

**ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF ENGLISH LANGUAGE ARTS**

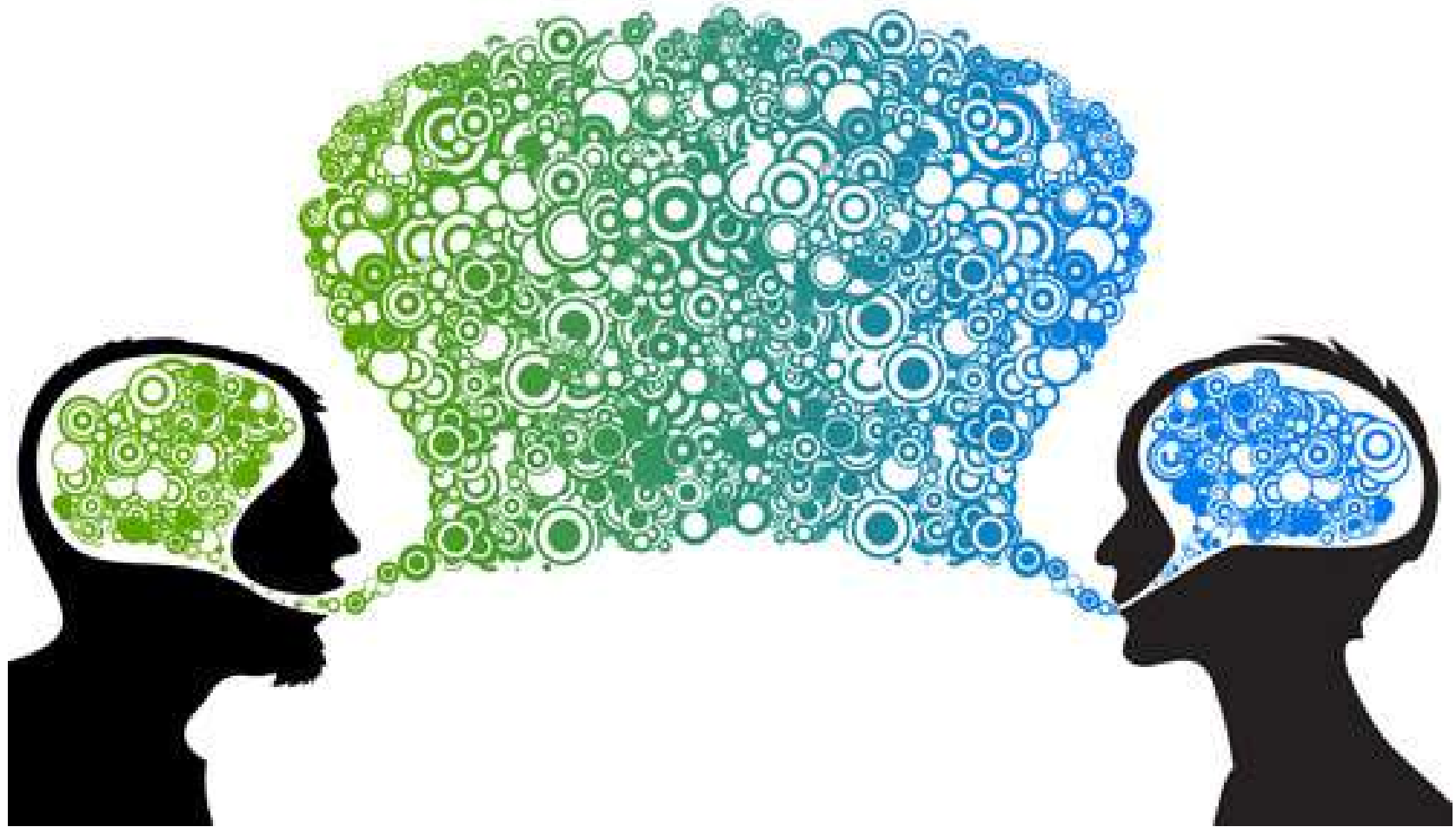
Seventh Grade

**PARCC-Aligned Curriculum Guide
Unit 3**



School Year 2015-2016

Big Question of the Unit: 3a: “*What is the best way to communicate?*”



