



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Grade 7 Language and Literature

\*See extensions in the Unit Planner for Honors\*

<b>Unit title</b>	<i>Foundations of Text Analysis</i>	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	30 hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards		
DOMAIN	UNIT BIG IDEA (S)	UNIT FOCUS STANDARDS
LANGUAGE	<p><b><u>Grammar Conventions (GC)</u></b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p><b><u>Vocabulary (V)</u></b> Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.</p>	<p><b><u>STANDARD 6-8.L.GC.2: Syntax</u></b> Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning. text's appeal to audiences or achieve specific purposes.</p> <p><b><u>STANDARD 6-8.L.V.1: General, Academic, &amp; Specialized Vocabulary</u></b> Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.</p> <p><b><u>STANDARD 6-8.L.V.2: Word Analysis</u></b> Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and to communicate effectively for a variety of purposes.</p> <p><b><u>STANDARD 6-8.L.V.3: Meaning and Purpose</u></b> Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.</p>
TEXTS	<p><b><u>Context (C)</u></b> Students recognize influences on texts and analyze how they shape meaning.</p>	<p><b><u>STANDARD 6-8.T.C.1: Purpose and Audience</u></b> Analyze the impact of purpose and audience on a wide variety of texts.</p> <p><b><u>STANDARD 6-8. T.C.2: Authors &amp; Speakers</u></b></p>

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	<p><b><u>Structure &amp; Style (SS)</u></b> Students analyze and use organizational structures and style to shape ideas and information.</p> <p><b><u>Techniques (T)</u></b> Students evaluate and apply various techniques to comprehend and shape meaning.</p> <p><b><u>Research &amp; Analysis (RA)</u></b> Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</p>	<p>Analyze how authors’ and/ or speakers’ perspectives influence texts and how circumstances shape their creation.</p> <p><b><u>STANDARD 6-8.T.SS.1: Organization</u></b> Analyze and use organizational structures to craft meaning.</p> <p><b><u>STANDARD 6-8.T.SS.2: Craft</u></b> Interpret and use language to craft engaging texts.</p> <p><b><u>STANDARD 6-8.T.T.1: Narrative Techniques</u></b> Analyze and apply narrative techniques.</p> <p><b><u>STANDARD 6-8.T.T.2: Expository Techniques</u></b> Analyze and apply expository techniques.</p> <p><b><u>STANDARD 6-8.T.T.4: Poetic Techniques</u></b> Analyze and apply poetic techniques.</p> <p><b><u>STANDARD 6-8.T.RA.1: Research &amp; Inquiry</u></b> Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analysis.</p> <p><b><u>STANDARD 6-8.T.RA.2: Curating Sources &amp; Evidence</u></b> Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.</p>
<p><b>PRACTICES</b></p>	<p><b><u>Author’s Craft (AC)</u></b> Students apply knowledge of the author’s craft to enhance the interpretation and construction of texts</p>	<p><b><u>STANDARD K-12.P.AC.1: Reading like a Writer</u></b> Interpret texts through the author’s lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.</p> <p><b><u>STANDARD K-12.P.AC.2: Writing like a Reader</u></b> Construct texts with the audience’s experience in mind, basing decisions about craft techniques on context and purpose</p> <p><b><u>STANDARD K-12.P.EICC.4: Writing Processes</u></b> Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.</p>
<p><b>MYP Criteria</b></p>	<p><b>A- Analyzing</b></p> <ul style="list-style-type: none"> <li>provides a perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts,</li> </ul>	

