

7th Grade: Unit Four

SOCIAL MEDIA: RISKS AND REWARDS

Unit at a Glance

Grade Level: 7th

Essential Question: Is social media more beneficial or risky? How can we promote the benefits of social media over the drawbacks?

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

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

- "This is Your Brain on Instagram" by Kelly McSweeney
- (Informational)
- "Teens Say Social Media Isn't As Bad for Them As You Might Think" by Katie Notopoulos (Informational)
- "This Muslim-American Teen Turned His Suffering Into A Full-Fledged Battle Against Stereotypes" by Pae Paoletta (Informational)
- "Why Young Adults Are Taking a More Mindful Approach to Social Media" by Jessica Matlin (Informational)
- Supplemental Texts Included (English + Spanish)

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

Reading:

- Development of central idea [RI.7.2]
- Connections between ideas [RI.7.3]
- Author's point of view [RI.7.6]

Writing:

- Argument writing [W.7.1]
- Develop a topic with examples [W.7.2.B]
- Gather relevant information from multiple sources [W.7.8]
- Development and organization [W.7.4]

Language:

- Use comma splices [L.7.2.A]
- Grade appropriate academic vocabulary [L.7.6]

Speaking and Listening:

- Acknowledge new information and express changes in thinking [SL.7.1.D]

Unit Overview

Most teenagers today rely on social media on their smartphones to stay connected. In this 360 Unit, students will research the risks and benefits of social media in preparation for a final research report. To prepare students for this essay, they will read four anchor texts that each offer a unique reason for how social media is both a positive and a negative. Students will read "This is Your Brain on Instagram" to explore how social media affects the mind. "Teens Say Social Media Isn't As bad for Them As You Might Think" and "This Muslim-American Teen Turned His Suffering Into A Full-Fledged Battle Against Stereotypes" are two texts about the benefits of social media interactions. Lastly, students will read "Why Young Adults Are Taking A More Mindful Approach to Social Media" to understand the benefits of unplugging from social media. This high-interest unit is multimedia rich; it includes a Related Media Exploration of "Status Updates," an episode of the podcast *This American Life* which provides an engaging exploration of how teens use status updates in their social life.

By the end of the unit, students should be able to articulate a claim about the risks and rewards of social media. To demonstrate this skill, students will write a research paper with a thesis, anecdotes, and a variety of evidence that includes statistics, expert analysis, personal examples and conclusions. Additionally, students will independently read and annotate a set of supplemental texts to gather even more information for their papers. This 360 Unit also includes an optional student-led final project, which asks students to create and present sample social media posts that promote positive use of social media.

WHAT'S INCLUDED

- ✓ 4 Reading Lessons
- ✓ A Set of Supplemental Texts
- ✓ 7 Writing Lessons
- ✓ 2 Vocabulary Activity Sets
- ✓ 2 Vocabulary Quizzes
- ✓ 1 Grammar and Usage Activity Set
- ✓ 1 Grammar Quiz
- ✓ 2 Discussion Lesson
- ✓ 2 Related Media Exploration
- ✓ 1 Argumentative Essay
- ✓ Differentiated Support Options

Skill Focus:

By 6th grade, students should be able to analyze a central idea and analyze in detail how a key individual, events, or idea is introduced and elaborated, especially through anecdotes [RI.6.2, 3]. Additionally, 6th graders should be able to determine an author's point of view [RI.6].

In this 7th grade unit, students will continue to hone their ability to determine central ideas, analyze details, and identify the author's point of view. Seventh graders should be able to determine two or more central ideas as well as how ideas influence events and ideas, especially through comparisons, analogies, and categorization. Unlike point of view in 6th grade, 7th graders should be able to identify how the author distinguishes their position from the position of others in the text.

Reading lessons in this 360 Unit include scaffolded questions to help students meet the grade level reading standards. Independent Practice Exercises for each reading lesson are aligned to RI.7.2, RI.7.3, and RI.7.6, and include both multiple choice and short answer responses. Additionally, through a related media exploration, students will create their own survey, conduct research, and generate their own conclusions about social media use among teens in their school.

Writing in this 360 Unit is focused on helping students write a full-length research paper featuring a thesis and using a variety of evidence, including anecdotes, personal examples, conclusions from the text, and statistics and data. For students not reading and writing on grade-level, remedial writing lesson options are included. These lessons offer a more guided essay writing experience with additional direct instruction, checkpoints, and modeling.

