

ENGLISH LANGUAGE ARTS 7 UBD

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ELA PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
READING FOUNDATIONAL SKILLS					
RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
RF4 Fluency					
READING					
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
			R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
			R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.		
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			
WRITING					
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			
SPEAKING AND LISTENING					
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
LANGUAGE					

L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.	
	L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.	

COURSE INFORMATION

English Language Arts 7	
CURRICULUM/CONTENT AREA	COURSE LENGTH
English Language Arts	Year
GRADE LEVEL	DATE LAST REVIEWED
7th Grade	2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
	4/11/23
PRIMARY RESOURCE <i>if applicable</i>	
HMH Into Literature and Writable	

COURSE DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

In this English Language Arts course, students will engage in learning around a variety of relevant topics that allows them to foster the habits and skills of critical readers, writers, speakers and listeners. Through the analysis and evaluation of genres, the production of multiple writing types, and the study of language and vocabulary, students will seek to understand the skills and concepts presented while applying and transferring their learning across content and in preparation for college and career readiness.

ENDURING UNDERSTANDINGS

LITERATE INDIVIDUALS...

READING: Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline.

WRITING: Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

LISTENING: Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say.

LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' (*possibly opposing*) arguments.

ESSENTIAL QUESTIONS

Unit 1: Game On!

How do games encourage passion and growth in all aspects of our lives?

Unit 2: Take Control!

How do our actions define us?

Unit 3: Change Agents:

How can changing the world change you?

Unit 4: The Outside World and Beyond: Is exploring the unknown a daring adventure or a dangerous risk?

GRADE LEVEL PRIORITY STANDARDS

Units

Grade Level Priority Standards

WI Essential Elements for ELA - Grade 7
These are alternate standards aligned with

1

2

3

4

	<i>college, career, and community ready expectations and include rigorous content and application for students with the most significant cognitive disabilities.</i>				
R.7.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).	EE.R.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn. (RI&RL)	X	X	X	X
R.7.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).	EE.R.7.4 Determine how word choice changes the meaning in a text. (RI&RL)	X	X	X	X
R.7.6 In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators (RL). In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others (RI).	EE.R.7.6 Identify words or phrases in the text that describe or show the narrator, speaker, or author's point of view. (RI&RL)	X	X	X	X
W.7.2 Write text in a variety of modes:	EE.W.7.2 With guidance and support, use writing and/or dictation to write in a variety of modes:	X	X	X	X
a. Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources.	a. Write an argument with a clearly stated claim about a topic and include clear reasons to support that claim.	X	X	X	X
b. Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.	b. Write informative texts which introduce a topic and provide facts, details, and/or multimedia content to develop the topic. Provide a concluding statement.		X	X	X
c. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.	c. Write narratives to convey events and experiences, real or imagined. Include dialogue, details, and tell about the events in the order in which they occurred.	X			

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.	EE.SL.7.1 Engage in collaborative discussions.	X	X	X	X
a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.	a. Come to discussions prepared to share information, with evidence.	X	X	X	X
b. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).	b. With guidance and support from adults and peers, follow simple, agreed-upon norms for discussions and contribute information.	X	X	X	
c. Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives.	c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion.	X	X	X	X
d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing.	d. Acknowledge new information and multiple perspectives expressed by others in a discussion.	X	X	X	X
SL.7.4 Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.	EE.SL.7.4 Clearly present findings on a topic including relevant descriptions, facts, or details, considering the audience.	X	X	X	X
L.7.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:	EE.L.7.5 Demonstrate standardized English grammar and usage when communicating.	X	X	X	X
a. Phrases and clauses.	a. Use simple phrases.	X	X	X	X
b. Simple, compound, and complex sentences signaling differing relationships among ideas.	b. Produce complete simple sentences when writing or communicating.	X	X	X	X
c. Recognizing and correcting dangling modifiers.	c. Not applicable	X	X	X	X

Unit 1: Game On!

