> Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of Individualism.</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 219-221</p> <p><b>PERFORMANCE-BASED ASSESSMENT PREP</b></p> <p><b>Review Evidence for an Argument</b> Students evaluate the strength of their evidence</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>Writing to Sources: Argument</b> Students will write an argument to answer the following: Should we spend valuable resources on space exploration?</p> <p><b>Argument Rubric</b> Students use the rubric to guide their revisions.</p> <p><b>STANDARDS</b> W.7.1.a; W.7.1.b; W.7.10</p>

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



<b>DAY 36</b>
<b>PERFORMANCE-BASED ASSESSMENT</b>
SE pp 222-223
<b>PERFORMANCE-BASED ASSESSMENT</b>
<b>Speaking and Listening: Oral Presentation</b> Students will use their argumentative essay as the foundation for an oral presentation.
<b>Reflect on the Unit</b> Students reflect on Unit goals, learning strategies, and the text.
 Reflect on the Unit
  Unit Test
<b>iLit ELL Level B</b>
<b>Present an Opinion Essay</b> Unit 4 Lesson 37-38: Work Time

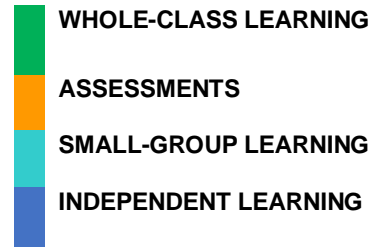
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GRADE 7 | UNIT 3: **Turning Points**

ESSENTIAL QUESTION: *What can cause a sudden change in someone's life?*

PERFORMANCE BASED ASSESSMENT: **Explanatory Essay**

NOTES:

**INSTRUCTIONAL MODEL****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

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## 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**

Part 1 – Writing to Sources: Explanatory Essay

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.

**Unit Reflection**















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.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>UNIT INTRODUCTION</b>	<b>UNIT INTRODUCTION</b>	<b>OVERVIEW</b> Whole-Class Learning	<b>SELECTION</b> Anchor Text A Christmas Carol: Scrooge and Marley, Act I Israel Horovitz	<b>SELECTION</b> Anchor Text A Christmas Carol: Scrooge and Marley, Act I Israel Horovitz
SE pp 224-227	SE pp 228-231	SE pp 232-233	SE pp 234-246	SE pp 247-259
<p><b>Unit Goals</b> Students will deepen their perspective about turning points in people’s lives by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p><b>Academic Vocabulary</b> contribute; consistent; maintain; observation; sufficient</p> <p> Home Connection Letter  Spanish Home Connection Letter  Unit 3 Answer Key</p> <p><b>STANDARDS</b> L.7.6</p>	<p><b>Launch Text</b> Students will read “<i>At the Crossroads.</i>” They will then be able to participate in discussions about turning points.</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p><b>Summary</b> Students write a summary of the Launch Text.</p> <p><b>Launch Activity</b> Students participate in an activity related to the unit theme.</p> <p><b>QuickWrite</b> Students write a response to the QuickWrite prompt: <i>What are the most effective tools for establishing and preserving freedom?</i></p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p>	<p><b>Essential Question</b> <i>What can cause a sudden change in someone’s life?</i></p> <p><b>Whole-Class Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Listen actively</li> <li>• Clarify by asking questions</li> <li>• Monitor understanding</li> <li>• Interact and share ideas</li> </ul> <p> Whole-Class Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> covetous; morose; resolute; impossible; malcontent; miser</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio  A Christmas Carol, Act I: Accessible Text</p> <p><b>STANDARDS</b> RL.7.10</p>	<p><b>MAKING MEANING</b></p> <p><b>Read the Selection</b></p> <p> Selection Audio  A Christmas Carol, Act I: Accessible Text</p> <p><b>STANDARDS</b> RL.7.10</p>







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	 Performance-Based Assessment: Refining Your Thinking			
<b>myPerspectives ELL Support</b>				
 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)
<b>iLit ELL Level B</b>				
<b>Independent Reading</b> Unit 3 Lesson 1: Time to Read  <b>Introduce: Drama</b> Unit 3 Lesson 1: Whole Group	<b>Summarize Text</b> Unit 6 Lesson 21: Whole Group Unit 6 Lesson 22: Work Time	<b>Active Listening Routine</b> Unit 1 Lesson 4: Work Time  <b>Classroom Conversation</b> Unit 2 Lesson 12: Collaborative Discussion Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion	<b>Introduce: Drama; Difference Between Drama, Novel, Poetry</b> Unit 3 Lesson 1: Whole Group	<b>Elements of Drama</b> Unit 3 Lesson 2: Work Time

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DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p><b>SELECTION</b> Anchor Text A Christmas Carol: Scrooge and Marley, Act I Israel Horovitz</p> <p>SE pp 259-260</p>	<p><b>SELECTION</b> Anchor Text A Christmas Carol: Scrooge and Marley, Act I Israel Horovitz</p> <p>SE p 261</p>	<p><b>SELECTION</b> Anchor Text A Christmas Carol: Scrooge and Marley, Act I Israel Horovitz</p> <p>SE p 262</p>	<p><b>SELECTION</b> Anchor Text A Christmas Carol: Scrooge and Marley, Act I Israel Horovitz</p> <p>SE p 263</p>	<p><b>SELECTION</b> A Christmas Carol: Scrooge and Marley, Act II Israel Horovitz</p> <p>SE pp 264-291</p>
<p><b>MAKING MEANING</b></p> <p><b>Comprehension Check</b> Students complete comprehension questions.  A Christmas Carol, Act I: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p>	<p><b>MAKING MEANING</b></p> <p><b>Analyze Craft and Structure: Text Structure: Dialogue in Drama</b> Students will identify examples of dialogue.  Analyze Craft and Structure: Text Structure: Dialogue in Drama  Analyze Craft and Structure: Text Structure: Dialogue in Drama (RP)</p> <p><b>STANDARDS</b> RL.7.3; RL.7.5</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: covetous; resolute; malcontent; morose; impossible; miser</p> <p><b>Word Study: Latin Prefix: mal-</b>  Concept Vocabulary and Word Study  Word Study: Latin Prefix: mal- (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>STANDARDS</b> L.7.4.b; L.7.4.c</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Conventions: Subject-Verb Agreement</b> Students identify examples of subject-verb agreement in sentences.  Conventions: Subject-Verb Agreement  Conventions: Subject-Verb Agreement (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>SELECTION TEST</b>   Selection Test: A Christmas Carol, Act I</p> <p><b>STANDARDS</b> L.7.1</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> parallel; altered; strive; dispelled; earnest; infinitely</p> <p><b>First Review</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction</p> <p><b>Read the Selection</b>  Selection Audio  A Christmas Carol, Act II: Accessible Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.  A Christmas Carol, Act II: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students choose one unfamiliar detail from the text to research.</p> <p><b>STANDARDS</b> RI.7.10</p>