How does RI.2 shift?

6th Grade: Determine a **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 **two or more central ideas** in a text and analyze their development over the course of the text, **including its relationship to supporting ideas; provide an objective summary of the text.**

How does RI.3 shift?

6th Grade: Analyze in detail how a **key individual, event, or idea is introduced, illustrated, and elaborated in a text** (e.g., through examples or anecdotes).



7th Grade: Analyze the **interactions between individuals, events, and ideas in a text** (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

How does RI.6 shift?

6th Grade: Determine an **author's point of view or purpose** in a text and explain how it is conveyed in the text.



7th Grade: 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, as well as how the author acknowledges and responds to conflicting evidence or viewpoints.**

ARC OF READING INSTRUCTION

Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4
"This is Your Brain on Instagram" by Kelly McSweeney	"Teens Say Social Media Isn't As Bad for Them As You Might Think" by Katie Notopoulos	"This Muslim-American Teen Turned His Suffering Into A Full-Fledged Battle Against Stereotypes" by Pae Paoletta	"Why Young Adults Are Taking a More Mindful Approach to Social Media" by Jessica Matlin
Students read to analyze how an author makes connections between ideas. [RI.3]	Students read to determine the central idea and analyze its development through supporting details. [RI.2]	Students read to determine the central idea and analyze its development through supporting details. [RI.2]	Students read to analyze how details develop an author's point of view. [RI.6]

This unit also includes:

- Optional supplemental texts in English and Spanish that support students in developing reading volume and stamina.

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 Lesson 1	Writing Lesson 2	Writing Lesson 3	Writing Lesson 4	Writing Lesson 5	Writing Lesson 6	Writing Lesson 7
Choosing Strong Evidence	Using Anecdotes to Support Research	Outlining Your Research-Based Argument	Drafting Your Research Paper	5 Minute Review: Works Cited Formatting	5 Minute Review: In-Text Citations	Preparing for Independent Research

Final Essay Prompt: In your opinion, is social media more beneficial or risky? Convince a friend or adult in your life of your position. Support your argument with your research and your own personal experiences.

VOCABULARY, DISCUSSION, AND GRAMMAR INSTRUCTION

Vocabulary

This unit includes **explicit vocabulary instruction** on 17 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.7-8.6]. [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 are two **formal whole class discussions** on giving advice to a younger teen starting to use social media [SL.7-8.1.D].

Grammar Instruction

This unit includes a short lesson and 5 practice activities that focus on identifying and avoiding comma splices. Also included is a short review of how to write a Works Cited page and how to use in-text citations [L.7-8.2.A].



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 Intro Slide Deck

ESSENTIAL**ABOUT THIS ASSIGNMENT:**

Kick off the unit with this ready-made, editable slide deck to introduce students to this 360 Unit's themes.

HOW TO FACILITATE:

Lead students through this slide deck whole-class (10 min)

ASSIGNMENT MATERIALS:

- [Slide Deck](#)

Vocabulary Activity Set List 1

ESSENTIAL**ABOUT THIS ASSIGNMENT:**

This vocabulary activity set will help students master the 9 high-impact academic vocab words they will see in the texts 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!*

Related Media Exploration: Status Update

RECOMMENDED**ABOUT THIS ASSIGNMENT:**

This engaging Related Media Exploration will get students buzzing on the topic of teens and social media. Students will listen to a podcast and work collaboratively to explore how social media use affects teen relationships.

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: “This is Your Brain on Instagram” (Informational)

ESSENTIAL


ABOUT THIS ASSIGNMENT:

“This is Your Brain on Instagram,” explores the fascinating and somewhat troubling science behind how social media affects our brains. As students read, they will analyze how an author makes connections between ideas.

HOW TO FACILITATE:

- Introduce the lesson with the slide deck (5 min)
- Lead students through the reading and questions (12 min)
- Have students complete the independent practice (5 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 unavailable in PDF due to copyright restrictions. Please consider assigning the [digital version of this reading lesson](#).*

Writing Lesson: Choosing Strong Evidence for an Argumentative Research Paper

ESSENTIAL


ABOUT THIS ASSIGNMENT:

This writing lesson builds upon students’ prior knowledge of choosing relevant evidence by introducing the specific skill of choosing objective evidence for an argumentative research paper. Students will practice identifying objective evidence in the first two paragraphs of “This Is Your Brain on Instagram.” Then, students will apply the skill by taking notes in the Research Note-Taking Graphic Organizer that they will use to gather evidence throughout the unit for their final argumentative research paper.