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<i>(for applicable MYP Courses Grades 6-10 )</i>	<ul style="list-style-type: none"> <li>● perceptively analyses the effects of the creator’s choices on an audience,</li> <li>● gives detailed justification of opinions and ideas with a range of examples and thorough explanations; uses accurate terminology,</li> <li>● perceptively compares and contrasts by making extensive connections in features across and within genres and texts.</li> </ul> <p><b>B- Organizing</b></p> <ul style="list-style-type: none"> <li>● makes sophisticated use of organizational structures that serve the context and intention effectively,</li> <li>● effectively organizes opinions and ideas in a sustained, coherent, and logical manner with ideas building on each other in a sophisticated way</li> <li>● makes excellent use of referencing and formatting tools to create an effective presentation style.</li> </ul> <p><b>C- Producing Text</b></p> <ul style="list-style-type: none"> <li>● demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas,</li> <li>● makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience,</li> <li>● selects extensive relevant details and examples to develop ideas with precision.</li> </ul> <p><b>D- Using Language</b></p> <ul style="list-style-type: none"> <li>● Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression,</li> <li>● Writes in a consistently appropriate style that serves the context and intention.</li> <li>● Uses grammar, syntax, and punctuation with a high degree of accuracy; makes errors that are minor, and communication is effective</li> <li>● Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective</li> </ul>
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[MCS Gifted Standards](#)

*(applicable to advanced content course level only)*

**Strand 2: Creative Thinking Skills**

*MCS.Gifted.S2A.* Recognize and evaluate how the process of creative thinking improves ideas, products, and solutions to problems.

*MCS.Gifted.S2C.* Develop and apply the affective components of creative thinking:risk-taking, curiosity, complexity, and imagination.

**Strand 3: Higher Order Thinking and Problem Solving Skills**

*MCS.Gifted.S3B.* Develop critical thinking, inductive and deductive reasoning to analyze and evaluate logical reasoning within a variety of problems and dilemmas.

**Unit Vocabulary**

<b>Academic</b>	<b>Specialized</b>	<b>General</b>
<i>Audience, Literacy, Author, Modes, Context, Opinion, Craft, Patterns, Purpose, Features, Sentence Structure, Text Structures, Formats, Style, Genres, Syntax, Language</i>	<i>Syntax, Phrase, Clause, Connotation, Denotation, Word analysis, Context clues, Affix, Root word, Figurative language, Audience, Purpose, Tone, Voice, Perspective, Point of view, Craft techniques, Author’s intent, Style, Narrative technique, Expository technique, Poetic technique, Organizational structure, Dialogue, Flashback, Foreshadowing, Sensory details, Text features, Credible source, Plagiarism, Citation, Inquiry, Textual evidence,</i>	<i>Reckless, Gallant, Bawl, Gold, Green, Subsidies, Grief, Eden, Dawn, Canonical, Genre, Debut, Literary, Critique, Adolescence, Pseudonym, Autobiographical, Controversial, Phenomenon, Nostalgia, Lurk, Strike, Sin, Tender, Fade, Shine, Bloom, Drift, Treasure, Mumbled, Crouched, Smirked, Fluttered, Hissed, Dangling, Slumped, Pouting, Swoop, Bluff, Nervous, Blushed, Iconic, Rebellion, Chrome, Tension, Delinquent, Explode, Lightning, Racing, Wild, Freedom, Fire, Rattle, Curse, Stone, Drown, Rapidly, Segregation, Mobility, Suburb, Inner city, Inequality, Divide, Migration,</i>

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Relevance, Revision, Editing, Audience engagement