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

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

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






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<p>parallel; altered; strive; dispelled; earnest; infinitely</p> <p><b>Word Study: Greek Prefix: para-</b> Students complete activities related to the Greek Prefix para-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Greek Prefix: para- (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Conventions: Sentence Structures</b> Students identify examples of sentence structure.</p> <p> Conventions and Style: Sentence Structures</p> <p> Conventions and Style: Sentence Structures (RP)</p> <p><b>STANDARDS</b> 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</p>	<p>  Selection Test: A Christmas Carol, Act II</p> <p><b>STANDARDS</b> W.7.1.a-e; W.7.7; W.7.9.a; SL.7.4; SL.7.5</p>			
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myPerspectives ELL Support				
<p> Analyze Craft and Structure: Stage Directions (RP) (TE p 293)</p> <p> Word Study: Greek Prefix: <i>para-</i> (RP) (TE p 294)</p> <p> Conventions and Style: Sentence Structures (RP) (TE p 295)</p> <p>Personalize for Learning English Language Support: Understanding Stage Directions (TE p 293)</p> <p> English Language Support Lesson: Stage Directions (On Realize)</p> <p>Personalize for Learning English Language Support: Subjects and Verbs (TE p 295)</p>	<p> Writing to Sources: Explanatory Essay (RP) (TE p 296)</p> <p> Speaking and Listening: Costume Plans (RP) (TE p 297)</p>	<p> Audio Summary</p>		<p>Personalize for Learning English Language Support: Comparison (TE p 302)</p>
iLit ELL Level B				
<p><b>Elements of Drama</b> Unit 3 Lesson 2: work Time</p> <p><b>Sentences</b> Unit 4 Lesson 35: Whole Group Unit 6 Lesson 14: Work Time Unit 7 Lesson 3: Work Time</p>	<p><b>Write an Explanatory Essay</b> Unit 6 Lessons: 28, 32–35, 37–39: Work Time</p>	<p><b>Text: <i>The Stormi Giovani Club</i> (play/drama)</b> Unit 3 Lesson 7-917-19,</p>	<p><b>Text: <i>The Stormi Giovani Club</i> (play/drama)</b> Unit 3 Lesson 7-917-19,</p>	<p><b>Reading Strategy: Compare and Contrast</b> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time</p>

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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p><b>PERFORMANCE TASK:</b> <b>WRITING FOCUS</b> Write an Explanatory Essay</p> <p>SE pp 304-306</p>	<p><b>PERFORMANCE TASK:</b> <b>WRITING FOCUS</b> Write an Explanatory Essay</p> <p>SE p 307</p>	<p><b>PERFORMANCE TASK:</b> <b>WRITING FOCUS</b> Write an Explanatory Essay</p> <p>SE pp 308-309</p>	<p><b>OVERVIEW</b> Small-Group Learning</p> <p>SE pp 310-313</p>	<p><b>SELECTION</b> Thank You, M'am Langston Hughes</p> <p>SE pp 314-319</p>
<p><b>PERFORMANCE TASK</b></p> <p><b>Write an Explanatory Cause-and-Effect Essay</b> Students write an essay responding to the question: How does Scrooge's character transform over the course of the play?</p> <p><b>PreWriting/Planning</b> Students develop ideas and connect across texts.</p> <p><b>Drafting</b> Students organize and write a first draft.</p> <p><b>STANDARDS</b> W.7.2.a-c; W.7.10</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Conventions: Revise Sentences to Heighten Interest</b> Students use a variety of sentence structures to heighten reader' interest.</p> <p><b>STANDARDS</b> W.7.1.d; L.7.1.b; L.7.3.a</p>	<p><b>PERFORMANCE TASK</b></p> <p><b>Revising</b> Students evaluate and revise draft utilizing peer reviews.</p> <p><b>Editing and Proofreading</b> Students edit for conventions and proofread for accuracies.</p> <p><b>Publishing and Presenting</b> Students create a final version of their essay and share in small groups.</p> <p><b>Reflecting</b> Students reflect on their essays.</p> <p><b>STANDARDS</b> W.7.1.d-f; W.7.5; W.7.6</p>	<p><b>Essential Question</b></p> <p><i>What can cause a sudden change in someone's life?</i></p> <p><b>Small-Group Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Participate Fully</li> <li>• Support Others</li> <li>• Clarify</li> </ul> <p> Small-Group Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p><b>Working as a Team</b></p> <ul style="list-style-type: none"> <li>• Take a position</li> <li>• List your rules</li> <li>• Apply the rules</li> <li>• Name your group</li> <li>• Create a communication plan</li> </ul> <p><b>Making a Schedule</b> Students make a schedule with group for completing tasks.</p> <p><b>Working on Group Projects</b> Students choose specific roles for each member.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> permit; release; contact</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Thank You, M'am : Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Thank You, M'am: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research a topic that will help them better understand the text.</p> <p><b>STANDARDS</b> RI.7.10; L.7.4.a</p>

