

Semester 1 of 2					
Unit Number: Title and Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 0: Classroom Routines and Expectations 2 Weeks <i>Note: This unit coincides with the beginning-of-year diagnostic assessment in reading.</i>	The purpose of this unit is to introduce classroom expectations and routines, as well as to set up students for academic and behavioral success. The secondary purpose of this unit is to perform mandatory diagnostic testing and assess student levels and needs.	7.RI.1 Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis. 7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.	- Students will know classroom routines and expectations, including behavior, assignments, and grading. - Students will master the basics of formatting writing assignments, sending and receiving emails, using spell check, grammar check, and submitting work online.	- Students will demonstrate knowledge of classroom routines and expectations on a syllabus quiz. - Students will write and submit a correctly formatted paragraph. - Students will collaborate on a set of shared classroom agreements.	<i>Mirrors & Windows</i> Curriculum, including: - Textbook, - Writing & Grammar Workbook
Unit 1: Reading Fiction 6 Weeks	The purpose of this unit is to engage students' comprehension skills, develop skills in	7.RL.1 Analyze what the text says explicitly as well as inferentially; cite several pieces of	Students will read fiction texts to: Demonstrate comprehension,	Students will demonstrate comprehension of texts by completing	<i>Mirrors & Windows</i> Curriculum, including: Units 1 & 2 (Fiction Connections)

	making inferences, and begin engaging students' ability to determine the theme and/or the main idea of a text (and write a summary).	textual evidence to support the analysis. 7.RL.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text. 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 7.RL.10 By the end of the year read and comprehend literature, including	• Practice drawing inferences, • Determine themes, • Practice writing a summary. Students will write to practice: • Denotation & connotation, • Prefixes, roots & suffixes, • Subject-verb agreement, • Comma use, • Use of clauses.	comprehension quizzes. • Students will make inferences about events in the texts in short writing assignments. • Students will determine the theme of a short story and write a short essay that explains the theme and provides an evidence-based summary. • Student writing will demonstrate correct subject-verb agreement, comma use, and use of independent & independent clauses.	Vocabulary & Spelling Lessons: • Denotation and Connotation • Prefixes, Roots & Suffixes Grammar & Style Lessons: • Subject-Verb Agreement • Comma Use • Independent & Dependent clauses <i>Mirrors & Windows</i> Grammar & Writing Workbook
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		stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Unit 2: Reading Nonfiction 6 Weeks	The purpose of this unit is to engage students' comprehension skills, develop skills in making inferences, and begin engaging students' ability to determine the central ideas of a text (and write a summary).	7.RI.1 Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis. 7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text. 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Students will read nonfiction texts to: • Demonstrate comprehension, • Practice drawing inferences, • Determine central ideas, • Practice writing a summary. Students will write to practice: • Phrases, • Sentence types, • Editing fragments and run-on sentences.	• Students will demonstrate comprehension of texts by completing comprehension quizzes. • Students will make inferences about information and events in the texts in short writing assignments. • Students will determine two or more central ideas in a text and write a short essay that analyzes their development over the course	<i>Mirrors & Windows</i> Curriculum, including: Units 3 & 4 (Nonfiction Connections) Vocabulary & Spelling Lessons: • Greek, Latin & Anglo-Saxon Roots Grammar & Style Lessons: • Phrases • Sentence Types • Fragments & Run-On Sentences <i>Mirrors & Windows</i> Grammar & Writing Workbook

		7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 7.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6- 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		of the text and provides an evidence-based summary. • Student writing will demonstrate the correct use of phrases and appropriate structure.	
Unit 3: Informative & Descriptive Writing 4 Weeks	The purpose of this unit is to engage students' prior knowledge, develop their ability to research, quote and paraphrase texts, draw and cite evidence, and compose an informative or	7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Students will write a variety of informational and expository texts to: • Convey ideas, concepts, and information. • Practice and refine skills with the conventions	• Students will demonstrate the ability to research a topic, write about a topic, and cite relevant and accurate evidence in a text.	<i>Mirrors & Windows</i> Curriculum, including: Unit 3 Writing Workshop (Informative Writing) and/or Unit 4 Writing Workshop (Descriptive Essay)