Grade	7
Unit	3a
Unit's Big Question	<i>"What is the best way to communicate?"</i>
Unit Focus	<p>Throughout the first half of this unit, students will read poetry related to the Big Question. They will consider the Big Question as they read texts with the goal of gaining a deeper understanding of poetry</p> <p>Using these poems, students will learn the required skills that will enable them to analyze the elements of poetry, to analyze poetic language, and to analyze structure and theme.</p> <p>Furthermore, students will focus on the following skills: drawing conclusions, determining main ideas, paraphrasing, figurative language, analyzing point of view, and sound devices.</p> <p>Additionally, students will construct writing in the form of an argumentative essay. They will also engage in meaningful classroom discussions with their peers.</p> <p>Lastly, at the end of the unit, students will create and present an authentic assessment based on the unit's performance tasks. The authentic assessment should demonstrate their understanding of the unit's skills and reflect on the Big Question. Students may choose their performance task from Unit 3a or Unit 3b.</p>
Focus Standards	
Reading Literature	
<p>RL.7.2 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.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>	
Reading Informational	
<p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	
Writing	
<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition,</p>	

classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **W.7.5**

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8 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.

W.7.9.b Apply grade 7 Reading standards to literary nonfiction (e.g. "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").

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Speaking and Listening

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language

L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Big Question of the Unit: 3b: “Community or individual-which is more important?”



http://historeo.com/Resources/individual_community.gif

Grade	6
Unit	3b
Unit's Big Question	<i>"How do our communities shape us?"</i>
Unit Focus	<p>Throughout the first half of this unit, students will read poetry related to the Big Question. They will consider the Big Question as they read texts with the goal of gaining a deeper understanding of poetry</p> <p>Using these poems, students will learn the required skills that will enable them to analyze the elements of poetry, to analyze poetic language, and to analyze structure and theme.</p> <p>Furthermore, students will focus on the following skills: drawing conclusions, determining main ideas, paraphrasing, figurative language, analyzing point of view, and sound devices.</p> <p>Additionally, students will construct writing in the form of an argumentative essay. They will also engage in meaningful classroom discussions with their peers.</p> <p>Lastly, at the end of the unit, students will create and present an authentic assessment based on the unit's performance tasks. The authentic assessment should demonstrate their understanding of the unit's skills and reflect on the Big Question. Students may choose their performance task from Unit 3a or Unit 3b.</p>
Focus Standards	
Reading Literature	
RL.7.2 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.	
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	
Reading Informational	
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
Writing	
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	
W.7.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	
W.7.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	

W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1.d Establish and maintain a formal style.

W.7.1.e Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. **W.7.8**

W.7.9.b Apply grade 7 Reading standards to literary nonfiction (e.g. "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").

W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Speaking and Listening

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Pacing	Marking Period 3: February 1, 2016 – April 8, 2016
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What do readers do when they do not understand everything in the text? • Why do readers need to pay attention to a writer's choice of words? • How do writers develop a well-written product? • How do good writers express themselves? • How do writers structure their essays? • How can writers use specific language to effectively express opinions? • How can writers think more critically about texts and the world? • How do we effectively use language to communicate in a manner that is appropriate to purpose, audience, and task? • How can discussions increase our knowledge and understanding of an idea or ideas? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Good readers employ strategies to help them understand text. • Words powerfully affect meaning. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. • Writers write literary essays using a variety of essay structures. • Writers use Academic English to more effectively express their opinions. • Writers use writing in order to think more critically about texts and the world. • Rules and conventions of language help readers understand what is being communicated. • Oral discussions help to build connections to others and create opportunities for learning

Learning Outcomes

At the end of this unit, students will be able to:

- Define vocabulary and use vocabulary in context
- Engage effectively in a range of collaborative discussions
- Recognize and understand the elements and characteristics of poetry.
- Recognize and appreciate various forms of poetry
- Analyze poetic language
- Analyze form and structure in poetry
- Recognize and understand the elements and characteristics of folk literature.
- Recognize and appreciate the various forms of folk literature.
- Determine themes in folk literature
- Read and analyze examples of folk literature
- Analyze the author's point of view.
- Recognize techniques for developing point of view
- Analyze cause-and-effect organization
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly
- Include important details in a paraphrase of the text
- Determine the main idea of a text
- Analyze and respond to imagery in poetry.
- Compare the effects of imagery in two poems.
- Write a recommendation of a poem that features imagery.
- Analyze and respond to narrative poetry.
- Write a comparison of two narrative poems.
- Write in a formal style.
- Develop and improve writing by trying new approaches.