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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				
<b>Write an Explanatory Essay</b> Unit 6 Lessons: 28, 32–35, 37–39: Work Time	<b>Write an Explanatory Essay</b> Unit 6 Lessons: 28, 32–35, 37–39: Work Time  <b>Write Sentences</b> Unit 4 Lesson 44: Vocabulary Unit 6 Lesson 4: Vocabulary	<b>Write an Explanatory Essay</b> Unit 6 Lessons: 28, 32–35, 37–39: Work Time	<b>Active Listening Routine</b> Unit 1 Lesson 4: Work Time  <b>Classroom Conversation</b> Unit 2 Lesson 12: Collaborative Discussion Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion	<b>iLit Library (texts by Langston Hughes)</b> Thank You M'am  <b>Introduce Genre: Short Story</b> Unit 4 Lesson 27: Read Aloud, Think Aloud

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

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

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

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

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DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
<p><b>PERFORMANCE TASK: Speaking and Listening Focus</b> Present an Explanatory Essay</p> <p>SE p 340</p>	<p><b>PERFORMANCE TASK: Speaking and Listening Focus</b> Present an Explanatory Essay</p> <p>SE p 341</p>	<p><b>INTRODUCE INDEPENDENT LEARNING</b></p> <p>SE pp 342-343</p>	<p><b>INDEPENDENT LEARNING</b></p> <p>SE pp 344-346</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 347-349</p>
<p><b>PERFORMANCE TASK</b></p> <p><b>Present an Explanatory Essay</b> As a group, students present an explanatory essay in the form of a multimedia presentation about turning points.</p> <p><b>Plan with Your Group</b> Students analyze the text, gather details and media, and organize your ideas.</p> <p><b>Rehearse with Your Group</b> Students practice the presentation, fine-tune the content, improve their use of media, and brush up on presentation techniques.</p> <p><b>STANDARDS</b> W.7.2</p>	<p><b>PERFORMANCE TASK</b></p> <p><b>Present and Evaluate</b> Students present as a group and use checklist items to evaluate.</p> <p><b>STANDARDS</b> SL.7.1; SL.7.2; SL.7.4; SL.7.5; SL.7.6</p>	<p><b>Essential Question</b> <i>What can cause a sudden change in someone's life?</i></p> <p><b>Independent Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Create a Schedule</li> <li>• Practice what you have learned</li> <li>• Take Notes</li> </ul> <p> Independent Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p><b>MAKING MEANING</b></p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p><b>Close-Read Guide</b></p> <p> Close-Read Guide</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Quick Write</b> Students write about a paragraph that grabbed their interest.</p> <p><b>Share Your Independent Learning</b> Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of Individualism.</p>	<p><b>PERFORMANCE-BASED ASSESSMENT PREP</b></p> <p><b>Review Evidence for an Explanatory Essay</b> Students evaluate the strength of their evidence</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>Writing to Sources: Explanatory Essay</b> Students will write an essay to answer the following: What can cause a significant change in someone's life?</p> <p><b>Explanatory Essay Rubric</b> Students use the rubric to guide their revisions.</p> <p><b>STANDARDS</b> W.7.2.a; W.7.2.b; W.7.4; W.7.9; W.7.10; PII.3</p>

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

<b>DAY 36</b>
<b>PERFORMANCE-BASED ASSESSMENT</b>
SE pp 222-223
<b>PERFORMANCE-BASED ASSESSMENT</b>
<b>Speaking and Listening: Oral Presentation</b> Students will use their essay as the foundation for an oral presentation.
<b>Reflect on the Unit</b> Students reflect on Unit goals, learning strategies, and the text.
 Reflect on the Unit
  Unit Test
<b>STANDARDS</b> SL.7.4; SL.7.5
<b>iLit ELL Level B</b>
<b>Multimedia Presentation</b> Unit 5 Lesson 1-10: Work Time

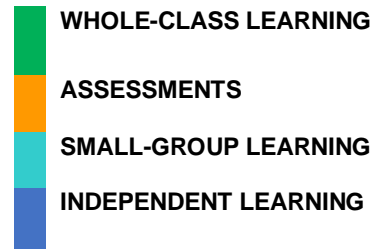
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GRADE 7 | UNIT 4: **People and the Planet**

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

PERFORMANCE BASED ASSESSMENT: **Argumentative Essay**

NOTES:

**INSTRUCTIONAL MODEL****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

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### 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
<p><b>UNIT INTRODUCTION</b></p> <p>SE pp 352-355</p>	<p><b>UNIT INTRODUCTION</b></p> <p>SE pp 356-359</p>	<p><b>OVERVIEW</b> Whole-Class Learning</p> <p>SE pp 360-361</p>	<p><b>SELECTION</b> Anchor Text from Silent Spring Rachel Carson</p> <p>SE pp 362-368</p>	<p><b>SELECTION</b> Anchor Text from Silent Spring Rachel Carson</p> <p>SE pp 369-371</p>
<p><b>Unit Goals</b> Students will deepen their perspective on the environment by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p><b>Academic Vocabulary</b> ethical; dissent; interject; discord; accuracy</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 4 Answer Key</p> <p><b>STANDARDS</b> L.7.6</p>	<p><b>Launch Text</b> Students will read “<i>Rethinking the Wild.</i>” Students will then be able to engage in discussions about people and the planet.</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p><b>Summary</b> Students write a summary of the Launch Text.</p> <p><b>Launch Activity</b> Students participate in an activity related to the unit theme.</p> <p><b>QuickWrite</b> Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p>	<p><b>Essential Question</b> <i>What effects do people have on the environment?</i></p> <p><b>Whole-Class Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Listen actively</li> <li>• Clarify by asking questions</li> <li>• Monitor understanding</li> <li>• Interact and share ideas</li> </ul> <p> Whole-Class Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> blight; maladies; puzzled; stricken; stillness; deserted</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> from Silent Spring: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> from Silent Spring: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text to research.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Conventions: Verb Mood – The Subjunctive</b> Students identify mood in sentences.</p> <p> Conventions: Verb Mood – The Subjunctive</p> <p> Conventions: Verb Mood – The Subjunctive (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Sources: Argument</b> Students write a report to answer the question: Does Carson’s description inspire or discourage readers to take action.</p> <p> Writing to Sources: Argument</p> <p> Writing to Sources: Argument (RP)</p> <p><b>Speaking and Listening: Multimedia Presentation</b> Students research and give a multimedia presentation</p> <p> Speaking and Listening: Multimedia Presentation</p> <p> Speaking and Listening: Multimedia Presentation (RP)</p> <p><b>Evidence Log</b></p>








