

7th Grade: Unit Two

ADOLESCENCE

Unit at a Glance

Grade Level: 7th

Essential Question: What makes adolescence challenging?

Length: 5-7 weeks (see [Pacing Guide](#))

Unit Texts: (see [full list of texts](#))

- “Going Steady” by Adam Bagdasarian (Short Story)
- “Hanging Fire” by Audre Lorde (Poem)
- “Saturday at the Canal” by Gary Soto (Poem)
- “Likes vs. Likeability” by Aaron Moger and Scott Jared (Informational Text)
- “Popularity” by Adam Bagdasarian (Short Story)
- Supplemental Texts included (English + Spanish)
- Independent Reading and Book Club Options

Focus Skills: (see [Reading and Writing Skill Arcs](#))

Reading:

- Theme development [RL.7.2]
- Interaction of story elements [RL.7.3]
- Impact of repetition and figurative language [RL.7.4]
- Structure in poetry [RL.7.5]

Writing:

- Argument writing [W.7.1]
- Expository writing [W.7.2]

Language:

- Compound and complex sentences [L.7.1.B]
- Grade appropriate academic vocabulary [L.7.6]

Speaking and Listening:

- Referring to evidence in discussion [SL.7.1.A]

Unit Overview

This 360 Unit, *Adolescence*, is anchored around two engaging short stories that illuminate both the humor and uncertainty of the adolescent experience: “Going Steady” and “Popularity.” The relatable protagonists in each of these short stories grapple with awkward first love and the ill-fated quest to be well-liked. Students also read two poems, “Hanging Fire” by Audre Lorde and “Saturday at the Canal” by Gary Soto, that illuminate different themes about the challenges of being young. To help students build background knowledge, students read “Likes vs. Likeability,” an informational text about the psychology of popularity. They also engage in a Related Media Exploration featuring an excerpt from the *This American Life* podcast in which middle schoolers share their personal experiences and worries at a middle school dance.

By the end of the unit, students should be able to articulate how authors use complex characters, repetition, and descriptive language to develop a theme. To demonstrate this skill, students write a literary analysis essay about two of the unit texts in which they argue whether these texts prove or disprove the statement “Adolescence is a war; no one gets out unharmed.” This comprehensive and engaging unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

WHAT'S INCLUDED

- ✓ 5 Reading Lessons
- ✓ A Set of Supplemental texts
- ✓ Independent Reading and Book Club Resources
- ✓ A Writing Baseline Assessment
- ✓ 4 Writing Lessons
- ✓ 2 Vocabulary Activity Sets
- ✓ 2 Vocabulary Quizzes
- ✓ 1 Grammar and Usage Activity Set
- ✓ 1 Grammar and Usage Quiz
- ✓ 1 Discussion Skill Lesson
- ✓ 1 Class Discussion
- ✓ 1 Related Media Exploration
- ✓ 1 Narrative Essay Prompt
- ✓ 1 Argumentative Literary Analysis Essay
- ✓ A Set of Alternative End-Of-Unit Writing Options

Skill Focus:

By 6th grade, students should be able to articulate the theme in a literary text and write about how particular details reveal the theme [RL.6.]. In this 7th grade unit, students will take this skill to the next level. Theme statements in 7th grade should be more nuanced and use a more complex sentence structure. They should also articulate how an author develops a theme in a literary text—through character change, major plot events, or literary devices and figurative language [RL.7.2].

Reading lessons in this unit include scaffolded questions to help students meet this grade level reading standard. The Independent Practice for each reading lesson is aligned to RL.7.2, RL.7.3, and RL.7.4 and includes both multiple choice and short answer responses.

Writing in this unit is focused on helping students write an argumentative literary analysis essay. Students will practice introducing text evidence and writing explanations for evidence. Students will respond to a final prompt that asks them to use two unit texts to argue whether the following statement is true or untrue: “Adolescence is a war; no one gets out unharmed.”

How does RL.2 shift?

6th Grade: Determine a theme or central idea of a text and **how it is conveyed through particular details**; provide a summary of the text distinct from personal opinions or judgments.



7th Grade: Determine a theme or central idea of a text and **analyze its development over the course of the text**; provide an objective summary of the text.

How does RL.3 shift?

6th Grade: Describe how a **particular story's or drama's plot unfolds in a series of episodes** as well as how the **characters respond or change** as the plot moves toward a resolution.



7th Grade: Analyze how particular **elements of a story or drama interact** (e.g., how **setting shapes the characters or plot**).

How does RL.4 shift?