Assessments

Screening:

- Unit Pretest
- On Demand Argument

Formative:

Informal –

- Anecdotal records, annotations, discussion notes, double-entry journals, exit tickets, notes, writer's notebook entries, reader response journals, sticky notes

Formal –

- Teacher created interim.

Summative:

- End of Unit Test
- Published Argument (Units of Study)
- On-Demand Writing

Authentic:

- Performance Tasks (PH Lit pp. 714-715)
(PH Lit pp. 1058-1059)
- Socratic Seminar

Sample Schedule for one period (half the block)

Reader's Workshop

Mini-lesson or Opening – 10-12 minutes

Work Period (small group instruction, independent reading, independent writing, collaborative group work, conferring) – 20-25 minutes

Closing – (Share, Exit Ticket, Check for understanding, etc.) – 5-10 minutes

Writer's Workshop

Mini-lesson or Opening – 10-12 minutes

Work Period (small group instruction, independent reading, independent writing, collaborative group work, conferring) – 20-25 minutes

Closing – (Share, Exit Ticket, Check for understanding, etc.) – 5-10 minutes

ELA Model Content Framework Chart for Grade 7

Unit 3a: “What is the best way to communicate?”

Reading Complex Texts*†		Writing to Texts			Research Project
Extended Text	Short Texts	Routine Writing	4-6 Analyses	1-2 Narratives	1 Research Project
<p align="center">Literature</p> <p>1. <i>Poetry Collection 1</i> <u>or</u> <i>Poetry Collection 2</i> pp. 582-596</p> <p>2. <i>Poetry Collection 3</i> <u>or</u> <i>Poetry Collection 4</i> pp.600-609</p> <p>3. <i>Poetry Collection 5</i> <u>or</u> <i>Poetry Collection 6</i> pp.646-663</p>	<p align="center">Literature: <u>Literary Analysis Workshop</u></p> <p>1. Pages 572-581(use these pages to develop mini-lessons)</p> <p align="center">Comparing Literary Works</p> <p>1. “The Highwayman” pp. 630-635 & “How I Learned English,” pg. 637-638</p> <p align="center">Informational: <u>Reading for Information</u></p> <p>1. “The Rhythms of Rap” pp.687-688 & “SchoolHouse Rock: Conjunction Junction,” pp. 689-690</p>	<p align="center">Develop & convey understanding</p> <p>1. Text-Dependent Question Responses in Reader’s Notebook (<i>i.e., the PH Lit Critical Thinking: Integration of Knowledge and Ideas question that aligns to the Big Question, PH Lit skills questions, responses to text</i>)</p> <p>2. Writers’ Notebook Entries (e.g., session work for Units of Study)</p> <p>3. Annotations</p>	<p align="center">Focus on arguments</p> <p>Units of Study will fulfill this requirement.</p> <p>Unit 3- The Art of Argument</p>	<p align="center">Convey experiences, events and/or procedures</p> <p>Writer’s notebook entries</p>	<p align="center">Integrates knowledge from sources when composing</p> <p>The Art of Argument: Research-Based Essays (Unit of Study in Argument, Information, and Narrative Writing Middle School, Grade 7)</p>

For Reading and Writing in Each Module**					
Cite evidence (RL/RI.7.1)	Analyze content (RL/RI.7.2-9, SL.7.2-3)	Study & apply grammar (L.7.1-3, SL.7.6)	Study & apply vocabulary (L.7.4-6)	Conduct discussions (SL.7.1)	Report findings (SL.7.4-6)
Daily	Literary Analysis Workshop	Integrated Language Skills	Big Question and Academic Vocabulary	Communications Workshop	Daily (SL.7.4 & 6) Often (SL.7.5)

Independent Reading is an encouraged component of the MS ELA curriculum. For this unit, texts that align to the Big Question include:

Poetry	Nonfiction
It Doesn’t Always Have to Rhyme by Eve Merriam	Discoveries: Pushing the Boundaries by Pearson
The Poetry of Robert Frost: The Collected Poems by Robert Frost	This Land Was Made for You and Me by Elizabeth Partridge
When I Dance by James Berry	Fiction
My Own True Name by Pat Mora	The Music of Dolphins by Karen Hesse

ELA Model Content Framework Chart for Grade 7
Unit 3b: “Community or individual-which is more important?”