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	<p> Performance-Based Assessment: Refining Your Thinking</p>		<p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Analyze Craft &amp; Structure: Author's Word Choice: Imagery</b> Students will analyze imagery in the text.</p> <p> Analyze Craft and Structure: Author's Word Choice: Imagery</p> <p> Analyze Craft and Structure: Author's Word Choice: Imagery (RP)</p> <p><b>LANGUAGE DEVELOPMENT</b> <b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: blight; maladies; puzzled; stricken; stillness; deserted <b>Word Study: Anglo-Saxon Suffix: -ness</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Anglo-Saxon Suffix: -ness (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>STANDARDS</b> RI.7.1; RI.7.2; RI.7.4; RI.7.10; L.7.4; L.7.5.c</p>	<p>Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: from Silent Spring</p> <p><b>STANDARDS</b> W.7.1.a-d; SL.7.7; W.7.8; SL.7.4; SL.7.5; L.7.1; L.7.2; L.7.3</p>
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<p> Audio Summary</p> <p>Personalize for Learning English Language Support: Cognates (TE p 355)</p>	<p>Personalize for Learning English Language Support: Suffix <i>-tion</i> (TE p 359)</p>		<p> Audio Summary</p> <p> from Silent Spring: Accessible Leveled Text</p> <p> Analyze Craft and Structure: Author’s Word Choice: Imagery (RP) (TE p 367)</p> <p> Word Study: Anglo-Saxon Suffix: <i>-ness</i> (RP) (TE p 368)</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 363)</p> <p>Personalize for Learning English Language Support: Imagery (TE p 367)</p> <p> English Language Support Lesson: Connotation (On Realize)</p>	<p> Conventions: The Subjunctive (RP) (TE p 369)</p> <p> Writing to Sources: Argument (RP) (TE p 370)</p> <p> Speaking and Listening: Multimedia Presentation (RP) (TE p 371)</p> <p> English Language Support Lesson: Multimedia Presentation (On Realize)</p>
iLit ELL Level B				
<p><b>Academic Vocabulary (examples)</b></p> <p>Unit 2 Lessons 18, 19, 27, 34: Vocabulary</p> <p>Unit 4 Lessons 2, 4, 7, 9, 14, 27-29: Vocabulary</p>	<p><b>Use Prefixes and Suffixes</b></p> <p>Unit 2 Lesson 36: Whole Group; Work Time</p> <p>Unit 4 Lesson 15: Whole Group</p>	<p><b>Rules for Conversation Routines</b></p> <p>Unit 1 Lesson 2: Classroom Conversation</p> <p><b>Classroom Conversation</b></p> <p>Unit 2 Lessons 2, 4, 7, 9, 14: Collaborative Discussion</p> <p>Unit 3 Lessons 2, 4, 7: Small-Group Discussion</p>	<p><b>Text: <i>Bird-Watching</i></b></p> <p>Unit 5 Lesson 7</p> <p><b>iLit Library</b></p> <p><i>Silent Spring Morning</i></p> <p><i>Jane of the Jungle</i></p> <p><i>Human Impact</i></p> <p><i>Babes in the Woods</i></p> <p><b>Figurative Language</b></p> <p>Unit 2 Lesson 41: Whole Group</p> <p>Unit 2 Lessons 42–43: Work Time</p>	<p><b>Multimedia Presentation</b></p> <p>Unit 5 Lesson 1-10: Work Time</p>