6th Grade: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the **impact of a specific word choice** on meaning and tone.



7th Grade: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the **impact of rhymes and other repetitions of sounds** (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

How does RL.5 shift?

6th Grade: Analyze how a **particular sentence, chapter, scene, or stanza fits into the overall structure of a text** and contributes to the development of the theme, setting, or plot.



7th Grade: Analyze how a **drama's or poem's form or structure** (e.g., soliloquy, sonnet) contributes to its meaning.

ARC OF READING INSTRUCTION

Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4	Reading Lesson 5
“Going Steady” by Adam Bagdasarian (Short Story)	“Hanging Fire” by Audre Lorde (Poem)	“Saturday at the Canal” by Gary Soto (Poem)	“Likes vs. Likeability” by Aaron Moger and Scott Jaren (Informational Text)	“Popularity” by Adam Bagdasarian (Short Story)
Students read to analyze how a theme develops over the course of a text, including how it is shaped by specific details . [RL.7.2, RL.7.3]	Students read to analyze how an author uses repetition to develop the meaning of a poem . [RL.7.2, RL.7.5]	Students read to analyze how an author uses descriptive language to develop the meaning of a poem . [RL.7.2, RL.7.4]	Students will read to analyze how ideas influence individuals . [RI.7.3]	Students read to analyze how a theme develops over the course of a text, including how it is shaped by specific details . [RL.7.2, RL.7.3]

This unit also includes:

- Optional supplemental texts in English and Spanish that support students in developing reading volume and stamina.
- Independent reading and book club optional to build students' volume and breadth of reading

Unit Test

Coming Soon: Unit Tests will be available for SY 2022-2023 as part of the CommonLit 360 for Schools package of services. For more information, encourage your administrator to email 360@commonlit.org.

ARC OF WRITING INSTRUCTION

Writing Baseline Assessment (Optional)	Writing Lesson 1:	Writing Lesson 2:	Writing Lesson 3:	Writing Lesson 4:
In your opinion, is it easy or difficult to be a teenager?	Introducing Evidence With Context	Writing Explanations	Review: Introducing Evidence and Writing Explanations	Unit 2 Essay: Planning

Prompt (Recommended): Some people say that, “Adolescence is a war; no one gets out unharmed.” Write an essay in which you argue whether the quote is true. You must use evidence from at least two of the following texts:

- “Going Steady”
- “Hanging Fire”
- “Saturday at the Canal”
- “Likes vs. Likeability”
- “Popularity”

You may also use your own experiences to support your response. **[W.1, W.2]**

Essay (Optional): Narrative

Prompt: You have read the short story “Going Steady” by Adam Bagdasarian. In paragraphs 11-46 of the story, the narrator describes his feelings for Linda at the beginning of their relationship. Rewrite this part of the story from Linda’s perspective. Use details from the paragraphs and add elaboration of your own to show Linda’s thoughts and feelings. **[W.3]**

VOCABULARY, DISCUSSION, AND GRAMMAR INSTRUCTION

Vocabulary

This unit includes **explicit vocabulary instruction** on 15 academic words. Students complete 5 activities for each set of words. Consistent with research, students encounter these words in context. Word usage is reinforced in reading, writing, and discussion activities **[L.7.6]**. [Learn more here.](#)

Discussion

In all CommonLit units, students discuss the texts they are reading daily. In addition to multiple opportunities for **informal discussion**, there is one **formal whole class discussion**. Based on the unit text pieces, students will discuss whether the term “hanging fire” accurately describes adolescence. Students receive explicit instruction on **referring to text evidence to support and advance their ideas** **[SL.7.1.A]**.

Grammar Instruction

This unit includes a short lesson and 8 practice activities on **compound and complex sentences** **[L.7.1.B]**. This skill helps students express more sophisticated ideas in writing.



Lessons & Materials

Below, you will find all of the materials needed to teach this unit. To better help you understand the choices and flexibility within the unit materials, individual lessons are tagged as Essential, Recommended, or Optional.

A sample Pacing Guide is available [here](#).

Unit Introduction

ESSENTIAL


ABOUT THIS ASSIGNMENT:

Begin this unit by getting students talking and discussing the unit topics and themes. Use this editable slide deck and paired handout to engage students and provide an overview of what they will be learning!