Through the study of fiction, informational texts, poetry, blogs, and science writing, students will explore how games inspire us and motivate us to succeed.

DESIRED RESULTS

Essential Questions

Students will keep considering...

- How do games encourage passion and growth in all aspects of our lives?

Unit Priority Standards

Students will know and be able to...

READING STANDARDS

PRIORITY

R.7.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).

R.7.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).

R.7.6

In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators (RL).

In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others (RI).

Learning Targets

Reading Learning Targets

- I can cite accurate direct and indirect textual evidence which supports my thinking (R.7.1).
- I can make logical inferences about a text (R.7.1).
- I can determine the meaning of words and phrases in context (literal, connotative, figurative and multiple meaning) (R.7.4).
- I can analyze how specific word choice affects the meaning, tone, and mood of the text (R.7.4).
- I can determine point of view, biases, and perspectives of different characters or narrators (RL7.6).

Specific Vocabulary Word Study:

- Literary and informational Signposts (eg. Contrasts and Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, Memory Moment, Big Questions, Extreme or Absolute Language, Numbers and Stats, Quoted Words, Word Gaps)
- Genres (eg. short story, informational text, novel in verse, poem, narrative poem, two-voice poetry)
- Literary elements (eg. point of view: first person, third person, limited, omniscient; climax; external and internal conflict; theme; figurative language: metaphor, personification)
- Nonfiction text elements (eg. text features, organizational structures, purpose, perspective, diction, syntax, voice, tone, central idea)
- Context clues

	<ul style="list-style-type: none"> ● Greek and/or Latin word parts ● Tier 2 vocabulary selected from texts
<p>WRITING STANDARDS PRIORITY</p> <p>W.7.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources. Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. <p>SUPPORTING</p> <p>W.7.3. Create writing that utilizes:</p> <ol style="list-style-type: none"> Transitions: use a variety of appropriate transitions that connect and develop ideas 	<p>Writing Learning Targets</p> <ul style="list-style-type: none"> ● I can write a claim that supports an argument and/or literary theory (W.7.2.a). ● I can support claim(s) with clear reasons and relevant evidence which is accurate and credible (W.7.2.a). ● I can write narratives that develop real or imagined experiences using relevant descriptive details and logical event sequences (W.7.2.c). ● I can engage and orient the reader by developing a context, point of view, and narrator or characters (W.7.2.c). ● I can use a variety of transitions that connect and develop ideas (W.7.2). <i>See supporting standard W.7.3.b.</i> <p>Specific Writing Craft:</p> <ul style="list-style-type: none"> ● Writing process and/or on-demand writing (eg. prompt analysis, topic, purpose, audience) ● Development / narrative techniques (eg. setting/context; point of view: first person, third person, limited, omniscient; internal conflict; external conflict; characterization; dialogue; sensory language) ● Organization (eg. sequence of events, plot, flashback, foreshadowing, pacing, transitions)
<p>SPEAKING & LISTENING STANDARDS PRIORITY</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). Pose questions that invite elaboration and respond to others' 	<p>Speaking & Listening Learning Targets</p> <ul style="list-style-type: none"> ● I can verbally support analysis by making connections, paraphrasing, clarifying, or explaining the evidence (SL.7.1.a). ● I can contribute to a formal discussion, staying focused in order to set, reflect upon, and accomplish our goals (SL.7.1.b). ● I can pose questions that prompt further discussion, add relevant observations and ideas that stay on topic, and promote multiple perspectives (SL.7.1.c). ● I can verbally reflect on, clarify, and paraphrase the presented information to demonstrate an understanding of multiple perspectives (SL.7.1.d). ● I can communicate clearly and in an engaging manner for the audience, purpose, and situation using consistent eye contact, adequate volume, and clear pronunciation (SL.7.4).