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DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p><b>SELECTION</b> Anchor Text Nobel Speech Al Gore</p> <p>SE pp 372-380</p>	<p><b>SELECTION</b> Anchor Text Nobel Speech Al Gore</p> <p>SE pp 381-382</p>	<p><b>SELECTION</b> Anchor Text Nobel Speech Al Gore</p> <p>SE p 383</p>	<p><b>SELECTION</b> Anchor Text Nobel Speech Al Gore</p> <p>SE p 384</p>	<p><b>SELECTION</b> Anchor Text Nobel Speech Al Gore</p> <p>SE p 385</p>
<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> crisis; pollution; urgency; universal; illusion; environment</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Nobel Speech: Accessible Leveled Text</p> <p><b>STANDARDS</b> RI.7.10</p>	<p><b>MAKING MEANING</b></p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Nobel Speech: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p>	<p><b>MAKING MEANING</b></p> <p><b>Analyze Craft &amp; Structure: Persuasive Speech</b> Students will identify types of persuasive techniques in the speech.</p> <p> Analyze Craft and Structure: Persuasive Speech</p> <p> Analyze Craft and Structure: Persuasive Speech (RP)</p> <p><b>STANDARDS</b> RI.7.8</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: crisis; pollution; urgency; universal; illusion; environment</p> <p><b>Word Study: Latin Prefix: uni-</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Prefix: uni- (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>STANDARDS</b> L.7.5.b</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Conventions: Infinitive Phrases and Gerund Phrases</b> Students identify examples of infinitive and gerund phrases.</p> <p> Conventions: Infinitive Phrases and Gerund Phrases</p> <p> Conventions: Infinitive Phrases and Gerund Phrases (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance- Based Assessment.</p> <p><b>SELECTION TEST</b></p> <p>  Selection Test: Nobel Speech</p> <p><b>STANDARDS</b> L.7.4.a</p>
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<p> Audio Summary</p> <p> Nobel Speech: Accessible Levelled Text</p> <p>Personalize for Learning English Language Support: Archaic Words (TE p 374)</p> <p>Personalize for Learning English Language Support: Idioms (TE p 377)</p>	<p>Personalize for Learning English Language Support: Similar Words (TE p 382)</p>	<p> Analyze Craft and Structure: Persuasive Speech (RP) (TE p 383)</p>	<p> Word Study: Latin Prefix: <i>uni-</i> (RP) (TE p 384)</p>	<p> Conventions: Infinitive Phrases and Gerund Phrases (RP) (TE p 385)</p> <p> English Language Support Lesson: Gerunds (On Realize)</p>
<p><b>iLit ELL Level B</b></p>				
<p><b>iLit Library</b> <i>Silent Spring Morning</i> <i>Jane of the Jungle</i> <i>Human Impact</i> <i>Babes in the Woods</i></p> <p><b>Opinion Speech</b> Unit 4 Lesson 36: Work Time</p> <p><b>Understand Idioms</b> Unit 4 Lesson 6: Whole Group Unit 4 Lessons 7–8: Read Aloud, Think Aloud &amp; Work Time</p>	<p><b>iLit Library</b> <i>Silent Spring Morning</i> <i>Jane of the Jungle</i> <i>Human Impact</i> <i>Babes in the Woods</i></p>	<p><b>iLit Library</b> <i>Silent Spring Morning</i> <i>Jane of the Jungle</i> <i>Human Impact</i> <i>Babes in the Woods</i></p> <p><b>Opinion Speech</b> Unit 4 Lesson 36: Work Time</p>	<p><b>iLit Library</b> <i>Silent Spring Morning</i> <i>Jane of the Jungle</i> <i>Human Impact</i> <i>Babes in the Woods</i></p> <p><b>Use Prefixes and Suffixes</b> Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group</p>	<p><b>iLit Library</b> <i>Silent Spring Morning</i> <i>Jane of the Jungle</i> <i>Human Impact</i> <i>Babes in the Woods</i></p>

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



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

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p><b>PERFORMANCE TASK:</b> <b>WRITING FOCUS</b> Write an Argument</p> <p>SE pp 392-394</p>	<p><b>PERFORMANCE TASK:</b> <b>WRITING FOCUS</b> Write an Argument</p> <p>SE p 395</p>	<p><b>PERFORMANCE TASK:</b> <b>WRITING FOCUS</b> Write an Argument</p> <p>SE pp 396-397</p>	<p><b>OVERVIEW</b> Small-Group Learning</p> <p>SE pp 398-401</p>	<p><b>SELECTION</b> Turtle Watchers Linda Hogan</p> <p>“Nature” is what we see— Emily Dickinson</p> <p>The Sparrow Paul Laurence Dunbar</p> <p>SE pp 402-407</p>
<p><b>PERFORMANCE TASK</b></p> <p><b>Write an Argument</b> Students write an argument taking a position on the following question: What is the most significant effect that people have on the environment?</p> <p><b>PreWriting/Planning</b> Students craft a claim, gather evidence, and connect across texts.</p> <p><b>Drafting</b> Students organize and write a first draft.</p> <p><b>STANDARDS</b> W.7.1; W.7.1.a-b; W.7.1.d; W.7.5; W.7.10</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Conventions: Sentence Fluency: Revising Sentences Using Participles</b> Students revise sentences using participles and phrases.</p> <p><b>STANDARDS</b> L.7.1.c; L.7.3.a; PI.4; PI.10</p>	<p><b>PERFORMANCE TASK</b></p> <p><b>Revising</b> Students evaluate and revise draft utilizing peer reviews.</p> <p><b>Editing and Proofreading</b> Students edit for conventions and proofread for accuracies.</p> <p><b>Publishing and Presenting</b> Students create a final version of their argument and share in small groups.</p> <p><b>Reflecting</b> Students reflect on their argument.</p> <p><b>STANDARDS</b> W.7.5; W.7.8; L.7.2.b; L.7.4.c</p>	<p><b>Essential Question</b> <i>What effects do people have on the environment?</i></p> <p><b>Small-Group Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Participate Fully</li> <li>• Support Others</li> <li>• Clarify</li> </ul> <p> Small-Group Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p><b>Working as a Team</b></p> <ul style="list-style-type: none"> <li>• Take a position</li> <li>• List your rules</li> <li>• Apply the rules</li> <li>• Name your group</li> <li>• Create a communication plan</li> </ul> <p><b>Making a Schedule</b> Students make a schedule with group for completing tasks.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> ancestors; wisdom; heed</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Turtle Watchers/Nature/The Sparrow: Accessible Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Turtle Watchers/Nature/The Sparrow: First Read Extension Questions</p> <p><b>Research to Explore</b> Students research on unfamiliar detail mentioned in one of the poems.</p>

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			<b>Working on Group Projects</b> Students choose specific roles for each member	<b>STANDARDS</b> RL.7.10; L.7.4.c
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	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)
<b>iLit ELL Level B</b>				
<b>Argumentative Writing</b> Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38  <b>Assignments</b> Unit 4 Lessons 21-25: Write an Opinion Paragraph	<b>Argumentative Writing</b> Unit 2 Lesson 21: Whole Group Unit 4 Lesson 23-25, 27, 28-29, 32-38  <b>Assignments</b> Unit 4 Lessons 21-25: Write an Opinion Paragraph  <b>Write Sentences</b> Unit 4 Lesson 44: Vocabulary Unit 6 Lesson 4: Vocabulary	<b>Argumentative Writing</b> Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38  <b>Assignments</b> Unit 4 Lessons 21-25: Write an Opinion Paragraph	<b>Rules for Conversation Routines</b> Unit 1 Lesson 2: Classroom Conversation  <b>Classroom Conversation</b> Unit 2 Lessons 2, 4, 7, 9, 14: Collaborative Discussion Unit 3 Lessons 2, 4, 7: Small-Group Discussion	<b>Introduce: Poetry</b> Unit 7 Lesson 1: Whole Group  <b>Characteristics of Poetry</b> Unit 7 Lesson 1-2: Work Time  <b>Reading Poetry Selections</b> Unit 7 Lesson 1-5