	descriptive text that examines a topic.	7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 7.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research. 7.L.4 Determine or clarify the meaning of unknown and	of standard English grammar.	The final project for Semester 1 will be an informative or descriptive essay.	<i>Mirrors & Windows</i> Grammar & Writing Workbook
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		multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.			
Semester 2 of 2					
Unit Number: Title and Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 4: Reading Poetry 4 Weeks <i>Note: This unit coincides with mid-year interim assessment in reading.</i>	The purpose of this unit is to engage students' understanding of figurative language, in particular similes, metaphors, and common idioms; to reinforce students' ability to identify the theme of a short text, and to further practice the craft of writing.	7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text. 7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of	Students will read poetry to: • Develop an understanding of figurative language. • Practice determining themes and main ideas. • 3. Practice writing analytic texts that explain the theme or main idea of a text.	• Students will demonstrate comprehension of figurative language by completing comprehension quizzes. • Students will make inferences about ideas in the texts in short writing assignments. • Students will determine the theme of a poem or song lyric and	<i>Mirrors & Windows</i> Curriculum, including: Units 5 & 6 (Poetry Connections) Vocabulary & Spelling Lessons: • Synonyms & Antonyms • Figurative Language Grammar & Style Lessons: • Simple, Compound, Complex, and

		rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 7.RL.10 By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as		write a short essay that explains the theme and provides an evidence-based summary. • Student writing will demonstrate an understanding of figurative language and correct sentence structure.	Compound-Complex Sentences <i>Mirrors & Windows</i> Grammar & Writing Workbook
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		needed at the high end of the range.			
Unit 5: State Test Prep 2 Weeks	The purpose of this unit is to prepare students for state testing, to build resilience and grit in the face of large or intimidating tasks, and to train students in the skills necessary for successful academic testing in the future.	- No new priority standards are directly addressed in this unit. - Standards may be reviewed as applicable. - All standards will be addressed indirectly as they may appear on the OSAS practice tests.	- Students will know the basic tools and features of the state test. - Students will know self-advocacy skills and relevant policies around testing.	- Students will perform to the best of their ability on the state tests. - Students will face feelings of anxiety or frustration with confidence and persistence. - Students will take this time to practice for future testing opportunities such as the SAT.	OSAS practice tests and testing manual
Unit 6: Novel Study 8 Weeks <i>Note: This unit coincides with Oregon State Testing in English Language Arts</i>	The purpose of this unit is to engage students' comprehension skills, develop skills in making inferences, and further engage students' ability to determine the theme and/or the main idea	7.RL.1 Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.* 7.RL.2 Determine a theme or central	Students will read a novel to - Demonstrate comprehension, - Practice drawing inferences, - Determine themes, - Practice writing a summary.	- Students will demonstrate comprehension of figurative language by completing comprehension quizzes. - Students will make inferences about ideas in	<i>Mirrors & Windows</i> Novel Study Unit for <i>The Outsiders</i> , by S.E. Hinton <i>Mirrors & Windows</i> Grammar & Writing Workbook

	of a text (and write a summary).	idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text. 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 7.RL.10 By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently,		the text in short writing assignments. Students will determine the theme or themes of a novel and write a short essay that explains the theme and provides an evidence-based summary.	
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		with scaffolding as needed at the high end of the range.			
Unit7: Argumentative Writing 4 Weeks <i>Note: This unit coincides with the end-of-year assessment in reading.</i>	The purpose of this unit is to engage students' beliefs or values, develop their ability to research, quote, and paraphrase a text, draw and cite evidence, and compose an argumentative essay that makes specific claims and supports them with relevant reasoning and evidence.	7.W.1 Write arguments to support claims with clear reasons and relevant evidence. 7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of	Students will write a variety of argumentative texts to: • Convey ideas, concepts, and information. • Argue, persuade, or convince. • 2. Practice and refine skills with the conventions of standard English grammar.	• Students will demonstrate the ability to research a topic, write about a topic and cite relevant and accurate evidence in a text. • The final project for Semester 2 will be an argumentative essay.	<i>Mirrors & Windows Curriculum, including: Unit 7 Writing Workshop (Argumentative Writing)</i> <i>Mirrors & Windows Grammar & Writing Workbook</i>

		others while avoiding plagiarism and following a standard format for citation. 7.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research. 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.			
End of Semester 2					