HOW TO FACILITATE:

- Use the slide deck to facilitate the Unit Introduction handout whole class (20 mins)

ASSIGNMENT MATERIALS:

- [Slide Deck](#)
- [Teacher Copy](#)
- [Student Copy](#)
- [Student Reference Sheet](#)
- [Word Wall](#)

Writing Baseline Assessment

OPTIONAL


ABOUT THIS ASSIGNMENT:

Assigning a writing baseline assessment at the beginning of the year is a great way to get to know your class and assess student strengths and weaknesses. This argumentative prompt connects to the major unit themes. It asks students to argue whether or not it is easy to be a teenager, using evidence from stories, movies, real world events, or experiences from their own lives.

HOW TO FACILITATE:

Distribute the Writing Baseline Assessment on paper or through Google Docs. Set aside one class period for students to compose the essay, ideally in a silent testing environment. Students may use blank paper or a digital notebook to plan their essay. Use the Grade 6-10 Argumentative Writing Rubric to score student essays. Provide direct feedback to students on their essay using the Student Feedback Form. Have students reflect on their writing and set writing goals using the Writing Baseline Assessment Goal-Setting Tool. You may use this tool to kick off 1:1 conferences with students.

ASSIGNMENT MATERIALS:

- [Student Copy: Writing Baseline Assessment](#)
- [Grade 6-10 Argumentative Writing Rubric and Student Feedback Form](#)
- [Writing Baseline Assessment Goal Setting Tool](#)



Vocabulary Activity Set: List 1

ESSENTIAL


ABOUT THIS ASSIGNMENT:

This vocabulary activity set will help students master the 8 high-impact academic vocab words they will see in the stories they read. These 5 activities are great for a quick warm-up activity or homework.

HOW TO FACILITATE:

- Use the Slide Deck to facilitate Vocabulary Activity 1 whole-class (20 min)
- Flexibly assign the remaining activities as warm-ups, homework, or practice to prepare students for the Vocabulary Quiz.

ASSIGNMENT MATERIALS:

- [Student Vocabulary Activity Set](#)
- Teacher Answer Key*
- [Activity 1 Slide Deck](#)
- [Word Wall](#)

*Not available in PDF. Coming soon in digital form!

Supplemental Texts

OPTIONAL


ABOUT THIS ASSIGNMENT:

Each CommonLit 360 Unit is accompanied by a set of supplemental texts that connect to the unit's themes. Texts can be printed or assigned digitally and include questions and activities.

HOW TO FACILITATE:

Review the [Guidance for Supplemental Text Sets](#) for ideas on how to implement supplemental texts across the unit.

ASSIGNMENT MATERIALS:

- [What to Expect from Adolescence](#) (informational): *This text focuses on the intellectual, emotional, social, and physical changes that individuals experience during adolescence. Use it to discuss the essential question: What makes adolescence challenging?*
- [Seventh Grade](#) (short story): *In this text a boy tries to impress a girl on the first day of seventh grade. It connects to themes about adolescent relationships.*
- [Animal adolescence is filled with teen drama and peer pressure](#) (informational): *This text examines the similarities between adolescent behavior of humans and animals. Students can draw connections to unit texts and their own lives.*
- [Momentum](#) (poem): *This poem examines the challenges of navigating adolescent peer relationships. Use it to reinforce poetry skills and make thematic connections.*

Independent Reading and Book Club Resources

OPTIONAL


ABOUT THIS ASSIGNMENT:

This set of resources supports teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit. It includes a list of books that align thematically to *7th Grade Unit 2: Adolescence*, discussion questions, reading response questions, as well as ready-made student-facing logs and handouts.

HOW TO FACILITATE:

- Start by downloading [Best Practices for Independent Reading](#).
- Check out the [7th Grade Unit 2: Adolescence Independent Reading Teacher Guide](#) and make a plan for independent reading.

ASSIGNMENT MATERIALS:

- [Student Copy: Independent Reading Materials](#)

Related Media Exploration

RECOMMENDED

**ABOUT THIS ASSIGNMENT:**

This Related Media Exploration is centered around an engaging podcast on middle school life. Students will work collaboratively as they listen to the different experiences of middle schoolers and draw connections to their own lives.

HOW TO FACILITATE:

Lead students through the introductory slides. Release students to complete the remainder of the exploration with partners.

ASSIGNMENT MATERIALS:

- [Slide Deck](#)
- [Student Copy](#)
- [Teacher Copy](#)

Reading Lesson: "Going Steady" (Short Story)

ESSENTIAL

**ABOUT THIS ASSIGNMENT:**

"Going Steady" is a story about an adolescent boy and his stressful experience trying to break up with his steady girlfriend. As students read, they will analyze how character decisions and interactions reveal theme.

