

Unit One: Launch	
Grade Level, Subject Area, and Unit Number: Unit 1 (7th grade ELA)	Approximate Length: Three (3) Weeks
Aligned Standards: (The unit standards will be listed by grade level and subject area.)	
<ul style="list-style-type: none"> • SL.7.1: Prepare for and participate effectively in a range of conversations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. • RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • 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.7.4: 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. • RL.7.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. • RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). • RL.7.10: 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. • RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Explain to the students the components of the Reading Workshop Model so they can effectively apply it. • Explain to the students metacognitive strategies to improve overall comprehension. • Explain to the students that they will have a choice in selecting a well-matched text and how to make a well-informed choice. • Explain to the students on how to build reading stamina and strategies on how to understand a complex text. • Explain to the students guidelines for having productive, effective, coherent, cohesive and meaningful classroom conversations. 	<ul style="list-style-type: none"> • What reading skills do effective readers have and exhibit? • Why do people read? • Why and how readers should reflect upon their reading. • What kind of personal connections readers can make? • What types of things readers should be looking for while reading? • Why reading is very important for everyday life and for the future?
Transfer Goals	
<ul style="list-style-type: none"> • Schema • Synthesizing 	

- Making Inferences, Visualizing, Questioning
- Monitoring and Repairing Comprehension
- Engaging in Discussion, Listening and Responding

- Finding Meaning
- Text Features

Learning Objectives

*Students will be able to... OR I can...

- I can engage in a range of collaborative discussions.
- I can identify key ideas from reading material or research.
- I can justify ideas and responses shared with evidence from text or research and modify when warranted.
- I can engage in a variety of discussions by listening and sharing acquired and prior knowledge of Grade 7 topics and texts.
- I can describe components of a collegial discussion and planning.
- I can track progress toward specific goals and deadlines, defining individual roles as needed.
- I can demonstrate collegial rules during discussion.
- I can formulate comments, questions, and responses based on evidence from the text or topic.
- I can articulate personal ideas clearly.
- I can pose relevant questions that elicit elaboration on the topic or text.
- I can respond to questions and comments with relevant details, bringing discussion back on topic as needed.
- I can recognize key ideas and new information posed during discussions.
- I can evaluate new information posed and form personal opinion.
- I can interpret other's opinions.
- I can acknowledge new information posed and respond to change viewpoints as needed.
- I can identify inferences from a text.
- I can recognize credible resources.
- I can formulate inferences from a textual material.
- I can cite resources that support analysis of a text.
- I can recognize and determine theme and central idea of a text.
- I can identify supporting details and develop and provide an objective summary.
- I can describe, identify and analyze elements of a story or drama.
- I can analyze how a change in one element shapes another.
- I can identify changes in elements of a story or drama.
- I can identify and interpret words, phrases, figurative and connotative words in a text.
- I can identify the poetic elements that contribute to form and structure.
- I can explain the meaning and analyze the structure of a drama or poem.
- I can analyze the relationship between the poem/drama's form and structure.
- I can identify various mediums and recognize multimedia versions, film and stage.
- I can analyze the effects of various medium techniques on audio, film, stage and multimedia.
- I can determine similarities of text to media.
- I can comprehend independently in literary text, key ideas and details, craft and structure and integration of knowledge and ideas at appropriate complexity as seen in Standards 1 - 9 with scaffolding as necessary.