Stereotype, Empower, Dehumanize, Narrative, Representation, Complexity, Diverse

**IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS**

Key concept	Related concept(s)	Global context
<p><b>Relationships</b></p> <p>Are the connections and associations between properties, objects, people and ideas– including the human community’s connections with the world</p>	<p><b>Character</b> is the representation of persons in narrative and dramatic works.</p> <p><b>Theme</b> is the central idea or ideas the creator explores through a text.</p> <p><b>Genre</b> is a type or category of literature or film marked by certain shared features or conventions.</p>	<p><b>Identities and Relationships</b></p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>
<b>Statement of Inquiry</b>		
Stories explore relationships between individuals and communities, using character, theme, and genre to shape identities and connections.		
<b>Inquiry questions</b>		
<p><b>Factual</b>— What are the main elements that contribute to crafting a well-organized text? What are the main syntax rules that ensure clarity and coherence in writing? What techniques can be used to analyze the meaning of unfamiliar words in a text?</p> <p><b>Conceptual</b>—How does the organization of a text influence the reader's understanding and engagement? How does the quality of sources impact the credibility of a research project?</p> <p><b>Debatable</b>— Is it more effective for a writer to use a linear structure or a non-linear structure in a narrative text? Can an author’s choice of words significantly alter the meaning of a text for different audiences?</p>		
<b>Assessment Tasks</b>		
<p><i>Each unit includes the following assessment types. Texts are interpreted through reading, viewing, and listening and constructed through writing, speaking, or creating. Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create.</i></p> <ul style="list-style-type: none"><li>• 3- 6 constructed texts (at least 1 of which is an extended constructed text)</li><li>• 2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)</li><li>• 2 selected responses and new read assessments for skills application to new text (s)</li><li>• 1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria).</li></ul>		

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<p><b>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task)</b> <i>(H) - indicates Honors level assessment</i></p> <p><b>Summative Assessments Only:</b> <i>Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:</i></p>	<p><b>Standard + Grade Level Expectation (s) Assessed and/or</b></p> <p><b>MYP Criterion Assessed</b> <i>(applicable only to MYP Task)</i></p>
<p><b>Title:</b> <i>Voices in the Text: A Purposeful Conversation</i></p> <p><b>Description:</b> Students will engage in a structured class discussion that encourages them to think deeply and speak thoughtfully about a fiction text they’ve been studying. Through this guided conversation, students will explore the different purposes behind the text, identify the author’s main perspective, and examine how historical or cultural context influences the story’s message. Students will also practice using clues from the text(s)—like word choice and sentence structure—to better understand unfamiliar or complex language. This discussion helps students learn to listen carefully, speak clearly, and support their ideas with evidence, all while building critical thinking and communication skills. By participating in this collaborative academic conversation, students demonstrate their ability to analyze texts thoughtfully and make connections between what they read and the world around them.</p> <p><b>Type:</b> <input checked="" type="checkbox"/> <b>Formative</b></p>	<p><b>7.T.C.1.a:</b> Analyze the development of multiple purposes within a single text and how those purposes target specific audiences..</p> <p><b>7.T.C.2.a:</b> Determine the prevailing perspective in a text and analyze how the author distinguishes or corroborates that position.</p> <p><b>7.T.C.2.c:</b> Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development..</p> <p><b>7.L.V.3.b:</b> Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.</p>
<p><b>Title:</b> <i>Selected Response &amp; Constructed Response w/ Short Story</i></p> <p><b>Description:</b> Students will engage in a set of technology-enhanced questions—such as drag-and-drop, highlighting, and multi-select—will guide students in examining the author’s craft, purposes, and preparing for their written response. Students will then write a structured paragraph analyzing how a character’s development reveals key themes and authorial purpose, considering context, structure, and expository techniques. They will use varied sentence types and textual evidence to support their analysis.</p> <p><b>Type:</b></p>	<p><b>7.T.C.1.a:</b> Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.</p> <p><b>7.T.C.2.c:</b> Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p><b>7.T.SS.1.a:</b> Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes</p> <p><b>7.T.T.1.c:</b> Compare and contrast how themes are developed and expressed in texts through characters, events, and plot structure.</p> <p><b>7.T.T.2.a:</b> Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.</p> <p><b>7.L.GC.2.b:</b> Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.</p> <p><b>7.L.V.3.c:</b> Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug).</p> <p><b>K-12.P.AC.1 Reading like a Writer:</b> Interpret texts through the author’s lens by identifying, analyzing, and evaluating craft techniques that are</p>