<p>questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives.</p> <p>d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing.</p> <p><i>Refer to R.7.1 to support SL.7.1.a.</i></p> <p>SL.7.4 Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p> <p><i>Refer to R.7.4 regarding language choices in SL.7.4.</i></p>	
<p>LANGUAGE STANDARDS</p> <p>PRIORITY</p> <p>L.7.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Phrases and clauses. Simple, compound, and complex sentences signaling differing relationships among ideas. Recognizing and correcting dangling modifiers. <p>SUPPORTING</p> <p>L.7.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ol style="list-style-type: none"> When appropriate, eliminate wordiness and redundancy. <p>L.7.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Commas to separate coordinate adjectives 	<p>Language Learning Targets</p> <ul style="list-style-type: none"> I can demonstrate contextually appropriate use of the conventions of standardized English grammar, usage, and spelling when writing or speaking (L.7.5). I can eliminate wordiness and redundancy when appropriate (L.7.5). <i>See supporting standard L.7.1.d</i> I can use and explain the intended purpose of simple, compound, complex, and compound-complex sentences to express relationships between ideas (L.7.5). I can recognize and correct dangling modifiers (L.7.5). I can correctly use phrases and clauses for an intended purpose (L.7.5). I can correctly use commas, parentheses, dashes, semi-colons, and colons (L.7.5). <i>See supporting standard L.7.6.a</i> <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> Parts of speech (eg. verbal, participle, participial phrase) Commonly confused words Misplaced modifiers

ASSESSMENT EVIDENCE
Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Given an authentic prompt, students will develop and publish a narrative.

Success Criteria Rubrics

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

Beginning of Unit:

- *Common pre-assessments may include reading a text, answering questions, and writing a constructive response using the essential question*
- *Background knowledge check*

During / Throughout the Unit:

- *Background knowledge check*
- *Student self-reflection*
- *Conferring/strategy groups*
- *Student readers/writers notebook & note taking*

Common Post-Assessment:

- *Speaking/Listening: Collaborative conversation and/or presentation*
- *Reading: Selected response, student readers notebook*
- *Writing: Narrative, argument, and/or informational (on-demand and/or process piece), writers notebook*
- *Language: Assessed within writing piece, selected response focusing on application, writers notebook*

Extension & AP Readiness may include

On-demand writing / AP Free Response question:

- *Advanced author's craft moves, companion writing, higher level texts.*

Unit 2: Take Control

Through the study of informative *texts, short stories, articles, folktales, poems, graphic novels, personal essays, and history writing*, students will learn about actions, reactions, and control.

DESIRED RESULTS

Essential Questions

Students will keep considering...

How do our actions define us?

Unit Priority Standards

Students will know and be able to...

READING STANDARDS

PRIORITY

R.7.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).

R.7.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).

R.7.6

In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators (RL).

In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others (RI).

Learning Targets

Reading Learning Targets

- I can cite accurate direct and indirect textual evidence which supports my thinking (R.7.1).
- I can make logical inferences about a text (R.7.1).
- I can determine the meaning of words and phrases in context (literal, connotative, figurative and multiple meaning) (R.7.4).
- I can analyze how specific word choice affects the meaning, tone, and mood of the text (R.7.4).
- I can determine point of view, biases, and perspectives of different characters or narrators (RL7.6).
- I can analyze how an author develops and contrasts the point of view, possible biases, of different characters or narrators (RL7.6).
- I can explain how an author's background (location, identity, culture) affects the perspective presented in the text (RI.7.6).

