



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>Structure, Style, and Literary Techniques</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.1: Grammar, Usage, &amp; Mechanics</u></b> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.</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>Structure &amp; Style (SS)</u></b></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>

	<p>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><b><u>Periods &amp; Movements (PM)</u></b> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</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.3: Argumentative Techniques</u></b> Analyze and apply argumentative techniques.</p> <p><b><u>STANDARD 6-8.T.PM.1: Periods &amp; Movements</u></b> Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</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 style="text-align: center;"><b>PRACTICES</b></p>	<p><b><u>Situating Texts: Author, Audience, Context, &amp; Purpose</u></b> Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.</p>	<p><b><u>Standard K-12.P.ST.1: Context</u></b> Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.</p> <p><b><u>Standard K-12.P.ST.2: Author, Audience, &amp; Purpose</u></b> Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text’s purpose.</p>
	<p><b><u>Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</u></b> Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks</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>

	and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.	
<b>MYP Criteria</b> <i>(for applicable MYP Courses Grades 6-10)</i>	<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>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> </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> <li>Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective</li> </ul>	
<b>MCS Gifted Standards</b> <i>(applicable to advanced content course level only)</i>		
<b>Strand 5: Emotional Development of Self</b>		
<i>MCS.Gifted.S5D. Develop a shift in actions, feelings and thoughts.</i>		
<i>MCS.Gifted.S5E Advocate for self.</i>		
<b>Strand 3: Higher Order Thinking and Problem Solving Skills</b>		
<i>MCS.Gifted.S3C Use a variety of strategies for solving authentic, complex, real world problems through evaluative thinking and the engineering design processes.</i>		
<b>Unit Vocabulary</b>		
<b>Academic</b>	<b>Specialized</b>	<b>General</b>
<i>Analyze, Apply, Use, Construct, Constructing, Interpret, Determine, Communicate, Purpose, Audience, Variety, Continuously, Range, Contexts, Demonstrate, Knowledge, Generate, Guide, Investigate, Investigations, Support, Address, Utilize, Shape, Influence, Assess, Assessing, Integrate, Integrating, Avoid, Relevance, Impact</i>	<i>Narrative, Characters, Characterization, Setting, Plot, Events, Conflict, Pacing, Themes, Modes, Genres, Expository, Main ideas, Key details, Facts, Sense of closure, Presentation of events, Argument, Claim, Supporting relevant evidence, Counterclaim, Logical conclusion, Periods &amp; Movements, Themes, Genres, Verbal styles, Literature, Time period, Authors &amp; Speakers, Perspectives, Authors, Speakers</i>	<i>Resilience, Patriarchy, Empowerment, Liberation, Identity, Expression, Conflict, Oppression, Fear, Dignity, Disparity, Access, Enrollment, Advocacy, Tone, Tension, Relief, Contrast</i>
<b>IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS</b>		

Key concept	Related concept(s)	Global context
<p><b>Perspective</b> Is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.</p>	<p><b>Context</b> Is the social, historical, cultural and workplace settings in which a text or work is produced.</p> <p><b>Purpose</b> In literary terms, the creator’s intentions in producing the 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>Fairness and Development</b> Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>
<b>Statement of inquiry</b>		
Different perspectives shape how ideas of fairness and development are communicated. Writers use context, purpose, and genre to influence opinions, challenge inequalities, and inspire change.		
<b>Inquiry questions</b>		
<p><b>Factual</b>— What are the main components of Standard English grammar, usage, and mechanics that students must learn? According to the standards, what techniques are students expected to analyze and apply in narrative, expository, and argumentative texts? What does the term “connotative meaning” refer to in vocabulary study?</p> <p><b>Conceptual</b>— How does an author’s perspective influence the meaning and tone of a text? In what ways can understanding the context of a text (such as time period and cultural background) shape a reader’s interpretation? Why is it important to analyze both denotative and connotative meanings when determining the purpose of words in a text?</p> <p><b>Debatable</b>— To what extent should writers alter their language and style to accommodate different audiences without compromising their original message? Can the purpose of a text be clearly understood without knowing the author’s context and background? Why or why not? Is mastering grammar conventions more important than expanding vocabulary for effective communication? Explain your reasoning.</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 response 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>		
<p><b>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task)</b> <i>(H) - indicates Honors level assessment</i> <b>Summative Assessments Only:</b></p>	<p><b>Standard + Grade Level Expectation (s) Assessed and/or</b>  <b>MYP Criterion Assessed</b></p>	

Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:	(applicable only to MYP Task)
<p><b>Title:</b> <i>Seeing and Saying: Girls' Education in Words and Images</i>  <b>Description:</b> In small groups, students pair a visual with a written excerpt, then present an oral analysis on how they complement or contrast.</p> <p><b>Type:</b>  <input checked="" type="checkbox"/> <b>Formative</b></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.c</b> Determine situational use for formal or informal style and apply that determination to choices when writing or speaking.  <b>7.T.C.2.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p>
<p><b>Title:</b> <i>Portraits of Girlhood: Visual and Verbal Messages (Constructed Text)</i>  <b>Description:</b> Students will analyze a photograph and a descriptive section from unit novel(s), identifying the emotional impact and messages about conflict, identity, and resilience.</p> <p><b>Type:</b>  <input checked="" type="checkbox"/> <b>Formative</b></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.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.c</b> Determine situational use for formal or informal style and apply that determination to choices when writing or speaking.</p>
<p><b>Title:</b> <i>Truth in Multiple Forms</i>  <b>Description:</b> Students participate in a discourse analyzing how the author's message shifts across different text types (memoir, diary, etc.), using academic language and collaborative discussion skills.</p> <p><b>Type:</b>  <input checked="" type="checkbox"/> <b>Formative</b></p>	<p><b>7.T.C.1.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.  <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.C.2.b</b> Analyze how evidence and tone reveal the author's perspective and impact credibility.  <b>7.L.V.1.b</b> Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.</p>
<p><b>Title:</b> <i>Multimodal Advocacy: Extended Response Essay</i>  <b>Description:</b> Students write an essay analyzing how the author adapts their message across a personal narrative and a public speech, focusing on audience, tone, and effectiveness.</p> <p><b>Type:</b>  <input checked="" type="checkbox"/> <b>Summative</b></p>	<p><b>7.T.C.1.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.  <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.T.1.d</b> Compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period.  <b>7.T.T.1.e</b> Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.  <b>7.T.T.2.b</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  <b>7.T.SS.1.c</b> Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.  <b>7.T.SS.1.d</b> Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.  <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.c</b> Determine situational use for formal or informal style and apply that determination to choices when writing or speaking.</p>

	<p><b>7.L.GC.1.52 **Mechanics:**</b> Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences.</p> <p><b>7.T.RA.2.c</b> Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.</p> <p><b>7.L.V.1.b</b> Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.</p> <p><b>7.L.V.2.d</b> Use knowledge of parts of speech to determine precise words and phrases when constructing texts.</p>
<p><b>Title:</b> <i>Interview &amp; Memoir: Voice, Structure, and Meaning</i></p> <p><b>Description:</b> Students will analyze an interview and excerpt from the unit novel(s) to explore how text structure, voice, and vocabulary influence meaning and audience engagement.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Formative</b></p>	<p><b>7.T.C.2.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</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.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.C.1.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p><b>7.T.PM.1.a</b> Read and comprehend to analyze myths and stories (fictional or historical) that modern writers have adapted into their own works and identify key features of style and theme</p>
<p><b>Title:</b> <i>Candy from the Sky: Comparing Acts of Aid in Conflict</i></p> <p><b>Description:</b> Students watch a short video and read an excerpt from the unit novel(s). The assessment includes selected-response questions and a short constructed-response task that synthesizes understanding.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Summative</b></p>	<p><b>7.T.C.1.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</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.c</b> Determine situational use for formal or informal style and apply that determination to choices when writing or speaking.</p> <p><b>7.L.V.3.e</b> Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.</p>
<p><b>Title:</b> <i>Voices for Fairness and Development: A Global Youth Campaign</i></p> <p><b>Description:</b> Students will research a global or local issue relating to fairness or education (e.g., child labor, access to clean water, girls' education), write a speech advocating for change, and present it to the class or in a recorded video.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Summative</b></p> <p><input checked="" type="checkbox"/> <b>MYP Task</b></p> <p><b>G - Goal</b> Advocate for a current issue connected to fairness and development by crafting and presenting a speech.</p> <p><b>R- Role</b> Youth activist or global ambassador for change (like Malala Yousafzai).</p> <p><b>A -Audience</b> A student-led summit or mock international youth council</p>	<p><b>7.T.T.1.e</b> Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p><b>7.T.T.2.b</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><b>7.T.T.3.a</b> Analyze argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.</p> <p><b>7.T.T.3.c</b> Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.</p> <p><b>7.T.RA.1.c</b> Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.</p> <p><b>7.T.RA.2.c</b> Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.</p> <p><b>7.T.C.1.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p><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.</p> <p style="text-align: right;"><b>MYP Criteria:</b></p> <p><b>A- Analyzing</b></p>