HOW TO FACILITATE:

- Introduce the lesson with the slide deck (5 min)
- Lead students through the reading and questions (45 min)
- Have students complete the independent practice (20 min)
- Facilitate the quick partner discussion (5 min)

ASSIGNMENT MATERIALS:

- [Slide Deck](#)
- Teacher Copy*
- Student Copy*

*Student and teacher copies of this reading lesson are downloadable on commonlit.org for verified teacher accounts. Navigate to the [text page](#) and click "Download PDF" to access these materials.

Writing Lesson: Introducing Evidence with Context

ESSENTIAL

**ABOUT THIS ASSIGNMENT:**

In this writing lesson, students learn how to add clarity to their writing by introducing evidence with context. Students will apply the skill in a written response prompt for "Going Steady."

HOW TO FACILITATE:

To assign the interactive digital lesson, click "Assign" and schedule the lesson.*

To facilitate the lesson on paper, access the student copy of the lesson and distribute it to students.

ASSIGNMENT MATERIALS:

- [Teacher Copy](#)
- [Student Copy](#)
- [Classroom Anchor Chart](#)
- [Student Reference Sheet](#)

*The data for interactive digital lessons will show up on your teacher assignment report.

Vocabulary Quiz 1

ESSENTIAL


ABOUT THIS ASSIGNMENT:

This vocabulary quiz assesses students' knowledge of the vocabulary words in Vocabulary List 1.

HOW TO FACILITATE:

- To assign this quiz digitally, click "Assign" and schedule the quiz. Set aside 15 minutes for students to complete the vocabulary quiz.
- To have students complete the quiz on paper, access the student copy of the assignment materials and distribute it to students.

ASSIGNMENT MATERIALS:

- [Student Vocabulary Quiz](#)
- Teacher Answer Key*

**Quizzes assigned digitally will be scored automatically. To ensure assessment security, a printable answer key is not available at this time.*

Narrative Writing Prompt

OPTIONAL


ABOUT THIS ASSIGNMENT:

This engaging optional creative prompt can be used as an additional writing assignment in which students rewrite a section of "Going Steady" from Linda's perspective.

HOW TO FACILITATE:

Have students respond to the narrative prompt using the Narrative Writing Checklist as they write.

ASSIGNMENT MATERIALS:

- [Student Copy](#)

Reading Lesson: "Hanging Fire" (Poem)

ESSENTIAL


ABOUT THIS ASSIGNMENT:

"Hanging Fire" by poet Audre Lorde explores the worries, big and small, of adolescence and the need for guidance. As students read, they will analyze how a poet uses repetition to develop theme.

HOW TO FACILITATE:

- Introduce the lesson with the slide deck (5 min)
- Lead students through the reading and questions (35 min)
- Have students complete the independent practice (20 min)
- Facilitate the quick partner discussion (5 min)

ASSIGNMENT MATERIALS:

- [Slide Deck](#)
- Teacher Copy*
- Student Copy*
- [Student Reference Sheet: Poetry Terms](#)
- [Student Reference Sheet: Quoting & Citing Poetry](#)

**Student and teacher copies of this reading lesson are unavailable in PDF due to copyright restrictions. Please consider assigning the [digital version of this reading lesson](#).*

Reading Lesson: "Saturday at the Canal" (Poem)

ESSENTIAL


ABOUT THIS ASSIGNMENT:

"Saturday at the Canal" is a Gary Soto poem that describes the adolescent desire to escape to a better, more fulfilling life. As students read, they will analyze how descriptive language reveals meaning.

HOW TO FACILITATE:

- Introduce the lesson with the slide deck (5 min)
- Lead students through the reading and questions (35 min)
- Have students complete the independent practice (20 min)
- Facilitate the quick partner discussion (5 min)

ASSIGNMENT MATERIALS:

- [Slide Deck](#)
- Teacher Copy*
- Student Copy*
- [Student Reference Sheet : Poetry Terms](#)
- [Student Reference Sheet: Quoting & Citing Poetry](#)

*Student and teacher copies of this reading lesson are downloadable on commonlit.org for verified teacher accounts. Navigate to the [text page](#) and click "Download PDF" to access these materials.

Writing Lesson: Writing Explanations

ESSENTIAL


ABOUT THIS ASSIGNMENT:

This writing lesson teaches students how to write explanations that clarify their evidence and connect it to their argument. Students will apply the skill in their written response to a prompt for "Saturday at the Canal."