Resources

Required Resources

Optional Resources

<ul style="list-style-type: none"> School Wide Binder 	
Unit 2: Nonfiction	
Grade Level, Subject Area, and Unit Number: Unit 2 (7th Grade ELA)	Approximate Length: Four to six weeks (4- 6) for Introductory Lessons
Aligned Standards: (The unit standards will be listed by grade level and subject area.)	
<ul style="list-style-type: none"> 7.R.I.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.R.I.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 7.R.I.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 a specific word choice on meaning and tone. 7.R.I.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 7.R.I.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. 7.R.I.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.R.I.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. 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Extract and expound on author’s purpose, ideas, or opinions Identify and evaluate contextual evidence that supports author’s purpose, ideas, or opinions. Synthesize author’s ideas and opinions with reader’s own ideas and opinions to reinforce, support, or refute persuasive, argumentative, or informational pieces. Understanding text and genre features/structures Using schema Making inferences Finding word meaning (vocabulary) Listening and responding 	<ul style="list-style-type: none"> How is the text pertinent to or reflect upon contemporary events or the prevailing ideals of the day? How does and in what way does a text reinforce or challenge a reader’s belief system and how do such contextual sources or evidence elicit growth (how am I different or more enlightened having read that)? Why nonfiction is an important genre? What strategies can we use to ensure comprehension from nonfiction? How understanding text structure supports important elements of nonfiction? How nonfiction differs from other genres?
Transfer Goals	
(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)	
<ul style="list-style-type: none"> The students will be able to effectively read and glean main idea from any given text. The students will be able to identify and properly use contextual evidence to reinforce or challenge a presented idea or concept. 	

- The students will be able to use textual structures (captions, indices, table of contents) to create a broader picture of the author’s purpose or point of view.

Learning Objectives

*Students will be able to... OR I can...

- I can read a variety of types of reference and literary nonfiction texts
- I can use knowledge of genre, text structure, and text features to support understanding
- I can use comprehension strategies before, during, and after reading
- I can use context clues to figure out the meaning of unfamiliar words
- I can use textual evidence to support thinking
- I can infer an author's purpose or viewpoint
- I can summarize information to find important ideas
- I can analyze and evaluate arguments presented in nonfiction texts
- I can create and compare information across texts and in various formats
- I can determine meaningful goals from nonfiction

Resources

Required Resources

- School Wide Binder
- Newsela
- Nonfiction texts

Optional Resources

- Book Club Discussion
Autobiography/Biography
- Learning Farm.com
- Read Theory.org
- Common Lit

Unit 3: Fiction	
Grade Level, Subject Area, and Unit Number: Unit 3 (7th Grade ELA)	Approximate Length: Four (4) weeks
Aligned Standards: (The unit standards will be listed by grade level and subject area.)	
<ul style="list-style-type: none"> • SL.7.1: Prepare for and participate effectively in a range of conversations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. • RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • 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.7.4: 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. • RL.7.5: Analyze how dramas or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. • RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. • RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). • RL.7.10: 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. • RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Evaluate how setting (time/place) triggers and drives the events of the story as well as impacts the outcome of a story. • Analyze the type of conflict (internal/external) present in a text and determine how conflict accelerates the plot (shapes the individuals involved) through to the text’s potential resolution. • Identify central idea and assess the implications of the themes that get threaded through the text. 	<ul style="list-style-type: none"> • How do the various components of a text impact the flow and outcome of the text? • How would differences in those components change or impact the overall execution and resolution of a text?
Transfer Goals	
(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)	
<ul style="list-style-type: none"> • Active reading, involving purposeful metacognition, to determine textual turning points and contextual milestones • Determine and evaluate the implicit and explicit concepts inherent in a body of work. 	

Learning Objectives

*Students will be able to... OR I can...

- I can recognize different types of fiction
- I can identify story elements and structures
- I can understand the different types of conflicts and resolutions affect plot and character development
- I can understand that authors will create multiple narrators or characters in order to contrast points of view and influence the mood and tone of a story
- I can understand how authors can compare and contrast a fictional portrayal of a time, place or characters
- I can identify the main ideas and supporting details within a text and determine the theme
- I can cite textual evidence to support analysis of what the text says explicitly
- I can draw and make inferences from a given text
- I can use strategies before, during, and after reading to enhance comprehension of texts
- I can apply self-monitoring skills and strategies to determine the meaning of vocabulary
- I can understand how to read with pacing, tone, and overall fluency when reading different texts
- I can compare and contrast a written drama to its film version, analyzing techniques

Resources

Required Resources

- School Wide Binder

Optional Resources

- Book Club Discussion Novels
- Learning Farm.com
- Read Theory.org
- Common Lit