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<input checked="" type="checkbox"/> <b>Formative</b>	<p>connected to the responses, thoughts, decisions, and questions triggered by the text.</p> <p><b>K-12.P.AC.2 Writing like a Reader:</b> Construct texts with the audience’s experience in mind, basing decisions about craft techniques on context and purpose</p>
<p><b>Title:</b> <i>Author’s Intent: Constructing Meaning Through Perspective and Craft</i></p> <p><b>Description:</b> Students will write a constructed response analyzing the prevailing perspective in a selected text and how the author’s craft—such as figurative language, structure, and literary devices—shapes meaning, mood, or tone. In their analysis, students will consider the impact of contextual background (e.g., geography, time period, or historical events) and use credible sources to support or challenge their interpretation. Their writing will be designed with a clear audience and purpose in mind, using varied structures and stylistic choices to enhance clarity and effect. After completing the written response, students will engage in a discussion protocol to synthesize perspectives, defend interpretations, and reflect on the author’s intent. This collaborative dialogue will allow students to deepen their understanding of how authors construct meaning and how readers respond to those choices.</p> <p><b>Type:</b></p> <input checked="" type="checkbox"/> <b>Summative</b>	<p><b>7.T.C.2.a:</b> Determine the prevailing perspective in a text and analyze how the author distinguishes or corroborates that position.</p> <p><b>7.T.C.2.c:</b> Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p><b>7.T.C.2.d:</b> Use credible sources to research the answers to questions on academic and individual topics of interest.</p> <p><b>7.T.SS.1.b:</b> Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.</p> <p><b>7.T.SS.2.a:</b> Explain how figurative language, connotative language, and/or literary device choices contribute to meaning, mood, or tone in a wide variety of texts.</p> <p><b>7.T.SS.2.b:</b> Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.</p> <p><b>K-12.P.AC.1 Reading like a Writer:</b> Interpret texts through the author’s lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.</p> <p><b>K-12.P.AC.2 Writing like a Reader:</b> Construct texts with the audience’s experience in mind, basing decisions about craft techniques on context and purpose</p>
<p><b>Title:</b> <i>Exploring Struggles Through Multiple Lenses</i></p> <p><b>Description:</b> Students will craft an extended written response that analyzes how the author conveys different challenges through character interactions in a text. To support their claim, students will apply narrative, expository, and poetic techniques to engage their audience and enhance their writing. They will incorporate credible research from multiple sources and use figurative language, structure, and evidence-based reasoning to explore themes such as access to resources, relationships, conflict, and emotional experience. The final product will demonstrate their ability to blend techniques and sources for a purposeful, audience-aware composition.</p>	<p><b>7.TT.1.e:</b> Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p><b>7.TT.2.d</b> Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.</p> <p><b>7.TT.4.b:</b> Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.</p> <p><b>7.T.RA.1.b:</b> Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.</p>

<p><b>Type:</b>  <input checked="" type="checkbox"/> <b>Summative</b></p>	
<p><b>Title:</b> <i>Selected Response with Song and Children's Book</i>  <b>Description:</b> This selected response assessment asks students to analyze how the songwriter of "Born to Be Wild" by Steppenwolf uses word choice and language to convey meaning and connect with an audience. Students will demonstrate understanding of connotative meaning and purpose/audience by answering multiple-choice questions based on song lyrics.</p> <p><b>Type:</b>  <input checked="" type="checkbox"/> <b>Summative</b></p>	<p><b>7.T.C.1.a:</b> Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.  <b>7.T.C.2.c:</b> Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.  <b>7.T.SS.1.a:</b> Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes  <b>7.T.T.1.c:</b> Compare and contrast how themes are developed and expressed in texts through characters, events, and plot structure.  <b>7.L.GC.2.b:</b> Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.  <b>7.L.V.3.c:</b> Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug).  <b>K-12.P.AC.1 Reading like a Writer:</b> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.  <b>K-12.P.AC.2 Writing like a Reader:</b> Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose</p>
<p><b>Title:</b> <i>Reimagining the Message: A Creative Exploration of Theme</i>  <b>Description:</b> In this performance-based assessment, students will demonstrate their understanding of a story by creatively reimagining a key theme. They will analyze how the author uses characters, events, language, and structure to build meaning, then apply that knowledge to create a multimodal project—such as a spoken-word poem, podcast, graphic scene, or creative research presentation. The project must be crafted with a clear audience and purpose in mind, using at least two modes of communication (text, visuals, sound, or performance). Students will present their final product to the class, explaining how their creative choices reflect the theme and author's craft.</p> <p><b>Type:</b>  <input checked="" type="checkbox"/> <b>Summative</b>  <input checked="" type="checkbox"/> <b>MYP Task</b></p>	<p><b>Standards:</b>  <b>7.T.T.1.c:</b> Compare and contrast how themes are developed and expressed in texts through characters, events, and plot structure.  <b>7.T.C.1.c:</b> Construct multimodal texts and/or presentations for a specific purpose and audience, using multiple, clearly identifiable features of incorporated modes.  <b>7.T.SS.1.b:</b> Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.  <b>7.T.SS.2.a:</b> Explain how figurative language, connotative language, and/or literary device choices contribute to meaning, mood, or tone in a wide variety of texts.  <b>7.T.SS.2.b:</b> Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.  <b>K-12.P.AC.1 Reading like a Writer:</b> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.  <b>K-12.P.AC.2 Writing like a Reader:</b> Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose</p> <p><b>A- Analyzing</b></p> <ul style="list-style-type: none"> <li>● provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts,</li> <li>● perceptively analyses the effects of the creator's choices on an audience</li> </ul> <p><b>B- Organizing</b></p> <ul style="list-style-type: none"> <li>● effectively organizes ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way</li> </ul> <p><b>D- Using Language</b></p> <ul style="list-style-type: none"> <li>● Writes in a consistently appropriate style that serves the context and intention.</li> </ul>