Specific Vocabulary Word Study:

- Literary and informational Signposts (eg. Contrasts and Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, Memory Moment, Big Questions, Extreme or Absolute Language, Numbers and Stats, Quoted Words, Word Gaps)
- Genres (eg. short story, folktale, myth, poem, screenplay, graphic novel, informational text, personal essay, history writing, novel; stanza)
- Literary elements (eg. plot structure; character traits and motivations; internal and external conflict; setting; theme; flashback; trickster; humor; irony; mood; tone; rhyme; sound)

	<p>devices: alliteration, assonance, consonance, repetition; rhythm; meter; suspense; image panel, caption, speech balloon, thought bubble)</p> <ul style="list-style-type: none"> ● Nonfiction text elements (eg. author’s purpose, diction, syntax, citation, evidence, chronology) ● Context clues ● Greek and/or Latin word parts ● Connotation ● Tier 2 vocabulary selected from texts
<p>WRITING STANDARDS PRIORITY W.7.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources. Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. <p>SUPPORTING W.7.3. Create writing that utilizes:</p> <ol style="list-style-type: none"> Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. Transitions: use a variety of appropriate transitions that connect and develop ideas 	<p>Writing Learning Targets</p> <ul style="list-style-type: none"> ● I can write a claim that supports an argument and/or literary theory (W.7.2.a). ● I can support claim(s) with clear reasons and relevant evidence which is accurate and credible (W.7.2.a). ● I can write informative texts by developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples within broader categories (W.7.2.b). ● I can include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension when writing informative texts (W.7.2.b). ● I can organize the reasons and evidence logically in a structure that supports and clarifies the purpose and topic (W.7.2.a). <i>See also supporting standard W.7.3.a.</i> ● I can use a variety of transitions that connect and develop ideas (W.7.2). <i>See supporting standard W.7.3.b.</i> <p>Specific Writing Craft:</p> <ul style="list-style-type: none"> ● Writing process and/or on-demand writing (eg. prompt analysis, topic, audience, purpose, revision) ● Development (eg. controlling idea, reasons and evidence, citation, paraphrase, summary, thesis statement, coherence, source, citation; headings, graphics) ● Organization (eg. transitional words and phrases; essay structure; organizational pattern: compare and contrast, cause and effect)
<p>SPEAKING & LISTENING STANDARDS PRIORITY SL.7.1 Engage effectively in a range of collaborative discussions</p>	<p>Speaking & Listening Learning Targets</p> <ul style="list-style-type: none"> ● I can verbally support analysis by making connections, paraphrasing, clarifying, or explaining the evidence (SL.7.1.a).

(one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.

- a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- b. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
- c. Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives.
- d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing.

Refer to R.7.1 to support SL.7.1.a.

SL.7.4 Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.

Refer to R.7.4 regarding language choices in SL.7.4.

- I can contribute to a formal discussion, staying focused in order to set, reflect upon, and accomplish our goals (SL.7.1.b).
- I can pose questions that prompt further discussion, add relevant observations and ideas that stay on topic, and promote multiple perspectives (SL.7.1.c).
- I can verbally reflect on, clarify, and paraphrase the presented information to demonstrate an understanding of multiple perspectives (SL.7.1.d).
- I can communicate clearly and in an engaging manner for the audience, purpose, and situation using consistent eye contact, adequate volume, and clear pronunciation (SL.7.4).

LANGUAGE STANDARDS PRIORITY

L.7.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Phrases and clauses.
- b. Simple, compound, and complex sentences signaling differing relationships among ideas.
- c. Recognizing and correcting dangling modifiers.

SUPPORTING

L.7.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- d. When appropriate, eliminate wordiness and redundancy.

Language Learning Targets

- I can demonstrate contextually appropriate use of the conventions of standardized English grammar, usage, and spelling when writing or speaking (L.7.5).
- I can eliminate wordiness and redundancy when appropriate (L.7.5). *See supporting standard L.7.1.*
- I can use and explain the intended purpose of simple, compound, complex, and compound-complex sentences to express relationships between ideas (L.7.5).
- I can recognize and correct dangling modifiers (L.7.5).
- I can correctly use phrases and clauses for an intended purpose (L.7.5).
- I can correctly use commas, parentheses, dashes, semi-colons, and colons (L.7.5). *See supporting standard L.7.6.*

Specific Grammar & Usage Content

- Parts of speech (eg. correlative conjunctions, subordinating

<p>L.7.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Commas to separate coordinate adjectives</p>	<p>conjunctions, proper adjectives, coordinate adjectives, coordinating conjunction, possessive noun)</p> <ul style="list-style-type: none"> ● Sentence (eg. complex, simple, compound; adjective or relative clause; subject; predicate) ● Punctuation (eg. dialogue, comma) ● Active and passive voice ● Capitalization
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ASSESSMENT EVIDENCE
Performance is evaluated in terms of...
Students will show their learning by...