Reading Complex Texts*†		Writing to Texts			Research Project
<i>Extended Text</i>	<i>Short Texts</i>	<i>Routine Writing</i>	<i>4-6 Analyses</i>	<i>1-2 Narratives</i>	<i>1 Research Project</i>
Literature <i>1. Icarus and Daedalus pp.912-920</i> <i>2. The People Could Fly pp. 1006-1014</i>	Literature: <u>Literary Analysis Workshop</u> <i>1. Pages 902-910 (use these pages to develop mini-lessons)</i> <u>Comparing Literary Works</u> <i>1. The Voyage from Tales from the Odyssey pp. 968-971 & To the Top of Everest pp. 972-980</i> Informational: <u>Reading for Information</u> <i>1. Zoos: Joys or Jails pp. 1029-1030 & Kid Territory: Why Do We Need Zoos? pp.1031-1032</i>	Develop & convey understanding 1. Text-Dependent Question Responses (i.e., the PH Lit Critical Thinking: Integration of Knowledge and Ideas question that aligns to the Big Question 2. Writers’ Notebook Entries (e.g., session work for Units of Study) 3. Annotations	Focus on arguments Units of Study will fulfill this requirement. Unit 3- The Art of Argument	Convey experiences, events and/or procedures Writer’s notebook entries	Integrates knowledge from sources when composing The Art of Argument: Research-Based Essays (Unit of Study in Argument, Information, and Narrative Writing Middle School, Grade 7)

For Reading and Writing in Each Module**

Cite evidence (RL/RI.7.1)	Analyze content (RL/RI.7.2-9, SL.7.2-3)	Study & apply grammar (L.7.1-3, SL.7.6)	Study & apply vocabulary (L.7.4-6)	Conduct discussions (SL.7.1)	Report findings (SL.7.4-6)
Daily	Literary Analysis Workshop	Integrated Language Skills	Big Question and Academic Vocabulary	Communications Workshop	Daily (SL.6.4 & 6) Often (SL.7.5)

Independent Reading is an encouraged component of the MS ELA curriculum. For this unit, texts that align to the Big Question include:

<i>Fiction</i>	<i>Nonfiction</i>
The People Could Fly: American Black Folktales by Virginia Hamilton	Myths and Folktales Around the World by Robert Potter
Trojan Horse by Clement-Davies	Around the World in a Hundred years by Jean Fritz
The Adventures of Ulysses by Bernard Evslin	The Great Fire by Jim Murphy
The Time Warp Trio: It’s All Greek to Me by Jon Scieszka	<i>Poetry</i>
	Thirteen Moons on Turtle’s Back by Joseph Bruchac

ELA Unit Instructional Pacing Plan – Grade 7

PH Literature, Unit 3a: “What is the best way to communicate?” pp. 582-717

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK ONE	READING BLOCK RL.7.5 , RL.7.7	PH Literature Unit Preview: “Elements of Poetry” pg. 572, “Analyzing Poetic Language” pg. 574, “Analyzing Poetic Form and Structure” pg. 575, Close Reads pp. 576-581 (<i>use these pages to develop your skills-based mini-lessons</i>) <hr/> Poetry Collection 1, pp. 585-591 Reading Skill: Drawing Conclusions pg. 583 Literary Analysis: Forms of Poetry pg. 583	Conclusions Map, pg. 583 Forms of Poetry Chart pg. 591	<ul style="list-style-type: none"> • Pre-Assessment • Conclusions Map • Forms of Poetry Chart • Reader’s notebook responses to text
	W.7.4 , W.7.6 ,	Writing Task (Poetry) Poetry: Write a lyric, concrete or haiku, pg. 599		<ul style="list-style-type: none"> • Poem
	Language L.7.1a , L.7.6	Integrated Language Skill (pg. 598) Conventions: Infinitives and Infinitive Phrases Word Study (pg. 584) Latin Root: -lum-		
	WRITING BLOCK W.7.1.a,b ; W.7.5,W.7.7 , W.7.8 , W.7.9.b	Units of Study The Art of Argument Bend I: Establishing and Supporting Position Session I-3 <i>Weighing Evidence to Form Considered Positions,</i> <i>Take Your Argument into a Scrimmage: Debating to</i> <i>Test and Strengthen a Position, Bam! Bolstering</i> <i>Positions by Adding Relevant Evidence</i>	-Information Sources Matter! Noting Bibliographic Information -Using the Language of Debate to Argue Well -Making Quotes Work	<ul style="list-style-type: none"> • On Demand Argument