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DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p><b>SELECTION</b> Turtle Watchers Linda Hogan</p> <p>“Nature” is what we see— Emily Dickinson</p> <p>The Sparrow Paul Laurence Dunbar</p> <p>SE pp 408-409</p>	<p><b>SELECTION</b> Turtle Watchers Linda Hogan</p> <p>“Nature” is what we see— Emily Dickinson</p> <p>The Sparrow Paul Laurence Dunbar</p> <p>SE p 410</p>	<p><b>SELECTION</b> Turtle Watchers Linda Hogan</p> <p>“Nature” is what we see— Emily Dickinson</p> <p>The Sparrow Paul Laurence Dunbar</p> <p>SE p 411</p>	<p><b>SELECTION</b> Eagle Tracking at Follensby Pond The Nature Conservancy</p> <p>SE pp 412-417</p>	<p><b>SELECTION</b> Eagle Tracking at Follensby Pond The Nature Conservancy</p> <p>SE p 418</p>
<p><b>MAKING MEANING</b></p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.  Analyze the Text</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: ancestors; wisdom; heed</p> <p><b>Word Study: Etymology</b>  Concept Vocabulary and Word Study  Word Study: Etymology (RP)</p> <p><b>Word Network</b></p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Author’s Style: Diction and Tone</b> 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)</p> <p><b>STANDARDS</b> RL.7.1; RL.7.2; RL.7.4</p>	<p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Speaking and Listening: Oral Presentation</b> Students create a presentation to highlight the theme of one of the poems.  Speaking and Listening: Oral Presentation  Speaking and Listening: Oral Presentation (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.   Selection Test: Poetry Selection</p> <p><b>STANDARDS</b> SL.7.2; SL.7.5; SL.7.6</p>	<p><b>MAKING MEANING</b></p> <p><b>Media Vocabulary</b> documentary photography; vantage point; monochrome</p> <p><b>First Review</b> Students Look, Note, Connect, Respond as they read the selection the first time.  First-Review Guide Media: Art/Photography</p> <p><b>Read the Selection</b>  Selection Audio  Eagle Tracking at Follensby Pond</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p><b>STANDARDS</b> RI.7.10; L.7.6</p>	<p><b>MAKING MEANING</b></p> <p><b>Close Review</b> Students will revisit the selection and write down any new observations.</p> <p><b>Analyze the Media</b> Students will respond to questions about the photos, citing textual evidence.  Analyzing the Text</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Media Vocabulary</b> Students complete activities related to the Media Vocabulary words: documentary photography; vantage point; monochrome  Media Vocabulary</p> <p><b>STANDARDS</b> SL.7.2; L.7.6</p>

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






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


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		<b>STANDARDS</b> SL.7.1.d; L.7.4.b-c		
<b>myPerspectives ELL Support</b>				
	 Audio Summary  He-y, Come On Out!: 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)
<b>iLit ELL Level B</b>				
<b>Background Video (examples)</b> Unit 2 Lesson 16: Whole Group Unit 4 Lesson 13: Whole Group	<b>Introduce Genre: Short Story</b> Unit 4 Lesson 27: Read Aloud, Think Aloud	<b>Use Greek and Latin Roots (examples)</b> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud; Work Time	<b>Introduce Genre: Short Story</b> Unit 4 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 30: Whole Group Unit 6 Lesson 32: Read Aloud, Think Aloud	<b>Write a Narrative (examples)</b> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group

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DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
<p><b>PERFORMANCE TASK:</b> <b>Speaking and Listening Focus</b> Present an Argument</p> <p>SE pp 430-431</p> <p><b>PERFORMANCE TASK</b></p> <p><b>Present an Argument</b> As a group, students present a presentation answering this question: Do people always have a negative impact on the environment?</p> <p><b>Plan with Your Group</b> Students analyze the text, gather evidence and media examples, and organize their presentation.</p> <p><b>Rehearse with Your Group</b> Students practice the presentation, fine-tune the content, and improve their use of media.</p> <p><b>STANDARDS</b> SL.7.1.a-b; SL.7.2</p>	<p><b>PERFORMANCE TASK:</b> <b>Speaking and Listening Focus</b> Present an Argument</p> <p>SE p 431</p> <p><b>PERFORMANCE TASK</b></p> <p><b>Present and Evaluate</b> Students present as a group and use checklist items to evaluate.</p> <p><b>STANDARDS</b> SL.7.1; SL.7.2; SL.7.5; SL.7.6</p>	<p><b>INTRODUCE INDEPENDENT LEARNING</b></p> <p>SE pp 432-433</p> <p><b>Essential Question</b> <i>What effects do people have on the environment?</i></p> <p><b>Independent Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Create a Schedule</li> <li>• Practice what you have learned</li> <li>• Take Notes</li> </ul> <p> Independent Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p><b>INDEPENDENT LEARNING</b></p> <p>SE pp 434-436</p> <p><b>MAKING MEANING</b></p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p><b>Close-Read Guide</b></p> <p> Close-Read Guide</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Quick Write</b> Students write about a paragraph that grabbed their interest.</p> <p><b>Share Your Independent Learning</b> Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of Individualism.</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 437-439</p> <p><b>PERFORMANCE-BASED ASSESSMENT PREP</b></p> <p><b>Review Evidence for an Argument</b> Students evaluate the strength of their evidence</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>Writing to Sources: Argument</b> Students will write an argument to answer the following: Are the needs of people ever more important than the needs of animals and the planet?</p> <p><b>Argument Rubric</b> Students use the rubric to guide their revisions.</p> <p><b>STANDARDS</b> W.7.1.a-b; W.7.4; W.7.10</p>