Performance Task Description:

Given an authentic prompt, students will develop and publish an information piece.

Success Criteria Rubrics

→ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

<p>Beginning of Unit:</p> <ul style="list-style-type: none"> → Common pre-assessments may include reading a text, answering questions, and writing a constructive response using the essential question → Background knowledge check 	<p>During / Throughout the Unit:</p> <ul style="list-style-type: none"> → Background knowledge check → Student self-reflection → Conferring/strategy groups → Student readers/writers notebook & note taking 	<p>Common Post-Assessment:</p> <ul style="list-style-type: none"> → Speaking/Listening: Collaborative conversation and/or presentation → Reading: Selected response, student readers notebook → Writing: Narrative, argument, and/or informational (on-demand and/or process piece), writers notebook → Language: Assessed within writing piece, selected response focusing on application, writers notebook
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Extension & AP Readiness may include

On-demand writing / AP Free Response question:

- Advanced author’s craft moves, companion writing, higher level texts.

Unit 3: Change Agents

Through the study of personal essays, historical writing, documentaries, and nonfiction articles, students will learn about people who changed the world.

DESIRED RESULTS

Essential Questions

Students will keep considering...

How can changing the world change you?

Unit Priority Standards

Students will know and be able to...

READING STANDARDS

PRIORITY

R.7.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).

R.7.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).

R.7.6

In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators (RL).

In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others (RI).

Learning Targets

Reading Learning Targets

- I can cite accurate direct and indirect textual evidence which supports my thinking (R.7.1).
- I can make logical inferences about a text (R.7.1).
- I can determine the meaning of words and phrases in context (literal, connotative, figurative and multiple meaning) (R.7.4).
- I can analyze how specific word choice affects the meaning, tone, and mood of the text (R.7.4).
- I can determine point of view, biases, and perspectives of different characters or narrators (RL7.6).
- I can analyze how an author develops and contrasts the point of view, possible biases, of different characters or narrators (RL7.6).

Specific Vocabulary Word Study:

- Literary and informational Signposts (eg. Contrasts and Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, Memory Moment, Big Questions, Extreme or Absolute Language, Numbers and Stats, Quoted Words, Word Gaps)
- Genres (eg. short story, realistic fiction, personal essay, documentary, poem, free verse, history writing, novel, historical fiction)
- Literary elements (eg. character trait, character motivation, theme, allusion, setting, dialogue)
- Nonfiction text elements (eg. central idea, supporting evidence, subjective point of view, verbal irony, rhetorical device, tone, voice, media, primary source, secondary source)