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](#)
- [Teacher Copy Research Note-Taking Graphic Organizer](#)
- [Student Copy Research Note-Taking Graphic Organizer](#)

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.*

Vocabulary Activity Set List 2

ESSENTIAL



ABOUT THIS ASSIGNMENT:

This vocabulary activity set will help students master the 8 high-impact academic vocab words they will see in the texts 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: “Teens Say Social Media Isn’t as Bad For Them as You Might Think” (Informational)

ESSENTIAL



ABOUT THIS ASSIGNMENT:

This is an independent reading assignment.

“Teens Say Social Media Isn’t As Bad For Them As You Might Think” explores some of the surprisingly positive aspects of teen social media use, citing data gathered from research studies on actual teens. As students read, they will analyze how details develop the author’s main point.

HOW TO FACILITATE:

- Introduce the lesson with the slide deck (5 min)
- Have students read and annotate the text independently (15 min)
- Have students add notes to their graphic organizer (10 min)
- Have students complete the independent practice (15 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: “This Muslim-American Teen Turned his Suffering into a Full-fledged Battle against Stereotypes” (Informational)

ESSENTIAL

ABOUT THIS ASSIGNMENT:

This is an independent reading assignment.

Ziad Ahmed, founder of the website, Redefy, uses social media for good in his quest to counter stereotypes and encourage tolerance. As students read, they will analyze how details develop the author’s main point.

HOW TO FACILITATE:

- Introduce the lesson with the slide deck (5 min)
- Have students read and annotate the text independently (12 min)
- Have students add notes to their graphic organizer (10 min)
- Have students complete the independent practice (15 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.

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.

Grammar and Usage Activities

OPTIONAL

ABOUT THIS ASSIGNMENT:

Grammar is an essential component too often missed. This 360 Unit’s grammar materials contains 6 activities that focus on using comma splices. Great for a quick warm-up activity or homework!

HOW TO FACILITATE:

Assign the 6 activities in this grammar packet as warm-ups, homework, or practice to prepare students for the grammar quiz.

ASSIGNMENT MATERIALS:

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

Reading Lesson: “Why Young Adults Are Taking a More Mindful Approach to Social Media” (Informational)

ESSENTIAL

ABOUT THIS ASSIGNMENT:

In this article, the author uses testimonials from several teens to explore their new, more mindful approach to social media use. Teens describe how they have voluntarily unplugged from social media and the results are promising. As students read, they will track details to determine the author’s point of view.

HOW TO FACILITATE:

- Introduce the lesson with the slide deck (5 min)
- Lead students through the reading and questions (10 min)
- Have students take notes in their graphic organizer (10 min)
- Have students complete the independent practice (15 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.*

Independent Research Texts

RECOMMENDED

ABOUT THIS ASSIGNMENT:

In this activity, students choose at least two texts about teens and social media (from a set of five). Students will add notes from these texts to their Research-Note Taking Graphic Organizer.

HOW TO FACILITATE:

- Lead students through the introductory slides. Release students to read and take notes independently. (45 min)

ASSIGNMENT MATERIALS:

- [Slide Deck](#)
- [Handout](#)

Grammar Quiz

OPTIONAL

ABOUT THIS ASSIGNMENT:

This grammar quiz assesses students’ knowledge of the unit’s grammar skill: fixing comma splices.

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!*

Discussion Lesson

OPTIONAL


ABOUT THIS ASSIGNMENT:

Voicing an opinion and learning from others in an academic discussion are critical skills for middle schoolers. This discussion lesson will help students acknowledge new ideas and express changes in their own thinking. 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: Based on your reading in this unit, what advice would you give to a younger teen who was first starting to use social media?

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](#)

Extension Activity

RECOMMENDED


ABOUT THIS ASSIGNMENT:

Students become researchers in this engaging extension activity as they learn how to write and conduct a survey of their peers on a topic related to social media. Students will analyze the results of their surveys to further inform their answer to the unit research question.

HOW TO FACILITATE:

Lead students through the introductory slides and 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 or independent work.

ASSIGNMENT MATERIALS:

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

Writing Lesson: Outlining Your Argumentative Research Paper

ESSENTIAL


ABOUT THIS ASSIGNMENT:

This writing lesson prepares students to write their final argumentative research paper by creating an outline. Students work both collaboratively and independently to write an outline that includes a thesis, specific reasons, and organized evidence. Students will use their outline to draft their final argumentative research paper.