HOW TO FACILITATE:

Follow the guidance on each section of the lesson. Each part has clear facilitation directions that indicate if the section should be teacher-led or assigned as partner work or independent practice.

ASSIGNMENT MATERIALS:

- [Teacher Copy](#)
- [Student Copy](#)
- [Classroom Anchor Chart](#)
- [Student Reference Sheet](#)

Vocabulary Activity Set: List 2

ESSENTIAL


ABOUT THIS ASSIGNMENT:

This vocabulary activity set will help students master the 7 high-impact academic vocab words they will see in the stories they read. These 5 activities are great for a quick warm-up activity or homework.

HOW TO FACILITATE:

- Use the Slide Deck to facilitate Vocabulary Activity 1 whole-class (20 min)
- Flexibly assign the remaining activities as warm-ups, homework, or practice to prepare students for the Vocabulary Quiz.

ASSIGNMENT MATERIALS:

- [Student Vocabulary Activity Set](#)
- Teacher Answer Key*
- [Activity 1 Slide Deck](#)
- [Word Wall](#)

*Not available in PDF. Coming soon in digital form!

Reading Lesson: “Likes vs. Likeability” (Nonfiction)

ESSENTIAL

ABOUT THIS ASSIGNMENT:

“Likes vs. Likeability” introduces students to the concept that there are two different types of popularity: likeability and status. As students read, they will analyze how ideas influence individuals.

HOW TO FACILITATE:

- Introduce the lesson with the slide deck (5 min)
- Students work collaboratively as they complete the reading and questions (10 min)
- Have students complete the independent practice (20 min)
- Facilitate the quick partner discussion (5 min)

ASSIGNMENT MATERIALS:

- [Slide Deck](#)
- Teacher Copy*
- Student Copy*

**Student and teacher copies of this reading lesson are downloadable on commonlit.org for verified teacher accounts. Navigate to the [text page](#) and click “Download PDF” to access these materials.*

Reading Lesson: “Popularity” (Short Story)

ESSENTIAL

ABOUT THIS ASSIGNMENT:

In “Popularity,” students follow the narrator on his desperate quest to gain status amongst his peers on the playground. As students read, they will analyze how character decisions and interactions develop theme.

HOW TO FACILITATE:

- Introduce the lesson with the slide deck (5 min)
- Lead students through the reading and questions (35 min)
- Have students complete the independent practice (20 min)
- Facilitate the quick partner discussion (5 min)

ASSIGNMENT MATERIALS:

- [Slide Deck](#)
- Teacher Copy*
- Student Copy*

**Student and teacher copies of this reading lesson are downloadable on commonlit.org for verified teacher accounts. Navigate to the [text page](#) and click “Download PDF” to access these materials.*

Writing Lesson: Review: Introducing Evidence and Writing Explanations

ESSENTIAL

ABOUT THIS ASSIGNMENT:

This writing lesson allows students to practice the two important writing skills from this unit: introducing evidence with context and writing strong explanations. Students will apply the skill in their written response to a prompt for “Popularity.”

HOW TO FACILITATE:

Follow the guidance on each section of the lesson. Each part has clear facilitation directions that indicate if the section should be teacher-led or assigned as partner work or independent practice.

ASSIGNMENT MATERIALS:

- [Teacher Copy](#)
- [Student Copy](#)

Vocabulary Quiz 2

ESSENTIAL

ABOUT THIS ASSIGNMENT:

This vocabulary quiz assesses students' knowledge of the vocabulary words in Vocabulary List 2.

HOW TO FACILITATE:

- To assign this quiz digitally, click "Assign" and schedule the quiz. Set aside 15 minutes for students to complete the vocabulary quiz.
- To have students complete the quiz on paper, access the student copy of the assignment materials and distribute it to students.

ASSIGNMENT MATERIALS:

- [Student Vocabulary Quiz](#)
- Teacher Answer Key*

**Quizzes assigned digitally will be scored automatically. To ensure assessment security, a printable answer key is not available at this time.*

Discussion Lesson

RECOMMENDED

ABOUT THIS ASSIGNMENT:

Learning to take part in both formal and informal discussions is a vital skill for middle schoolers. This discussion lesson teaches students to refer to evidence from texts to support their ideas. The assignment materials include a handout to teach the discussion skill whole-class, a handout to help students prepare for discussion and take notes, and teacher resources to help you facilitate whole-class or small group discussions.

Students will discuss their answers to the following question: In this unit, we read the poem "Hanging Fire" by Audre Lorde. "Hanging fire" is a term that can be used to refer to anything that is stuck or delayed.