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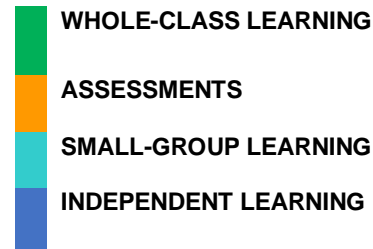
			<b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.  <b>STANDARDS</b> RL.7.10; RI.7.10; SL.7.6	
<b>myPerspectives ELL Support</b>				
			 Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English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

<b>DAY 36</b>
<b>PERFORMANCE-BASED ASSESSMENT</b>
SE pp 222-223
<b>PERFORMANCE-BASED ASSESSMENT</b>
<p><b>Speaking and Listening: Oral Presentation</b>                  Students will use their argumentative essay as the foundation for an oral presentation.</p> <p><b>Reflect on the Unit</b>                  Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p><b>STANDARDS</b>                  SL.7.4; SL.7.5; SL.7.6</p>
<b>iLit ELL Level B</b>
<p><b>Multimedia Presentation</b>                  Unit 5 Lesson 1-10: Work Time</p>

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

NOTES:

**INSTRUCTIONAL MODEL****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)

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**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****Part 1 – Writing to Sources: Informative Text**

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.



**Unit Reflection**

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





















DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>UNIT INTRODUCTION</b>	<b>UNIT INTRODUCTION</b>	<b>OVERVIEW</b> Whole-Class Learning	<b>SELECTION</b> The Dust Bowl Critical Past	<b>SELECTION</b> The Dust Bowl Critical Past
SE pp 442-445	SE pp 446-449	SE pp 450-451	SE pp 452-454	SE p 455
<p><b>Unit Goals</b> Students will deepen their perspective of facing adversity by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p><b>Academic Vocabulary</b> deviate, persevere, determination, diversity, tradition</p> <p> Home Connection Letter  Spanish Home Connection Letter  Unit 5 Answer Key</p> <p><b>STANDARDS</b> L.7.6</p>	<p><b>Launch Text</b> Students will read “<i>Against the Odds.</i>” Students will then be able to engage in discussions about facing diversity.</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p><b>Summary</b> Students write a summary of the Launch Text.</p> <p><b>Launch Activity</b> Students participate in an activity related to the unit theme.</p> <p><b>QuickWrite</b> Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log  Performance-Based Assessment: Refining Your Thinking</p>	<p><b>Essential Question</b> <i>How do we overcome obstacles?</i></p> <p><b>Whole-Class Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Listen actively</li> <li>• Clarify by asking questions</li> <li>• Monitor understanding</li> <li>• Interact and share ideas</li> </ul> <p> Whole-Class Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p><b>MAKING MEANING</b></p> <p><b>Media Vocabulary</b> panoramic shot, voiceover, transition</p> <p><b>First Review</b> Students Watch, Note, Connect, Respond as they review the media the first time.</p> <p> First-Review Guide: Media: Video</p> <p><b>Watch the Selection</b></p> <p> Selection Audio  The Dust Bowl</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>STANDARDS</b> RI.7.10</p>	<p><b>MAKING MEANING</b></p> <p><b>Close Review</b> Students watch “The Dust Bowl” again and first-review notes and record any new observations.</p> <p><b>Analyze the Media</b> Students will respond to questions about the video, citing textual evidence.</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Media Vocabulary</b> Students complete activities related to the Vocabulary words: panoramic shot, voiceover, transition</p> <p> Media Vocabulary</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>STANDARDS</b> L.7.6</p>









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














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







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






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



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

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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p><b>PERFORMANCE TASK:</b> <b>WRITING FOCUS</b> Write an Informative Essay</p> <p>SE pp 482-484</p>	<p><b>PERFORMANCE TASK:</b> <b>WRITING FOCUS</b> Write an Informative Essay</p> <p>SE p 485</p>	<p><b>PERFORMANCE TASK:</b> <b>WRITING FOCUS</b> Write an Informative Essay</p> <p>SE pp 486-487</p>	<p><b>OVERVIEW</b> Small-Group Learning</p> <p>SE pp 488-491</p>	<p><b>SELECTION</b> A Work in Progress Aimee Mullins</p> <p>SE pp 492-499</p>
<p><b>PERFORMANCE TASK</b></p> <p><b>Write an Informative Essay</b> Students write an essay answering the following question: How did the individuals in the selections cope with the obstacles they faced?</p> <p><b>PreWriting/Planning</b> Students gather details, formulate a thesis, and organize details.</p> <p><b>Drafting</b> Students organize and write a first draft.</p> <p><b>STANDARDS</b> W.7.2; W.7.2.a-c; W.7.2.f; W.7.10</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Conventions: The Use of Commas</b> Students identify faulty sentences and re-punctuate them, either adding or removing commas.</p> <p><b>STANDARDS</b> L.7.2.a</p>	<p><b>PERFORMANCE TASK</b></p> <p><b>Revising</b> Students evaluate and revise draft utilizing peer reviews.</p> <p><b>Editing and Proofreading</b> Students edit for conventions and proofread for accuracies.</p> <p><b>Publishing and Presenting</b> Students create a final version of their essay and share in small groups.</p> <p><b>Reflecting</b> Students reflect on their essay.</p> <p><b>STANDARDS</b> L.7.2.a-b; L.7.2.d-e</p>	<p><b>Essential Question</b> <i>How do we overcome obstacles?</i></p> <p><b>Small-Group Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Participate Fully</li> <li>• Support Others</li> <li>• Clarify</li> </ul> <p> Small-Group Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p><b>Working as a Team</b></p> <ul style="list-style-type: none"> <li>• Take a position</li> <li>• List your rules</li> <li>• Apply the rules</li> <li>• Name your group</li> <li>• Create a communication plan</li> </ul> <p><b>Making a Schedule</b> Students make a schedule with group for completing tasks.</p> <p><b>Working on Group Projects</b> Students choose specific roles for each member.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> accomplishments; extraordinary; celebrate</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> A Work in Progress: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> A Work in Progress: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b> Students research something that interests them from the text.</p>