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:

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

Writing Lesson: Using Anecdotes to Support Research

ESSENTIAL

ABOUT THIS ASSIGNMENT:

This writing lesson teaches students how to use their descriptive writing skills to write personal anecdotes that support their research. Students analyze a mentor text and write a personal anecdote related to social media that they may use in their final argumentative research paper.

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](#)

Writing: End of Unit Argumentative Research Paper

ESSENTIAL

ABOUT THIS ASSIGNMENT:

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

In your opinion, is social media more beneficial or risky? Convince a friend or adult in your life of your position. Support your argument with evidence from your research and your own, personal experiences.

HOW TO FACILITATE:

Have students use their resources to draft their paper.

ASSIGNMENT MATERIALS:

- [Student Essay Prompt](#)
- [Exemplar Argumentative Research Paper](#)
- [Essay Rubric](#)



Writing Lesson: Works-Cited Formatting

ESSENTIAL

ABOUT THIS ASSIGNMENT:

In this writing lesson, students will review formatting for a Works Cited list. Students will apply what they've learned by creating a Works Cited list for their argumentative research paper.

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](#)

Writing Lesson: In-Text Citations

ESSENTIAL

ABOUT THIS ASSIGNMENT:

In this writing lesson, students will review formatting for in-text citations. Students will apply what they've learned by adding in-text citations to their argumentative research paper.

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](#)

Optional Final Unit Project

OPTIONAL

ABOUT THIS ASSIGNMENT:

This is an optional final unit project.

For this project - Positive Social Media Posts - students work with a partner to create 2-3 social media posts that promote positive use of social media.

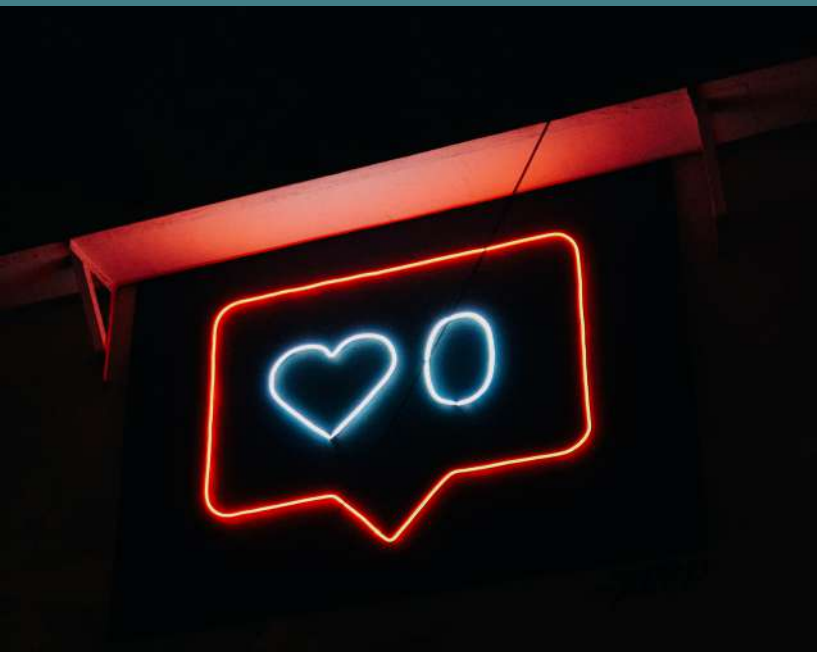
This project is student-led and the resources are flexible. We recommend reading the project outline in advance to make adaptations and modifications that meet the needs of your students.

HOW TO FACILITATE:

Review the project overview with students and guide them through the listed project steps.

ASSIGNMENT MATERIALS:

- [Teacher Copy - Final Unit Task Overview](#)
- [Student Copy - Final Unit Task Overview](#)



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

Grade 7, Unit 4 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"> • Intro to Unit • Vocabulary Activity Set List 1: Activity 1 & Slide Deck • Related Media Exploration: "Status Update" - Day 1
Tues.	<ul style="list-style-type: none"> • Vocabulary Activity Set List 1: Activity 2 • Related Media Exploration: "Status Update" - Day 2
Wed.	<ul style="list-style-type: none"> • Vocabulary Activity Set List 1: Activity 3 • "This is Your Brain on Instagram" Slide Deck • "This is Your Brain on Instagram" • "This is Your Brain on Instagram" - Multiple Choice Practice • "This is Your Brain on Instagram" - OPTIONAL: Partner Discussion
Thurs.	<ul style="list-style-type: none"> • Vocabulary Activity Set List 1: Activities 4 & 5 • Writing Lesson 1: Types of Evidence)
Fri.	<ul style="list-style-type: none"> • Vocabulary Quiz 1 <p>Flex time for:</p> <ul style="list-style-type: none"> • Completion of previous activities • Teacher-created activities