Based on the texts in this unit and your own experiences, do you think this term accurately describes adolescence? Why or why not?

HOW TO FACILITATE:

- Lead students through the Discussion Skill Lesson (15 min)
- Have students prepare for discussion using the Discussion Prep handout (15 min)
- Launch discussion and have students take notes during discussion (30 min)

ASSIGNMENT MATERIALS:

- [Discussion Skill Lesson Student Copy](#)
- [Discussion Skill Lesson Teacher Copy](#)
- [Discussion Preparation Student Copy](#)
- [Discussion Protocols](#)
- [Student Voice Tracker](#)

Grammar and Usage Activities

OPTIONAL



ABOUT THIS ASSIGNMENT:

To push student writing to the next level, teach students how to compose strong sentences. This 360 Unit's grammar and usage materials contain 8 activities that focus on compound and complex sentences. Great for a quick warm-up activity or homework!

HOW TO FACILITATE:

Assign the 8 activities as warm-ups, homework, or practice to prepare students for the grammar quiz.

ASSIGNMENT MATERIALS:

- [Student Grammar Activities](#)
- [Teacher Answer Key](#)

Writing Lesson: Unit 2 Essay Planning

ESSENTIAL



ABOUT THIS ASSIGNMENT:

Planning and organizing ideas is often the most challenging part of writing an essay. In this multi-part writing lesson, students will prepare for their end of unit essay by practicing skills they can carry over into future essay planning.

Students will:

- Break down a prompt
- Find evidence that relates to the prompt
- Discuss the prompt
- Develop a thesis statement
- Review an exemplar essay

HOW TO FACILITATE:

Follow the guidance on each section of the lesson. Each part has clear directions that indicate if the section should be teacher-led or assigned as partner work or independent practice.

ASSIGNMENT MATERIALS:

- [Teacher Copy](#)
- [Student Copy](#)

Writing Lesson: Unit 2 Essay Drafting

ESSENTIAL



ABOUT THIS ASSIGNMENT:

This end of unit activity requires that students respond to the following writing prompt:

Some people say that, "Adolescence is the time in your life when you are most insecure about yourself." Write an essay in which you argue whether the quote is true. You must use evidence from at least two of the following texts:

- "Going Steady"
- "Hanging Fire"
- "Saturday at the Canal"
- "Likes vs. Likeability"
- "Popularity"

You may also use your own experiences to support your response.

HOW TO FACILITATE:

Have students use their resources to draft their essay.

ASSIGNMENT MATERIALS:

- [Student Essay Prompt](#)
- [Exemplar Essay](#)
- [Essay Rubric](#)

Grammar and Usage Quiz

OPTIONAL



ABOUT THIS ASSIGNMENT:

This grammar quiz assesses students' knowledge of the unit's grammar skill: compound and complex sentences.

HOW TO FACILITATE:

- Assign the grammar quiz to students (10 min)

ASSIGNMENT MATERIALS:

- [Student Grammar Quiz](#)
- Teacher Answer Key*

*Not available in PDF. Coming soon in digital form!

Alternative Writing Prompts

OPTIONAL



ABOUT THIS ASSIGNMENT:

This unit includes three additional end of unit writing task options. Teachers may consider using these as extension activities or as a replacement to the recommended prompt.

HOW TO FACILITATE:

Consider which prompt best meets your students' needs and assign that prompt in place of or in addition to the recommended unit prompt.

ASSIGNMENT MATERIALS:

- [Teacher Copy](#)
- [Student Copy](#)





Training & Support Resources

CommonLit 360 is rich with resources for teachers and administrators. In addition to this PDF Unit Guide, here are just a few additional tools available to teams for free:

- ↳ Document: [Curriculum Framework, An Overview](#)
- ↳ Document: [Themes & Topics Overview](#)
- ↳ Live Webinar: [Getting Started with CommonLit 360](#)
- ↳ Instructional support videos available on each unit's [Support and Resources page](#)

Ready to roll out CommonLit 360 in your school or district? [Read about the affordable professional development](#) we offer for schools and districts through our CommonLit for Schools packages.

Pacing Guide

With appropriate pacing, Grade 7, Unit 2 should take roughly 5-7 weeks of instructional time. This assumes **45 minutes** of daily instruction. With this assumption, many of the reading lessons can last up to 2 days/class periods and should be spaced accordingly. Supplemental reading, vocabulary activities, and grammar activities can often be assigned as homework. Teachers should expect to revise pacing as needed.