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK TWO	READING BLOCK RL.7.4	PH Literature <i>Poetry Collection 3, pp. 603-609</i> Reading Skill: Draw Conclusions Literary Analysis: Figurative Language	Draw Conclusion Chart, pg. 609 Figurative Language Chart, pg. 601	<ul style="list-style-type: none"> • Draw Conclusion • Figurative Language Chart • Reader's Notebook responses to text
	W.7.2 , W.7.2.d , W.7.7	Writing Task (Explanatory Text): Explanatory Text: pg. 619		<ul style="list-style-type: none"> • Explanatory Text
	Language L.7.1.a , L.7.7.6	Integrated Language pg. 618 Conventions: Appositives and Appositive Word Study (pg. 602, 609) Suffix: -ly	Conventions Chart, pg. 598	<ul style="list-style-type: none"> • Conventions Chart
	WRITING BLOCK W.7.1 , W.7.1.a,b,c ; W.7.4 , W.7.7 W.7.5 , W.7.8 , W.7.9.b	Units of Study <i>The Art of Argument</i> Bend I: Establishing and Supporting Positions Session 4-5 <i>Stay with Me Now: Balancing Evidence with Analysis, Taking Stock</i> Bend II: Composing More Focused and Nuanced Arguments Session 6 <i>Forming Coalition Groups</i>	-Bringing Your Own Voice into Your Writing -Answering Questions to Decide on a Position	<ul style="list-style-type: none"> • Writer's notebook entries • Argument Writing (Draft)
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK THREE	READING BLOCK RI.7.5 L.7.6	PH Literature Reading for Information (Analyzing Expository Texts) <i>"The Rhythms of Rap" pg. 687 and "Schoolhouse Rock: Conjunction Junction," pg. 689</i> Reading Skill: Determine the Main Idea		<ul style="list-style-type: none"> • Reader's Notebook response to text entries
		Reading for Information Writing Task (Timed Writing) p. 691 Expository Text: Paraphrase	5 Minute Planner, pg. 691	<ul style="list-style-type: none"> • Explanatory Text: Timed Writing

	RL.7.4 , RL.7.6 W.7.9	Comparing Literary Works Comparing Narrative Poems <i>“The Highwayman,”</i> pp. 630-635 & <i>“How I learned English,”</i> pg. 637 (pp. 628-639) Skill: Comparing Imagery Comparing Literary Works Writing Task (Timed Writing) pg. 639	“Like” Chart, pg. 628 5 Minute Planner, pg. 639	<ul style="list-style-type: none"> Explanatory Text: Essay -Timed Writing
	WRITING BLOCK W.7.1.a,b,c,e; W.7.4 , W.7.5 , W.7.7 , W.7.8 , W.7.9.b , W.7.10	Units of Study <i>Bend II: Composing More Focused and Nuanced Arguments</i> <i>Session 7-9</i> <i>Bringing a Critical Perspective to Your Research, Debating to Prepare to Draft, Introducing and Writing Your Argument</i>	-Talking and Writing in Response -Front-End Revision is Easier than Back-End Revision	<ul style="list-style-type: none"> Argument
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK FOUR	READING BLOCK RL.7.4	PH Literature <i>Poetry Collection 5, pp. 646-655</i> Reading Skill: Paraphrasing Literary Analysis: Sound Devices	Paraphrase Chart, pg. 655 Sound Devices chart, pg. 647	<ul style="list-style-type: none"> Reader’s Notebook entries Sound Devices Chart
	W.7.9.a , L.7.4.c , L.7.5.b	Writing Task: (p. 653) Informative Text		<ul style="list-style-type: none"> Informative Text: Paraphrase
	Language L.7.1.a , L.7.1.b	Integrated Language Skill: Conventions: Independent and Subordinate Clauses Pg. 662 Word Study: Latin Suffix: -ancy or -ency Pg. 648 and 655		
	WRITING BLOCK W.7.1 , W.7.1.a,b,c,d,e; W.7.4 , W.7.5 , W.7.6 , W.8.1.c ,	Units of Study: <i>Bend II: Composing More Focused and Nuanced Arguments</i> <i>Session 10-12</i> <i>Self-Assessment with an Eye toward</i>	-Helpful Phrases for Acknowledgment and Rebuttal -Using Literary Devices in	<ul style="list-style-type: none"> Argument