<p>made up of peers, educators, and global citizens.</p> <p><b>S- Situation</b> You are selected to speak in a campaign that uplifts young changemakers. Your task is to connect your issue to fairness and inspire your audience to act.</p> <p><b>P - Product</b> A 2–3 minute persuasive speech that includes oratorical strategies and textual connections to the unit novel(s)</p> <p>A visual aid (poster, slide, or infographic) that reinforces the message through logic, facts, and emotional appeal</p> <p>A written reflection connecting your message to the unit novels’ purpose and analyzing your language and structure choices</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>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> </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> <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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Approaches to learning (ATL) Skills		
Category (s):	Cluster (s):	Skill Indicator (s):
Communication	Communication Skills	1. Use intercultural understanding to interpret communication 2. Make inferences and draw conclusions
Thinking	Critical Thinking Skills	1. Consider ideas from multiple perspectives

Learning Experiences			
Add additional rows below as needed.			
Learning Experiences include <b>how</b> students will learn what they need to know and be able to do for <b>interpreting texts</b> and <b>constructing texts</b> 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: NoRedInk</b></p> <p><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</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.GC.2.c</b> Distinguish between active and passive voice, revising texts to maintain consistency in active voice.</p> <p><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>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>Learning Experience 2:</b> <i>“Who Is She?” – Voice, Memory, and Meaning</i></p> <p><b>Description:</b> Students will explore how different media present the same event by reading a prologue and viewing a related interview segment. They will evaluate how language, tone, and evidence are used by authors and speakers to shape understanding, reveal perspective, and deepen impact. *Honors students will extend their analysis by comparing the effectiveness of each medium and crafting a written argument to support their evaluation.</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.C.2.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</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.T.2.b</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><b>7.L.V.2.b</b> Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.</p> <p><b>7.L.V.2.d</b> Use knowledge of parts of speech to determine precise words and phrases when constructing texts.</p> <p><b>7.L.V.3.e</b> Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.</p>	<ul style="list-style-type: none"> <li>● Sentence Starters</li> <li>● Vocabulary Support</li> <li>● word wall, dictionary station, or guided group</li> <li>● Research Extension</li> <li>● Compare a third representation and analyze how filmmakers shape audience perception*</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Novel</li> <li>● Video</li> <li>● NoRedInk</li> <li>● Lesson Guidance</li> </ul>
<p><b>Learning Experience 3:</b> <i>Analyzing the Story and Impact of a Photograph</i></p> <p><b>Description:</b> Students will analyze a photograph and its backstory to explore how perspective and context influence meaning. They will then craft a brief written response using figurative and connotative language to express their interpretation. *Honors students will further examine the cultural and historical significance of the image and incorporate allusions or symbolic references to deepen their analysis.</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.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.c</b> Determine situational use for formal or informal style and apply that determination to choices when writing or speaking.</p>	<ul style="list-style-type: none"> <li>● Sentence stems</li> <li>● Figurative language mini-lesson on metaphor, personification, hyperbole</li> <li>● Graphic organizer</li> <li>● Word bank</li> <li>● Media Comparison*</li> </ul>	<ul style="list-style-type: none"> <li>● NoRedInk</li> <li>● Chromebook</li> <li>● Unit Novel</li> <li>● Lesson Guidance</li> <li>● Credible Sources for research</li> </ul>