WEEK 1

Mon.	<ul style="list-style-type: none"> • Unit Introduction • Vocabulary Activity Set List 1: Activity 1 & Slide Deck
Tues.	<ul style="list-style-type: none"> • Vocabulary Activity Set List 1: Activity 2 • Related Media Exploration
Wed.	<ul style="list-style-type: none"> • Vocabulary Activity Set List 1: Activity 3 • “Going Steady” Slide Deck • “Going Steady” - Day 1
Thurs.	<ul style="list-style-type: none"> • Vocabulary Activity Set List 1: Activities 4 & 5 • “Going Steady” - Day 2 • “Going Steady” - Independent Practice
Fri.	<ul style="list-style-type: none"> • Writing Lesson: Introducing Evidence With Context <p>Flex time for:</p> <ul style="list-style-type: none"> • Independent/Book Club reading or meetings • Supplemental text set reading • Completion of previous activities • Teacher-created activities

WEEK 2

Mon.	<ul style="list-style-type: none"> Vocabulary Activity Set List 1 Quiz Narrative Prompt OPTIONAL
Tues.	<ul style="list-style-type: none"> "Hanging Fire" Slide Deck "Hanging Fire" "Hanging Fire" - Independent Practice
Wed.	<ul style="list-style-type: none"> "Saturday at the Canal" Slide Deck "Saturday at the Canal" "Saturday at the Canal" - Independent Practice
Thurs.	<ul style="list-style-type: none"> Writing Lesson: Writing Explanations
Fri.	Flex time for: <ul style="list-style-type: none"> Independent/Book Club reading or meetings Supplemental text set reading Completion of previous activities Teacher-created activities

WEEK 3

Mon.	<ul style="list-style-type: none"> Vocabulary Activity Set List 2: Activity 1 & Slide Deck "Likes vs. Likeability" Slide Deck "Likes vs. Likeability" "Likes vs. Likeability" - Independent Practice
Tues.	<ul style="list-style-type: none"> Vocabulary Activity Set List 2: Activity 2 "Popularity" Slide Deck "Popularity" - Day 1
Wed.	<ul style="list-style-type: none"> Vocabulary Activity Set List 2: Activity 3 "Popularity" - Day 2 "Popularity" - Independent Practice
Thurs.	<ul style="list-style-type: none"> Vocabulary Activity Set List 2: Activities 4 & 5 Writing Lesson: Review Introducing Evidence and Writing Explanations
Fri.	<ul style="list-style-type: none"> Vocabulary Activity Set List 2 Quiz Discussion Skill Lesson RECOMMENDED Flex time for: <ul style="list-style-type: none"> Independent/Book Club reading or meetings Supplemental text set reading Completion of previous activities Teacher-created activities

WEEK 4

Mon.	<ul style="list-style-type: none"> Grammar and Usage Activities: Parts 1-3 OPTIONAL Class Discussion RECOMMENDED
Tues.	<ul style="list-style-type: none"> Grammar and Usage Activities: Parts 4-6 OPTIONAL Unit Essay: Planning
Wed.	<ul style="list-style-type: none"> Grammar and Usage Activities: Parts 7-8 OPTIONAL Unit Essay: Drafting
Thurs.	<ul style="list-style-type: none"> Grammar and Usage Activities Quiz OPTIONAL Unit Essay: Drafting
Fri.	<p>Flex time for:</p> <ul style="list-style-type: none"> Independent/Book Club reading or meetings Supplemental text set reading Completion of previous activities Teacher-created activities

WEEK 5

Mon.	<p>Flex time for:</p> <ul style="list-style-type: none"> Independent/Book Club reading or meetings Supplemental text set reading Completion of previous activities Teacher-created activities
Tues.	<p>Flex time for:</p> <ul style="list-style-type: none"> Independent/Book Club reading or meetings Supplemental text set reading Completion of previous activities Teacher-created activities
Wed.	<p>Flex time for:</p> <ul style="list-style-type: none"> Independent/Book Club reading or meetings Supplemental text set reading Completion of previous activities Teacher-created activities

Thurs.

Flex time for:

- Independent/Book Club reading or meetings
- Supplemental text set reading
- Completion of previous activities
- Teacher-created activities

Fri.