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				<b>STANDARDS</b> RI.7.10; L.7.4.a
<b>myPerspectives ELL Support</b>				
	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)
<b>iLit ELL Level B</b>				
<b>Informative Writing (example)</b> Unit 6 Lessons 12-14: Work Time	<b>Informative Writing (example)</b> Unit 6 Lessons 12-14: Work Time  <b>Assignments- Grammar Study Plan</b> Unit 6 Lessons 11–15: Part 3: Skill 23: Commas	<b>Informative Writing (example)</b> Unit 6 Lessons 12-14: Work Time	<b>Rules for Conversation Routines</b> Unit 1 Lesson 2: Classroom Conversation  <b>Classroom Conversation</b> Unit 2 Lessons 2, 4, 7, 9, 14: Collaborative Discussion Unit 3 Lessons 2, 4, 7: Small-Group Discussion	<b>Research a Topic</b> 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
<p><b>SELECTION</b> A Work in Progress Aimee Mullins</p> <p>SE pp 500-501</p>	<p><b>SELECTION</b> A Work in Progress Aimee Mullins</p> <p>SE p 502</p>	<p><b>SELECTION</b> A Work in Progress Aimee Mullins</p> <p>SE p 503</p>	<p><b>SELECTION</b> from The Story of My Life Helen Keller</p> <p>SE pp 504-508</p>	<p><b>SELECTION</b> from The Story of My Life Helen Keller</p> <p>SE pp 509-511</p>
<p><b>MAKING MEANING</b></p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: accomplishments; extraordinary; celebrate</p> <p><b>Word Study: Latin Prefix: extra-</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Prefix <i>extra-</i> (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Conventions: Informal Grammar</b> Students identify examples of informal grammar in the text and rewrite to follow standard English grammar rules.</p> <p> Conventions: Informal Grammar</p> <p> Conventions: Informal Grammar (RP)</p> <p><b>STANDARDS</b> L.7.1; L.7.2</p>	<p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Speaking and Listening: Discussion</b> Students conduct a discussion analyzing quotes from the reading.</p> <p> Speaking and Listening: Discussion</p> <p> Speaking and Listening: Discussion (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: A Work in Progress</p> <p><b>STANDARDS</b> SL.7.1.a-c</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> imitate; mystery; barriers</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> The Story of My Life: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> The Story of My Life: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the excerpt.</p> <p><b>Research to Explore</b> Students research something that interests them from the text.</p>	<p><b>MAKING MEANING</b></p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: imitate; mystery; barriers</p> <p><b>Word Study: Greek Root: -myst-</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Greek Root: <i>-myst-</i> (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p>

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

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

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






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


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




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DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
<p><b>PERFORMANCE TASK:</b> <b>Speaking and Listening Focus</b> Present Multimedia Profiles</p> <p>SE pp 528-529</p> <p><b>PERFORMANCE TASK</b></p> <p>Present Multimedia Profiles As a group, students present a series of profiles to address the question: How do people overcome enormous challenges?</p> <p><b>Plan with Your Group</b> Students analyze the text, gather details and media, and organize their ideas.</p> <p><b>Rehearse with Your Group</b> Students practice the presentation, fine-tune the content, improve their use of media, and brush up on presentation techniques.</p> <p><b>STANDARDS</b> W.7.2; W.7.9</p>	<p><b>PERFORMANCE TASK:</b> <b>Speaking and Listening Focus</b> Present Multimedia Profiles</p> <p>SE p 529</p> <p><b>PERFORMANCE TASK</b></p> <p><b>Present and Evaluate</b> Students present as a group and use checklist items to evaluate.</p> <p><b>STANDARDS</b> SL.7.1.a; SL.7.4; SL.7.5</p>	<p><b>INTRODUCE INDEPENDENT LEARNING</b></p> <p>SE pp 530-531</p> <p><b>Essential Question</b> <i>How do we overcome obstacles?</i></p> <p><b>Independent Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Create a Schedule</li> <li>• Practice what you have learned</li> <li>• Take Notes</li> </ul> <p> Independent Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p><b>INDEPENDENT LEARNING</b></p> <p>SE pp 532-534</p> <p><b>MAKING MEANING</b></p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p><b>Close-Read Guide</b></p> <p> Close-Read Guide</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Quick Write</b> Students write about a paragraph that grabbed their interest.</p> <p><b>Share Your Independent Learning</b> Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of Individualism.</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 535-537</p> <p><b>PERFORMANCE-BASED ASSESSMENT PREP</b></p> <p><b>Review Evidence for an informative Essay</b> Students evaluate the strength of their evidence</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>Writing to Sources: Informative Essay</b> Students will write an essay to answer the following: How can people overcome adversity in the face of overwhelming obstacles?</p> <p><b>Informative Essay Rubric</b> Students use the rubric to guide their revisions.</p> <p><b>STANDARDS</b> W.7.1.a-b; W.7.4; W.7.9; W.7.10</p>

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



<b>DAY 36</b>
<b>PERFORMANCE-BASED ASSESSMENT</b>
SE pp 538-539
<b>PERFORMANCE-BASED ASSESSMENT</b>
<p><b>Speaking and Listening: Oral Presentation</b> Students will use their essay as the foundation for a multimedia presentation.</p> <p><b>Reflect on the Unit</b> Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p><b>STANDARDS</b> W.7.5; SL.7.4; SL.7.5</p>
<b>iLit ELL Level B</b>
<p><b>Multimedia Project</b> Unit 5 Lessons 1–10: Work Time</p>

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