		Counterargument, Studying Author's Craft, Including Rhetorical Devices, When Company Comes: Knowing When and How to Maintain a Formal Tone	Argument Writing -Talking the Talk: using Domain-Specific Vocabulary to Sound Like an Expert	
PH Literature, Unit 3b: <i>"How do our communities shape us?"</i>				
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK FIVE	READING BLOCK RL.7.2	<u>PH Literature Unit Preview: Literary Analysis Workshop: Folk Literature</u> <i>"Elements of Folk Literature"</i> pg. 902-903, <i>"Determining Themes in Folk Literature"</i> pg. 904, <i>"Examining Structure and Theme"</i> pg. 905, <i>Close Reads</i> , pp. 906-911 (use these pages to develop your skills-based mini-lessons) <u>"Icarus and Daedalus"</u> pp. 916-920 <u>Reading Skill:</u> Cause and Effect <u>Literary Analysis:</u> Myth	 Cause and Effect Web, pg. 913 Literary Analysis Chart, pg. 921	<ul style="list-style-type: none"> Literary Analysis Chart Cause and Effect Map Reader's Notebook Response to Text entries
	W.7.3.a, W.7.3.b	<u>Writing Task:</u> (p. 933) Narrative Text: Myth		<ul style="list-style-type: none"> Narrative Text: Myth
	Language <u>L.7.4.b</u>	<u>Integrated Language Skill:</u> Conventions: Punctuation Marks p. 932 <u>Word Study:</u> Latin root: -dom- pp. 922 and 931		
	WRITING BLOCK W.7.1, W.7.4, W.7.5, W.7.6	<u>Units of Study:</u> <i>Bend II: Composing More Focused and Nuanced Arguments</i> <i>Session 13</i> <i>Celebration: Symposium</i>		<ul style="list-style-type: none"> On Demand Argument

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK SIX	READING BLOCK RI.7.6 , RI.7.9 W.7.1.a , W.7.1.b , W.7.1.e	PH Literature Reading for Information (Analyze Point of View) “Zoos: Joys or Jails?” pp. 1029-1030 and “Kid Territory: Why Do We Need Zoos?” pp. 1031-1032 Reading Skill: Analyze Point of View		
		Writing Task (Timed Writing, p. 1033): Comparing Argumentative Texts	Five-minute planner, p. 1033	<ul style="list-style-type: none"> Argument: Editorial (Timed)
	RL.7.2 , RL.7.3 , RL.7.5 W.7.2.b	Comparing Literary Works “The Fox Outwits the Crows,” pp. 1036-1037 & “The Fox and the Crow,” pg. 1038 (pp. 608-613) Skill: Comparing Imagery Comparing Literary Works Writing Task (Timed Writing) pg. 1039	Venn Diagram	<ul style="list-style-type: none"> Explanatory Text: Essay-Timed Writing
	WRITING BLOCK W.7.1 , W.7.1.a,b W.7.4 , W.7.5 , W.7.7 , W.7.8 , W.7.9.b , W.8.1.a	Units of Study: <i>Bend III: Taking Arguments to a Global Audience Session 14-16</i> <i>Taking Opportunities to Stand and Be Counted, Revising by Qualifying Your Claim, Revising with Logical Fallacies in Mind: Evaluating Evidence</i>	-Carrying Forward All You Know -Be on the Lookout for Flawed Arguments-and if Necessary, Return to Research	<ul style="list-style-type: none"> Argumentative
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK SEVEN	READING BLOCK RL.7.3	PH Literature “The People Could Fly” pp. 1010-1014 Reading Skill: Compare and Contrast Literary Analysis: Folk Tales	Venn Diagram pg. 1007	<ul style="list-style-type: none"> Venn Diagram
	W.7.1 , W.7.1.a , W.7.1.b , W.7.2.a ,	Writing Task: Argument-Write a review pg. 1025		<ul style="list-style-type: none"> Argument Review