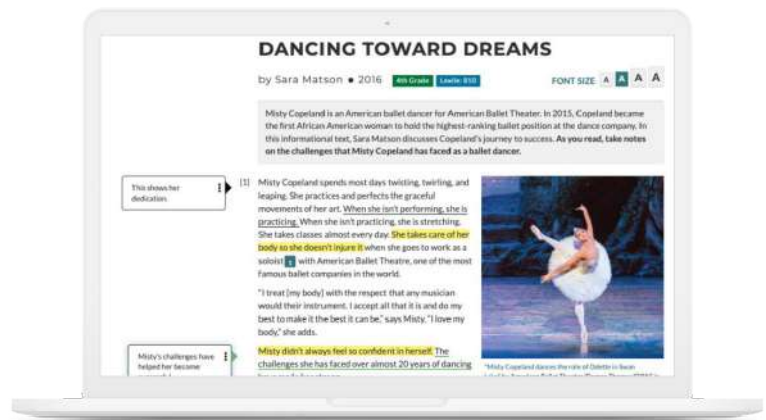
Flex time for:

- Independent/Book Club reading or meetings
- Supplemental text set reading
- Completion of previous activities
- Teacher-created activities



CommonLit 360: Digital Experience

One of the reasons CommonLit 360 is so unique is that it is accessible through a free, state-of-the-art digital platform. Reading, writing, and vocabulary lessons and assessments within a CommonLit 360 unit can be assigned to students through CommonLit.org. During and after the lesson, teachers can view formative assessment data through a real-time lesson dashboard to easily track completion and progress. All of these digital features are free for teachers and students, just like the rest of CommonLit. To learn more about the digital experience, [sign up for an upcoming CommonLit 360 webinar](#) or email help@commonlit.org.



Appendix I: Text Selection & Text Complexity

When selecting texts for this unit, CommonLit considers both quantitative and qualitative measures of text complexity.

UNIT TEXTS

Title by Author	Lexile	Description
“Going Steady” by Adam Bagdasarian (Short Story)	970L	In this humorous short story, an adolescent boy struggles to express his true emotions when he finds himself going steady with a classmate. This story highlights how the struggle to be honest about thoughts and feelings is just one reason why growing up can be hard.
“Hanging Fire” by Audre Lorde (Poem)	Non-Prose	In this poem, an adolescent girl lists her concerns and worries about life as she tries to gain her mother’s attention.
“Saturday at the Canal” by Gary Soto (Poem)	Non-Prose	In this poem, a speaker reflects on the disappointing way their dreams for the future compare with their current reality.
“Likes vs. Likeability” by Aaron Moger and Scott Jared (Informational Text)	1130L	This informational text introduces students to the two types of popularity: likeability and status. The text will help students understand the benefits and drawbacks of each and apply the concept of likeability vs. status to unit texts and their own lives.
“Popularity” by Adam Bagdasarian (Short Story)	1070L	In this short story, an adolescent boy yearns to be more popular amongst his peers on the playground, even if it means hurting someone else. Through his journey to gain status, he quickly learns that popularity is fleeting.

SUPPLEMENTAL TEXTS (ENGLISH)

Title by Author	Lexile	Description
<u>"What to Expect from Adolescence"</u> by Barrett Smith (Informational Text)	1010L	This text focuses on the intellectual, emotional, social, and physical changes that individuals experience during adolescence. Use it to discuss the essential question: <i>What makes adolescence challenging?</i>
<u>"Seventh Grade"</u> by Gary Soto (Short Story)	620L	In this text a boy tries to impress a girl on the first day of seventh grade. It connects to themes about adolescent relationships.
<u>"Animal adolescence is filled with teen drama and peer pressure"</u> by Duncan Strauss (Informational Text)	1230L	This text examines the similarities between adolescent behavior of humans and animals. Students can draw connections to unit texts and their own lives.
<u>"Momentum"</u> by Catherine Doty (Poem)	Non-Prose	This poem examines the challenges of navigating adolescent peer relationships. Use it to reinforce poetry skills and make thematic connections.

SUPPLEMENTAL TEXTS (SPANISH)

Title by Author	Lexile	Description
<u>"Qué esperar de la adolescencia"</u> by Barrett Smith (Informational Text)	970L	This text focuses on the intellectual, emotional, social, and physical changes that individuals experience during adolescence. Use it to discuss the essential question: <i>What makes adolescence challenging?</i>
<u>"Séptimo Grado"</u> by Gary Soto (Short Story)	720L	In this text a boy tries to impress a girl on the first day of seventh grade. It connects to themes about adolescent relationships.
<u>"Impulso"</u> by Catherine Doty (Poem)	Non-Prose	This poem examines the challenges of navigating adolescent peer relationships. Use it to reinforce poetry skills and make thematic connections.