	<p><b>7.T.RA.1.c</b> Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.</p> <p><b>7.L.V.3.e</b> Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.</p> <p><b>7.T.RA.2.c</b> Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.</p>		
<p><b>Learning Experience 4: <i>Voices, Veils, and the Value of Education</i></b></p> <p><b>Description:</b> Students will compare perspectives, analyze tone and mood, and examine how religious practice influences social structures. *Honors students will extend their analysis by evaluating the broader cultural and historical implications of these influences and presenting their insights in a comparative written response or discussion.</p>	<p><b>7.T.SS.1.c</b> Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.</p> <p><b>7.T.SS.1.d</b> Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.</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.C.1.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p><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.</p> <p><b>7.T.C.2.b</b> Analyze how evidence and tone reveal the author’s perspective and impact credibility.</p> <p><b>7.T.T.3.a</b> Analyze argumentative techniques used to present and design content, including an author’s claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.</p> <p><b>7.T.T.3.c</b> Apply argumentative techniques (e.g., author’s claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.</p>	<ul style="list-style-type: none"> <li>● Sentence Starters</li> <li>● Modeling</li> <li>● Vocabulary Support</li> <li>● Research Extension*</li> </ul>	<ul style="list-style-type: none"> <li>● NoRedInk</li> <li>● Chromebook</li> <li>● Unit Novel</li> <li>● Lesson Guidance</li> </ul>

	<p><b>7.L.V.1.b</b> Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.</p> <p><b>7.L.V.2.b</b> Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.</p> <p><b>7.L.V.2.d</b> Use knowledge of parts of speech to determine precise words and phrases when constructing texts.</p>		
<p><b>Learning Experience 5: <i>Analyzing a Nobel Peace Prize Speech</i></b></p> <p><b>Description:</b> Students will explore how language, structure, and context shape a message by analyzing a Nobel Peace Prize speech. They will examine vocabulary and grammar, then build their own vocabulary and write a brief response to express their interpretation. *Honors students will also analyze rhetorical strategies and compose a short analytical paragraph evaluating the speech’s overall effectiveness and impact.</p>	<p><b>7.T.C.1.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p><b>7.T.C.2.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</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.c</b> Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.</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.c</b> Determine situational use for formal or informal style and apply that determination to choices when writing or speaking.</p> <p><b>7.T.T.3.a</b> Analyze argumentative techniques used to present and design content, including an author’s claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.</p> <p><b>7.L.V.1.b</b> Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.</p> <p><b>7.L.V.2.b</b> Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.</p> <p><b>7.L.V.2.e</b> Use knowledge of parts of speech to determine precise words and phrases when constructing texts.</p>	<ul style="list-style-type: none"> <li>● Sentence Starters</li> <li>● Graphic Organizer</li> <li>● Mini Lesson: Speech Structure</li> <li>● Guided Annotations</li> <li>● Comparative Analysis *</li> </ul>	<ul style="list-style-type: none"> <li>● NoRedInk</li> <li>● Chromebook</li> <li>● Unit Novel</li> <li>● Lesson Guidance</li> <li>● Dictionary / Thesaurus</li> </ul>

	<p><b>7.L.V.3.e</b> Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.</p>		
<p><b>Learning Experience 6:</b> <i>The Real Magic: Voice, Vision, and the Power of Words</i></p> <p><b>Description:</b> Students will explore how storytelling, figurative language, and context are used to promote justice and education by analyzing a literary text. They will compare the author’s voice and message to that of Athena, the Greek goddess of wisdom, to examine how words serve as powerful tools for change across cultures and time. *Honors students will extend this comparison by crafting a written analysis that incorporates mythological allusions and evaluates how cultural symbols reinforce themes of empowerment and advocacy.</p>	<p><b>7.T.C.2.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</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.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.C.1.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p><b>7.T.T.1.d</b> Compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period.</p> <p><b>7.T.T.1.e</b> Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p><b>7.L.V.2.b</b> Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.</p> <p><b>7.L.V.2.d</b> Use knowledge of parts of speech to determine precise words and phrases when constructing texts.</p> <p><b>7.T.PM.1.b</b> Read and comprehend to analyze one genre of literature from a particular time period and identify key features of style and theme.</p>	<ul style="list-style-type: none"> <li>● Sentence Starters</li> <li>● Vocabulary Support</li> <li>● Vocabulary list with affix/root analysis</li> <li>● Guided Annotations</li> <li>● Research Extension*</li> </ul>	<ul style="list-style-type: none"> <li>● NoRedInk</li> <li>● Chromebook</li> <li>● Unit Text(s)</li> <li>● Lesson Guidance</li> </ul>
<p><b>Learning Experience 7:</b> <i>“Father, Daughter, and the Fight for Voice”</i></p> <p><b>Description:</b> Students will analyze a TED Talk to examine how the speaker’s background as an educator, parent, and activist influences his message and tone. They will annotate key moments in the transcript, identify emotional and impactful word choices, and reflect on how the spoken medium strengthens his message about equality, gender</p>	<p><b>7.T.C.1.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</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.L.V.3.e</b> Determine or clarify the nuanced meanings of</p>	<ul style="list-style-type: none"> <li>● Pre-Teach Vocabulary</li> <li>● Sentence Starters for Annotations</li> <li>● Provide sentence stems during transcript annotation</li> <li>● Partner Discussion Support</li> <li>● Mini Research Task*</li> </ul>	<ul style="list-style-type: none"> <li>● NoRedInk</li> <li>● Chromebook</li> <li>● Unit Text(s)</li> <li>● Lesson Guidance</li> </ul>