	<ul style="list-style-type: none"> ● Context clues ● Analogy ● Greek and/or Latin word parts ● Tier 2 vocabulary selected from texts
<p>WRITING STANDARDS PRIORITY</p> <p>W.7.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources. Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. <p>SUPPORTING</p> <p>W.7.3. Create writing that utilizes:</p> <ol style="list-style-type: none"> Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. Transitions: use a variety of appropriate transitions that connect and develop ideas 	<p>Writing Learning Targets</p> <ul style="list-style-type: none"> ● I can write a claim that supports an argument and/or literary theory (W.7.2.a). ● I can support claim(s) with clear reasons and relevant evidence which is accurate and credible (W.7.2.a). ● I can acknowledge alternate or opposing claim(s) (W.7.2.a). ● I can write informative texts by developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples within broader categories (W.7.2.b). ● I can include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension when writing informative texts (W.7.2.b). ● I can organize the reasons and evidence logically in a structure that supports and clarifies the purpose and topic (W.7.2.a). <i>See also supporting standard W.7.3.a.</i> ● I can use a variety of transitions that connect and develop ideas (W.7.2). <i>See supporting standard W.7.3.b.</i> <p>Specific Writing Craft:</p> <ul style="list-style-type: none"> ● Writing process and/or on-demand writing (eg. prompt analysis, topic, purpose, audience) ● Development (eg. claim, thesis, reasons, evidence, opposing claim, tone, analysis, synthesis, paraphrase, summary, citation, relevant, credible, primary and secondary sources, objective, reliable, direct quotation, attribution, plagiarism) ● Organization (eg. outline, essay structure, transitions, signal phrase)
<p>SPEAKING & LISTENING STANDARDS PRIORITY</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. 	<p>Speaking & Listening Learning Targets</p> <ul style="list-style-type: none"> ● I can verbally support analysis by making connections, paraphrasing, clarifying, or explaining the evidence (SL.7.1.a). ● I can contribute to a formal discussion, staying focused in order to set, reflect upon, and accomplish our goals (SL.7.1.b). ● I can pose questions that prompt further discussion, add relevant observations and ideas that stay on topic, and promote multiple perspectives (SL.7.1.c). ● I can verbally reflect on, clarify, and paraphrase the presented

<p>b. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</p> <p>c. Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives.</p> <p>d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing.</p> <p><i>Refer to R.7.1 to support SL.7.1.a.</i></p> <p>SL.7.4 Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p> <p><i>Refer to R.7.4 regarding language choices in SL.7.4.</i></p>	<p>information to demonstrate an understanding of multiple perspectives (SL.7.1.d).</p> <ul style="list-style-type: none"> ● I can verbally present claims with relevant evidence (SL.7.4). ● I can communicate clearly and in an engaging manner for the audience, purpose, and situation using consistent eye contact, adequate volume, and clear pronunciation (SL.7.4).
<p>LANGUAGE STANDARDS PRIORITY</p> <p>L.7.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Phrases and clauses. Simple, compound, and complex sentences signaling differing relationships among ideas. Recognizing and correcting dangling modifiers. <p>SUPPORTING</p> <p>L.7.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ol style="list-style-type: none"> When appropriate, eliminate wordiness and redundancy. <p>L.7.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Commas to separate coordinate adjectives 	<p>Language Learning Targets</p> <ul style="list-style-type: none"> ● I can demonstrate contextually appropriate use of the conventions of standardized English grammar, usage, and spelling when writing or speaking (L.7.5). ● I can eliminate wordiness and redundancy when appropriate (L.7.5). <i>See supporting standard L.7.1.</i> ● I can use and explain the intended purpose of simple, compound, complex, and compound-complex sentences to express relationships between ideas (L.7.5). ● I can recognize and correct dangling modifiers (L.7.5). ● I can correctly use phrases and clauses for an intended purpose (L.7.5). ● I can correctly use commas, parentheses, dashes, semi-colons, and colons (L.7.5). <i>See supporting standard L.7.6.</i> <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> ● Parts of speech (eg. preposition, prepositional phrase, infinitive phrase, participial phrase, singular and plural subjects, singular and plural verbs) ● Sentence variety ● Punctuation (eg. colon, ellipsis, hyphen, comma) ● Subject-verb agreement

ASSESSMENT EVIDENCE

Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Given an authentic prompt, students will develop and publish a researched argument.