	W.7.2.b, W.7.2.f L.7.3.a			
	Language L.7.2	Integrated Language Skill: Conventions: Abbreviations Pg. 1024		
	L.7.4.b	Word Study: Greek root: -myst- Pg. 1008 and 1015		
	WRITING BLOCK W.7.1, W.7.4, W.7.5, W.7.6	Units of Study: <i>Taking Arguments to a Global Audience</i> <i>Bend III: Session 7</i> <i>Cyberactivism</i>		<ul style="list-style-type: none"> Writing Celebrations of Units of Study-The Art of Argument
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK EIGHT	READING PERIOD RL.7.4 RL.7.5	PH Literature Performance Tasks (PH Lit pp. 714-715) (PH Lit pp. 1058-1059)	Digital tools for publishing writing	End of the Unit Benchmark Performance Tasks
	WRITING PERIOD W.7.1, W.7.4, W.7.5, W.7.6	Unit of Study <i>Celebrations</i>		Units of Study <i>Celebrations</i>
	Speaking/Listening SL.7.1; SL.7.4	***Performance Tasks presentations		***Performance Tasks presentations
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK NINE	READING PERIOD RL.7.4 RL.7.5	PH Literature Performance Tasks (PH Lit pp. 714-715) (PH Lit pp. 1058-1059) Portfolio development		PH Literature: Performance tasks Portfolio submission
	WRITING PERIOD W.7.1, W.7.4, W.7.5, W.7.6	Units of Study Celebrations Portfolio development		Units of Study Celebrations Portfolio submission

	Speaking/Listening SL.7.1; SL.7.4	PH Literature ***Performance Tasks presentations <i>Units of Study Celebrations</i>		PH Literature ***Performance Tasks presentations (PH Lit pp. 714-715) (PH Lit pp. 1058-1059) <i>Units of Study Celebrations</i>
Resources				
For Teachers: PH Lit Resources (Interactive Digital Path, Unit 2 Resources, Graphic Organizers & Bell Ringers, Professional Development, All-in-One Workbook and Answer Key, Common Core Resources, Reader’s Notebooks, Reading Kit, Audio, Assessments, Editable Presentations, Editable Worksheets) Authentic Assessment Toolbox: Language Arts – Middle School http://jfmuller.faculty.noctrl.edu/toolbox/examples/tasks_middle_languagearts.htm Grades 6-8 ELA Curriculum: Appendix 1: Teaching Practices and Protocols http://www.engageny.org/resource/grades-6-8-ela-curriculum-appendix-1-teaching-practices-and-protocols NJ Educator Resource Exchange http://njcore.org/ The Reading & Writing Project Resources http://readingandwritingproject.com/resources.html Teaching that Makes Sense http://www.ttms.org/ In Common: Effective Writing for All students http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students NEWELA: https://newsela.com Literary Essay Resource: http://writingsbs.weebly.com/uploads/1/3/5/2/13520583/6_literary_essay_1-8-13.pdf			For students: PH Lit Resources <ul style="list-style-type: none">Pearson Success Net https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true (Home Page Orientation http://www.mypearsontraining.com/tutorials/snet_students_homepageorientation/player.html)Reader’s NotebookCommon Core Companion Workbook *All-in-One Workbook, audio recordings *English Learner Reader’s Notebook *Adapted Reader’s Notebook *Spanish Reader’s Notebook * * Assigned by teacher in response to data Solo 6 Vocabulary Spelling City http://www.spellingcity.com/ Reading Rewards www.readingrewards.com Proquestk12: http://proquestk12.com Worldbook Online: http://worldbookonline.com	
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Evaluation/	Throughout the unit, you should analyze the results of the assessments to make instructional choices that will meet students’ individual			

Reflection	<p>needs. At the end of the unit, you should use the data and your analyses to respond to the following questions:</p> <ol style="list-style-type: none">1. <i>What worked?</i>2. <i>What do you think could have been implemented more effectively in your lessons and instruction?</i>3. <i>What do you need to learn more about?</i>4. <i>What resources were helpful?</i>5. <i>Is there anything that needs to be condensed or eliminated?</i>
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