WEEK 2

Mon.	<ul style="list-style-type: none"> Vocabulary Activity Set List 2: Activity 1 and Slide Deck "Teens Say Social Media Isn't as Bad For Them as You Might Think" Slide Deck "Teens Say Social Media Isn't as Bad For Them as You Might Think" "Teens Say Social Media Isn't as Bad For Them as You Might Think" - Note Taking)
Tues.	<ul style="list-style-type: none"> Vocabulary Activity Set List 2: Activity 2 "Teens Say Social Media Isn't as Bad For Them as You Might Think" - Multiple Choice Practice "Teens Say Social Media Isn't as Bad For Them as You Might Think" Independent Writing) "Teens Say Social Media Isn't as Bad For Them as You Might Think" OPTIONAL: Partner Discussion
Wed.	<ul style="list-style-type: none"> Vocabulary Activity Set List 2: Activity 3 "This Muslim-American Teen" Slide Deck) "This Muslim-American Teen" "This Muslim American Teen" - Note-Taking
Thurs.	<ul style="list-style-type: none"> Vocabulary Activity Set List 2: Activities 4 & 5 "This Muslim-American Teen" Multiple Choice Independent Practice "This Muslim-American Teen" Independent Writing "This Muslim-American Teen" OPTIONAL: Partner Discussion
Fri.	<ul style="list-style-type: none"> Vocabulary Quiz 2 <p>Flex time for:</p> <ul style="list-style-type: none"> Completion of previous activities Teacher-created activities

WEEK 3

Mon.	<ul style="list-style-type: none"> Grammar and Usage Activities: Parts 1, 2, and 3 OPTIONAL "Why Young Adults" Slide Deck "Why Young Adults" "Why Young Adults" - Note Taking
Tues.	<ul style="list-style-type: none"> Grammar and Usage Activities: Part 4 OPTIONAL "Why Young Adults" Multiple Choice Practice "Why Young Adults" - Independent Writing "Why Young Adults" OPTIONAL: Partner Discussion
Wed.	<ul style="list-style-type: none"> Grammar and Usage Activities: Part 5 OPTIONAL Intro to Independent Research Lesson Independent Research Choice Board: Reading and Note Taking Day 1
Thurs.	<ul style="list-style-type: none"> Grammar and Usage Activities: Part 6 Independent Research Choice Board: Reading and Note Taking Day 2

Fri.	<ul style="list-style-type: none"> • Grammar and Usage Quiz <p>Flex time for:</p> <ul style="list-style-type: none"> • Completion of previous activities • Teacher-created activities
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WEEK 4

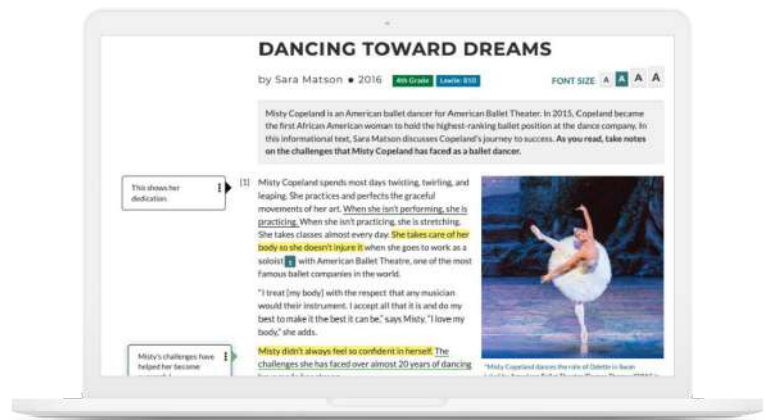
Mon.	<ul style="list-style-type: none"> • Discussion Skill Lesson OPTIONAL • Class Discussion OPTIONAL
Tues.	<ul style="list-style-type: none"> • Extension Activity: Conducting Your Own Survey (full class) OPTIONAL
Wed.	<ul style="list-style-type: none"> • Writing Lesson 2: Outlining Your Argumentative Research Paper (full class)
Thurs.	<ul style="list-style-type: none"> • Writing Lesson 3: Using Anecdotes to Support Research • Drafting Your Research Paper: Essay drafting time
Fri.	<p>Flex time for:</p> <ul style="list-style-type: none"> • Completion of previous activities • Teacher-created activities