	<ul style="list-style-type: none"> <li>Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective</li> </ul>	
Approaches to Learning (ATL) Skills		
<u>List Category (s):</u>	<u>Cluster (s):</u>	<u>Skill Indicator (s):</u>
Thinking	Critical Thinking Skills	1. Consider ideas from multiple perspectives
Communication	Communication Skills	1. Give and receive meaningful feedback 2. Use appropriate forms of writing for different purposes and audiences

Learning Experiences			
Add additional rows below as needed.			
Learning Experiences include <i>how</i> students will learn what they need to know and be able to do for <i>interpreting texts</i> and <i>constructing texts</i> expectations.			
Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p><b>Learning Experience 1: <i>NoRedInk</i></b>  <b>Description:</b> Throughout the unit, NoRedInk will be used as a personalized tool to close gaps in grammar and writing by providing differentiated, adaptive practice based on each student’s needs. Students will complete a diagnostic to identify skill gaps and receive targeted lessons aligned with unit writing tasks. Teachers will monitor progress through built-in reports, assign mini-lessons, and use student data for flexible grouping and conferencing. NoRedInk activities—such as mentor sentences, writing applications, and grammar practice—will be embedded into warm-ups, writing workshops, and revision routines to support clarity, style, and sentence fluency in student writing.</p>	<p><b>7.L.GC.2.a</b> Apply understanding of syntax to comprehend and analyze a variety of grade-level texts.  <b>7.L.GC.2.b</b> Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.  <b>7.L.GC.2.c</b> Distinguish between active and passive voice, revising texts to maintain consistency in active voice.  <b>7.L.GC.2.d</b> Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.</p>	<ul style="list-style-type: none"> <li>Personalized Path based on diagnostic assessment</li> <li>Practice videos</li> <li>Modeling in class</li> </ul>	<ul style="list-style-type: none"> <li>NoRedInk</li> <li>Chromebook</li> <li>Lesson Guidance</li> </ul>
<p><b>Learning Experience 2: <i>Framing the Voices: Author: Character, Context</i></b>  <b>Description:</b> Students will develop interpretive and discourse skills by examining how context, authorial intent, and perspective shape meaning. Through a jigsaw of voice-focused stations—poetic, narrative, visual, and teacher-led—students explore how</p>	<p><b>7.T.C.1.a:</b> Analyze the development of multiple purposes within a single text and how those purposes target specific audiences..  <b>7.T.C.2.a:</b> Determine the prevailing perspective in a text and analyze how the author distinguishes or corroborates that position.  <b>7.T.C.2.c:</b> Analyze the impact of background information</p>	<ul style="list-style-type: none"> <li>Stations</li> <li>Teacher Led Station</li> <li>Sentence Starters</li> <li>Graphic Organizer</li> <li>Text Chunking</li> <li>Vocabulary Routine</li> <li>Fluency Strategies</li> </ul>	<ul style="list-style-type: none"> <li>NoRedInk</li> <li>Chromebook</li> <li>Lesson Guidance</li> </ul>