Success Criteria Rubrics

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

Beginning of Unit:

- *Common pre-assessments may include reading a text, answering questions, and writing a constructive response using the essential question*
- *Background knowledge check*

During / Throughout the Unit:

- *Background knowledge check*
- *Student self-reflection*
- *Conferring/strategy groups*
- *Student readers/writers notebook & note taking*

Common Post-Assessment:

- *Speaking/Listening: Collaborative conversation and/or presentation*
- *Reading: Selected response, student readers notebook*
- *Writing: Narrative, argument, and/or informational (on-demand and/or process piece), writers notebook*
- *Language: Assessed within writing piece, selected response focusing on application, writers notebook*

Extension & AP Readiness may include

On-demand writing / AP Free Response question:

- *Advanced author's craft moves, companion writing, higher level texts.*

AP English Language and/or AP History

A rhetorical device is a use of language that is intended to have an effect on its audience. Research, read, and/or listen to a speech of a historical change agent. Analyze the rhetorical strategies they use to achieve their purpose. Support your analysis with specific references to the speech/text.

Unit 4: The Outside World and Beyond

Through the study of a variety of fiction genres, students will learn about nature, space, and the world around them.

DESIRED RESULTS

Essential Questions

Students will keep considering...

Is exploring the unknown a daring adventure or a dangerous risk?

Unit Priority Standards

Students will know and be able to...

Learning Targets

READING STANDARDS

PRIORITY

R.7.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).

R.7.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).

R.7.6

In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators (RL).

In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others (RI).

SUPPORTING

R7.2

Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text.

Reading Learning Targets

- I can cite accurate direct and indirect textual evidence which supports my thinking (R.7.1).
- I can make logical inferences about a text (R.7.1).
- I can determine the meaning of words and phrases in context (literal, connotative, figurative and multiple meaning) (R.7.4).
- I can analyze how specific word choice affects the meaning, tone, and mood of the text (R.7.4).
- I can determine point of view, biases, and perspectives of different characters or narrators (RL.7.6).
- I can analyze how an author develops and contrasts the point of view, possible biases, of different characters or narrators (RL.7.6).
- I can summarize texts to determine a theme or central idea (R.7.1). *See supporting standard R.7.2*
- I can analyze the development of a theme or central idea over the course of a text (R.7.1). *See supporting standard R.7.2*

Specific Vocabulary Word Study:

- Literary and informational Signposts (eg. Contrasts and Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, Memory Moment, Big Questions, Extreme or Absolute Language, Numbers and Stats, Quoted Words, Word Gaps)
- Genres (eg. science fiction, science writing, argument, poem, media, personal essay, biography, novel, memoir, free verse, stanza, sonnet, lyric poem)

	<ul style="list-style-type: none"> • Literary elements (eg. mood; dialogue; character development; theme; style; imagery; repetition; figurative language: metaphor, simile, personification; allusion; meter; rhythm; rhyme scheme; melody; refrain; diction; couplet) • Nonfiction text elements (eg. central idea; organizational pattern: classification, cause and effect, advantages and disadvantages, problem and solution; purpose; claim; reasons and evidence; rhetoric; rhetorical device; repetition; word choice; tone; voice; claim; counterclaim; point of view; syntax; persuasive techniques: glittering generalization, appeal to logic, appeal to emotion, appeal by association; bias) • Context clues • Synonyms and Antonyms • Figures of speech • Connotation and denotation • Analogies • Greek and/or Latin word parts • Tier 2 vocabulary selected from texts
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<p>WRITING STANDARDS PRIORITY</p> <p>W.7.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources. Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. <p>SUPPORTING</p> <p>W.7.3. Create writing that utilizes:</p> <ol style="list-style-type: none"> Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies

<p>Writing Learning Targets</p> <ul style="list-style-type: none"> • I can write a claim that supports an argument and/or literary theory (W.7.2.a). • I can support claim(s) with clear reasons and relevant evidence which is accurate and credible (W.7.2.a). • I can write informative texts by developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples within broader categories (W.7.2.b). • I can organize the reasons and evidence logically in a structure that supports and clarifies the purpose and topic (W.7.2.a). <i>See also supporting standard W.7.3.a.</i> • I can use a variety of transitions that connect and develop ideas (W.7.2). <i>See supporting standard W.7.3.b.</i> <p>Specific Writing Craft:</p> <ul style="list-style-type: none"> • Writing process and/or on-demand writing (eg. prompt analysis, topic, audience, purpose, revision) • Development (eg. claim, counterclaim, opposing claim or viewpoint, reasons and evidence, citation, paraphrase, summary, thesis statement, coherence) • Organization (eg. transitional words and phrases, essay structure)