WEEK 5

Mon.	<ul style="list-style-type: none"> • Drafting Your Research Paper: Essay Drafting Time
Tues.	<ul style="list-style-type: none"> • Writing Lesson 4: Works Cited Formatting
Wed.	<ul style="list-style-type: none"> • Writing Lesson 5: In-Text Citations <p>Flex time for:</p> <ul style="list-style-type: none"> • Completion of previous activities • Teacher-created activities
Thurs.	<ul style="list-style-type: none"> • Final Unit Project OPTIONAL
Fri.	<p>Flex time for:</p> <ul style="list-style-type: none"> • 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
“This is Your Brain on Instagram” by Kelly McSweeney (Informational)	1220L	Through a combination of research and personal examples, this informational text explains how social media use can affect our brains in ways that are similar to drug use and other addictive behaviors.
“Teens Say Social Media Isn’t As Bad for Them As You Might Think” by Katie Notopoulos (Informational)	1240L	Many people have argued that social media isn’t good for teens. Using data from the Pew Research Center, this informational article argues that while social media has some downsides, it can also help teens socialize, feel confident, and make meaningful connections.
“This Muslim-American Teen Turned His Suffering Into A Full-Fledged Battle Against Stereotypes” by Pae Paoletta (Informational)	1280L	This informational text explores how 16-year-old Ziad Ahmed has used social media to create an organization that confronts biases and stereotypes.
“Why Young Adults Are Taking a More Mindful Approach to Social Media” by Jessica Matlin (Informational)	1080L	Through personal examples from teenagers, this informational text suggests that taking a break from social media can be healthy for teens and good for their relationships.

SUPPLEMENTAL TEXTS (ENGLISH)

Title by Author	Lexile	Description
<u>"Social Media: What's Not to Like?"</u> by Alison Pearce Stevens (Informational)	960L	This text presents research focusing on the positive and negative emotional impact of social media use by teens. Use this text to uncover data detailing a range of different impacts around social media usage, habits and practices.
<u>"Teens Using Social Media for Good Deeds"</u> by Smart Social (Informational)	1270L	This text shows examples of teens who utilized social media to support positive change and support worthy causes. Use this text to support the idea that social media can have a positive impact on teens and our world.
<u>"Teen Girls Organized Nashville's Largest Protest"</u> by Lena Felton (Informational)	1190L	This text presents how a group of teens used social media to organize a successful and impactful protest. Use this text as a specific example of teen's positive use of social media, and to explore how social media can be a tactical tool for advocacy.
<u>"Young Atlanta Artist on the Rise Through Social Media"</u> by Tyler Rheaves (Informational)	1280L	This text illuminates how social media can be a key tool in helping young artists develop audiences and create pathways to success in the arts industries. Use this text to connect teen's social media use to artistic expression and career opportunities.

SUPPLEMENTAL TEXTS (SPANISH)

Title by Author	Lexile	Description
<u>"Redes sociales: ¿qué no podría gustarte?"</u> by Alison Pearce Stevens (Informational)	1020L	This text presents research focusing on the positive and negative emotional impact of social media use by teens. Use this text to uncover data detailing a range of different impacts around social media usage, habits and practices.
<u>"Adolescentes que usan las redes sociales para hacer buenas acciones"</u> by Smart Social (Informational)	1200L	This text shows examples of teens who utilized social media to support positive change and support worthy causes. Use this text to support the idea that social media can have a positive impact on teens and our world.
<u>"Chicas adolescentes organizaron la protesta más grande de Nashville"</u> by Lena Felton (Informational)	1160L	This text presents how a group of teens used social media to organize a successful and impactful protest. Use this text as a specific example of teen's positive use of social media, and to explore how social media can be a tactical tool for advocacy.
<u>"Un artista joven de Atlanta en ascenso a través de las redes sociales"</u> by Tyler Rheaves (Informational)	1170L	This text illuminates how social media can be a key tool in helping young artists develop audiences and create pathways to success in the arts industries. Use this text to connect teen's social media use to artistic expression and career opportunities.