<p>roles, and advocacy. *Honors students will further evaluate the effectiveness of the speaker’s rhetorical techniques and compose a critical response comparing the impact of spoken versus written advocacy.</p>	<p>closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.  <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.e</b> Determine situational use for formal or informal style and apply that determination to choices when writing or speaking.</p>		
<p><b>Learning Experience 8: Understanding Disaster Through Fact and Memory</b></p> <p><b>Description:</b> Students will investigate the 2005 Kashmir Earthquake through both a factual account and a personal narrative. By analyzing an informational article and a firsthand experience, along with viewing authentic photographs of the devastation, students will deepen their understanding and emotional connection to the event. *Honors students will synthesize insights from all three sources to discuss how different forms of media convey the human and environmental impact of natural disasters.</p>	<p><b>7.T.T.1.d</b> Compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period.  <b>7.T.T.2.b</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  <b>7.T.C.1.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.  <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.L.V.1.b</b> Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.  <b>7.L.V.2d</b> Use knowledge of parts of speech to determine precise words and phrases when constructing texts.  <b>7.T.SS.2a</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.2d</b> Determine situational use for formal or informal style and apply that determination to choices when writing or speaking.</p>	<ul style="list-style-type: none"> <li>● Sentence Starters</li> <li>● Vocabulary Support</li> <li>● Partner Discussion Support</li> <li>● Debate Prep*</li> </ul>	<ul style="list-style-type: none"> <li>● NoRedInk</li> <li>● Chromebook</li> <li>● Unit Text(s)</li> <li>● Lesson Guidance</li> </ul>
<p><b>Unit Texts</b>  <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><b>Honors</b>  <i>*extensions/additional texts noted here for</i></p>	<p><b>Support</b>  <i>*grade level complex text (s) accessibility support provided</i></p>

Published: 10/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

	<i>*grade level appropriate texts that meet grade level complexity guidelines*</i>	<i>advanced study as applicable*</i>	<i>for access to grade level content/textst*</i>
<b>Unit Novel (s), Plays, Extended Work (s) (Reading)</b>	<b>Novel:</b> <i>I Am Malala</i>	<b>Novel:</b> <i>The Breadwinner</i>	
<b>Other Prose Texts and Poetry (Reading)</b>	<b>Diary:</b> Diary of a Pakistani schoolgirl- Malala's Diary <b>Children Book:</b> Malala's Magic Pencil	<b>Article:</b> "The Country without a Post Office" by: Agha Shahid Ali	<b>Short Story:</b> "Names/Nombres" by Julia Alvarez
<b>Visual Texts (Viewing)</b>	<b>Documentary:</b> "He Named Me Malala" <b>Photograph:</b> "Afghan Girl" by Steve McCurry <b>TED Talk video:</b> "My Daughter, Malala"		
<b>Auditory Texts (Listening)</b>	<b>Speech:</b> Malala Yousafzai's Nobel Prize Speech	<b>Song:</b> "Praying" Kesha	
<b>Multimodal Texts (A single text that includes Integrated Modes)</b>	Protecting the Rights to Education for All Afghans- UNESCO		

**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..