<p>language, tone, and historical setting influence each text’s message. A guided academic conversation supports students in articulating insights using evidence and collaborative dialogue. *Honors students will expand the discussion by comparing how different works reflect generational identity and conflict, analyzing how language and tone express the desire for change or belonging across historical contexts and intended audiences.</p>	<p>and context (e.g., geography, location, era, historical happenings) on text development.  <b>7.L.V.3.b:</b> Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.</p>		
<p><b>Learning Experience 3: <i>Themes of Change: Analysis and Evidence</i></b>  <b>Description:</b> Students will analyze how authors use structure and craft to reveal deeper themes. Through color-coded text annotation, students trace internal monologue, plot shifts, and character descriptions to uncover patterns. They track a central theme using a graphic organizer, then apply their insights in a constructed response connecting literature to real-world contexts. *Honors students deepen the experience by conducting a comparative analysis of how two authors use structure and pacing to express themes like disillusionment, identity, and regret. They consider how authorial intent shapes the portrayal of youth and rebellion, preparing them for more advanced analytical writing.</p>	<p><b>7.T.C.2.c:</b> Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.  <b>7.T.SS.1.a:</b> Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes  <b>7.T.T.1.c:</b> Compare and contrast how themes are developed and expressed in texts through characters, events, and plot structure.  <b>7.L.GC.2.b:</b> Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.  <b>K-12.P.AC.1 Reading like a Writer:</b> Interpret texts through the author’s lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.  <b>K-12.P.AC.2 Writing like a Reader:</b> Construct texts with the audience’s experience in mind, basing decisions about craft techniques on context and purpose</p>	<ul style="list-style-type: none"> <li>● NRI Platform</li> <li>● Graphic Organizer</li> <li>● Modeling and Mentor Texts</li> <li>● Vocabulary Routine</li> <li>● Fluency Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● NoRedInk</li> <li>● Chromebook</li> <li>● Lesson Guidance</li> </ul>
<p><b>Learning Experience 4: <i>Mood, Message, and Meaning</i></b>  <b>Description:</b> Students will explore how creators use metaphor, rhythm, and repetition to shape tone and influence audience response. Through visual and literary analysis, students map mood using color and sound, then rewrite a scene from a new perspective to examine how shifting viewpoints impact meaning. A structured dialogue allows students to share and</p>	<p><b>7.T.C.2.a:</b> Determine the prevailing perspective in a text and analyze how the author distinguishes or corroborates that position.  <b>7.T.C.2.c:</b> Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.  <b>7.T.SS.1.b:</b> Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Vocabulary Routine</li> <li>● Fluency Strategies</li> <li>● Discourse Starters</li> </ul>	<ul style="list-style-type: none"> <li>● NoRedInk</li> <li>● Chromebook</li> <li>● Lesson Guidance</li> </ul>