<p>the purpose and topic. Provide a concluding statement appropriate to the mode of writing.</p> <p>b. Transitions: use a variety of appropriate transitions that connect and develop ideas</p>	
<p>SPEAKING & LISTENING STANDARDS PRIORITY</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. <p><i>Refer to R.7.1 to support SL.7.1.a.</i></p> <p>SL.7.4 Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p> <p><i>Refer to R.7.4 regarding language choices in SL.7.4.</i></p>	<p>Speaking & Listening Learning Targets</p> <ul style="list-style-type: none"> I can verbally support analysis by making connections, paraphrasing, clarifying, or explaining the evidence (SL.7.1.a). I can pose questions that prompt further discussion, add relevant observations and ideas that stay on topic, and promote multiple perspectives (SL.7.1.c). I can verbally reflect on, clarify, and paraphrase the presented information to demonstrate an understanding of multiple perspectives (SL.7.1.d). I can verbally present claims with relevant evidence (SL.7.4).
<p>LANGUAGE STANDARDS PRIORITY</p> <p>L.7.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Phrases and clauses. Simple, compound, and complex sentences signaling differing relationships among ideas. 	<p>Language Learning Targets</p> <ul style="list-style-type: none"> I can demonstrate contextually appropriate use of the conventions of standardized English grammar, usage, and spelling when writing or speaking (L.7.5). I can eliminate wordiness and redundancy when appropriate (L.7.5). <i>See supporting standard L.7.1.</i> I can use and explain the intended purpose of simple, compound, complex, and compound-complex sentences to express relationships between ideas (L.7.5). I can recognize and correct dangling modifiers (L.7.5).

<p>c. Recognizing and correcting dangling modifiers.</p> <p>SUPPORTING</p> <p>L.7.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <p>d. When appropriate, eliminate wordiness and redundancy.</p> <p>L.7.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Commas to separate coordinate adjectives</p>	<ul style="list-style-type: none"> ● I can correctly use phrases and clauses for an intended purpose (L.7.5). ● I can correctly use commas, parentheses, dashes, semi-colons, and colons (L.7.5). <i>See supporting standard L7.6.</i> <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> ● Parts of speech (eg. dangling modifier; introductory phrases: appositive, infinitive, participial, prepositional; proper noun; common noun; subordinating conjunction; relative pronoun; subject; verb; clause) ● Sentence (eg. complex, simple, compound, compound-complex) ● Punctuation (eg. comma) ● Capitalization ● Commonly confused words ● Subject-verb agreement
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ASSESSMENT EVIDENCE
Performance is evaluated in terms of...
Students will show their learning by...

Performance Task Description:

Given an authentic prompt, students will develop and publish an argument (literary analysis).

Success Criteria Rubrics

→ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

<p>Beginning of Unit:</p> <ul style="list-style-type: none"> → Common pre-assessments may include reading a text, answering questions, and writing a constructive response using the essential question → Background knowledge check 	<p>During / Throughout the Unit:</p> <ul style="list-style-type: none"> → Background knowledge check → Student self-reflection → Conferring/strategy groups → Student readers/writers notebook & note taking 	<p>Common Post-Assessment:</p> <ul style="list-style-type: none"> → Speaking/Listening: Collaborative conversation and/or presentation → Reading: Selected response, student readers notebook → Writing: Narrative, argument, and/or informational (on-demand and/or process piece), writers notebook → Language: Assessed within writing piece, selected response focusing on application, writers notebook
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Extension & AP Readiness may include

On-demand writing / AP Free Response question:

Advanced author's craft moves, companion writing, higher level texts.

Call of the Wild, by Jack London; *War of the Worlds* or *Time Machine* by H. G. Wells