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<p>refine their interpretations through peer discussion and text-based questioning. *Honors students extend their analysis by examining how multiple creators use figurative language, tone, and context to convey themes of hope, change, and societal values. They synthesize primary texts and secondary sources to evaluate how perspective and historical setting shape the message, encouraging deeper critical thinking and literary comparison.</p>	<p><b>7.T.SS.2.a:</b> Explain how figurative language, connotative language, and/or literary device choices contribute to meaning, mood, or tone in a wide variety of texts.  <b>7.T.SS.2.b:</b> Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.  <b>K-12.P.AC.1 Reading like a Writer:</b> Interpret texts through the author’s lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.  <b>K-12.P.AC.2 Writing like a Reader:</b> Construct texts with the audience’s experience in mind, basing decisions about craft techniques on context and purpose</p>		
<p><b>Learning Experience 5:</b> <i>Layered Realities: Writing with Voice and Form</i>  <b>Description:</b> Students will learn to craft layered writing by blending narrative, expository, and poetic techniques to explore themes of struggle. Through guided modeling, peer collaboration, and visual storyboarding, students analyze how voice, context, and figurative language work together to convey emotional and social complexity. They apply their understanding in a structured writing task that includes research-based evidence and personal reflection. *Honors students expand this work by comparing how different voices across time periods represent personal and societal struggles. They analyze how access to opportunity shapes experience and use historical and cultural research to support an extended, multi-text analysis that deepens their understanding of form, tone, and purpose.</p>	<p><b>7.T.T.1.e:</b> Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.  <b>7.T.T.2.d</b> Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.  <b>7.T.T.4.b:</b> Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.  <b>7.T.RA.1.b:</b> Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.  <b>K-12.P.AC.2 Writing like a Reader:</b> Construct texts with the audience’s experience in mind, basing decisions about craft techniques on context and purpose</p>	<ul style="list-style-type: none"> <li>● Writing Process</li> <li>● Writing Organizer</li> <li>● Writing Checklist</li> <li>● NRI Guided Draft</li> <li>● Vocabulary Routine</li> <li>● Fluency Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● NoRedInk</li> <li>● Chromebook</li> <li>● Lesson Guidance</li> </ul>
<p><b>Learning Experience 6:</b> <i>Sound and Story: Audience in Mind</i>  <b>Description:</b> Students will explore how connotation, tone, and word choice shape meaning and appeal to specific audiences. Through lyric analysis, visual-text</p>	<p><b>7.T.C.1.a:</b> Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.  <b>7.T.C.2.c:</b> Analyze the impact of background information and context (e.g., geography, location, era, historical</p>	<ul style="list-style-type: none"> <li>● Vocabulary Routine</li> <li>● Fluency Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● NoRedInk</li> <li>● Chromebook</li> <li>● Lesson Guidance</li> </ul>

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<p>pairings, and tone-based sentence sorting, students examine how language choices create mood and reflect a creator’s intent. Activities emphasize how diction influences audience perception and connects to broader themes of identity and emotion. * Honors students will extend the analysis by comparing how different media use sound and imagery to portray themes of youth, freedom, and rebellion. They evaluate how language and cultural context influence tone and message, considering how depictions of independence and conformity reflect or critique a specific era—and how those messages may shift for modern audiences.</p>	<p>happenings) on text development.  <b>7.T.SS.1.a:</b> Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes  <b>7.T.T.1.c:</b> Compare and contrast how themes are developed and expressed in texts through characters, events, and plot structure.  <b>7.L.GC.2.b:</b> Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.  <b>7.L.V.3.c:</b> Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug).  <b>K-12.P.AC.1 Reading like a Writer:</b> Interpret texts through the author’s lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.  <b>K-12.P.AC.2 Writing like a Reader:</b> Construct texts with the audience’s experience in mind, basing decisions about craft techniques on context and purpose</p>		
<p><b>Learning Experience 7: <i>Remix the Message</i></b>  <b>Description:</b> Students analyze and reinterpret central themes using multimodal techniques and authorial craft, preparing them for the upcoming MYP performance task. Through collaborative brainstorming, craft-focused workshops, and independent studio time, students design a multimedia product that conveys a meaningful message to a specific audience. A gallery walk and peer feedback session help students refine their choices and reflect on how effectively language, symbolism, and structure communicate theme. *Honors students deepen this experience by synthesizing themes across multiple texts and media. They create original works—such as music, film storyboards, or spoken word—that mirror the style and craft of notable creators while offering a modern perspective. Their final product includes an artist’s</p>	<p><b>7.T.T.1.c:</b> Compare and contrast how themes are developed and expressed in texts through characters, events, and plot structure.  <b>7.T.C.1.c:</b> Construct multimodal texts and/or presentations for a specific purpose and audience, using multiple, clearly identifiable features of incorporated modes.  <b>7.T.SS.1.b:</b> Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.  <b>7.T.SS.2.a:</b> Explain how figurative language, connotative language, and/or literary device choices contribute to meaning, mood, or tone in a wide variety of texts.  <b>7.T.SS.2.b:</b> Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.  <b>K-12.P.AC.1 Reading like a Writer:</b> Interpret texts</p>	<ul style="list-style-type: none"> <li>● Vocabulary Routine</li> <li>● Fluency Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● NoRedInk</li> <li>● Chromebook</li> <li>● Lesson Guidance</li> </ul>

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<p>statement analyzing how their creative decisions reflect theme, purpose, and context—skills essential to the MYP task’s focus on form, audience, and message.</p>	<p>through the author’s lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.</p> <p><b>K-12.P.AC.2 Writing like a Reader:</b> Construct texts with the audience’s experience in mind, basing decisions about craft techniques on context and purpose</p>		
<p><b>Unit Texts</b></p> <p><i>All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.</i></p>			
<p><b>Unit Core Texts</b></p>	<p><b>On-Level</b></p> <p><i>*grade level appropriate texts that meet grade level complexity guidelines*</i></p>	<p><b>Honors</b></p> <p><i>*extensions/additional texts noted here for advanced study as applicable*</i></p>	<p><b>Support</b></p> <p><i>*grade level complex text (s) accessibility support provided for access to grade level content/texts*</i></p>
<p><b>Unit Novel (s), Plays, Extended Work (s) (Reading)</b></p>	<p><b>Novel:</b> <i>The Outsiders</i></p>		
<p><b>Other Prose Texts and Poetry (Reading)</b></p>	<p><b>Poem:</b> "Nothing Gold Can Stay" by Robert Frost</p> <p><b>Article:</b> S. E. Hinton and the Y.A. Debate By Jon Michaud</p> <p><b>Article:</b> "S.E. Hinton Is Tired of Talking About ‘The Outsiders.’ No One Else Is” by Patrick Sauer</p> <p><b>Short Story:</b> "Seventh Grade" by Gary Soto</p>	<p><b>Poem:</b> "We Real Cool" Gwendolyn Brooks</p> <p><b>Lyrics:</b> “Stay Gold” Lyrics by Stevie Wonder</p>	<p><b>Short Story:</b> "The Jacket" by Gary Soto</p>
<p><b>Visual Texts (Viewing)</b></p>	<p><b>Art:</b> “Double Elvis” Andy Warhol</p> <p><b>Art:</b> Photographs of 1960s teens</p>	<p><b>Art:</b> "American Graffiti"</p>	
<p><b>Auditory Texts (Listening)</b></p>	<p><b>Song:</b> “Born to be Wild” Steppenwolf</p>	<p><b>Song:</b> “The Times They Are A Changin” Bob Dylan</p> <p><b>Song:</b> “Stay Gold” by Stevie Wonder</p>	
<p><b>Multimodal Texts (A single text that includes Integrated Modes)</b></p>	<p><b>Movie:</b> <i>The Outsiders</i></p> <p><b>Interactive Map:</b> Map of the 1960's America comparing the socioeconomic divide between groups in various cities.</p>	<p><b>Ted Talk:</b> "The Danger of a Single Story" by Chimamanda Ngozi Adichie</p>	

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**Unit Novel (s), Plays, Extended Work (s):** Fiction and non-fiction novels, memoirs, plays, etc. that are central to the unit context, topic, and theme.

**Other Prose Texts and Poetry:** Short stories, articles, poetry, essays, written speeches, etc.

**Visual Texts:** Art, photographs, images, graphs/charts, video/film, etc.

**Auditory Texts:** Selected excerpts of audio texts, podcasts, oratory/speeches, Ted Talks, etc.

**Multimodal Texts:** Text that includes Integrated Modes such as an article with an embedded video or infographic, websites, etc.

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