



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

Unit title	<i>Deepening Literacy Understanding Through Context & Structure</i>	MYP year	2	Unit duration (hrs)	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><u>Grammar Conventions (GC)</u> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p><u>Vocabulary (V)</u> 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><u>STANDARD 6-8.L.GC.2: Syntax</u> 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><u>STANDARD 6-8.L.V.1: General, Academic, & Specialized Vocabulary</u> 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><u>STANDARD 6-8.L.V.2: Word Analysis</u> 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><u>STANDARD 6-8.L.V.3: Meaning and Purpose</u> Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.</p>
TEXTS	<p><u>Context (C)</u> Students recognize influences on texts and analyze how they shape meaning.</p> <p><u>Structure & Style (SS)</u> Students analyze and use organizational structures and</p>	<p><u>STANDARD 6-8.T.C.1: Purpose and Audience</u> Analyze the impact of purpose and audience on a wide variety of texts.</p> <p><u>STANDARD 6-8. T.C.2: Authors & Speakers</u> Analyze how authors’ and/ or speakers’ perspectives influence texts and how circumstances shape their creation.</p>

	<p>style to shape ideas and information.</p> <p><u>Techniques (T)</u> Students evaluate and apply various techniques to comprehend and shape meaning.</p> <p><u>Research & Analysis (RA)</u> 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><u>STANDARD 6-8.T.SS.1: Organization</u> Analyze and use organizational structures to craft meaning.</p> <p><u>STANDARD 6-8.T.SS.2: Craft</u> Interpret and use language to craft engaging texts.</p> <p><u>STANDARD 6-8.T.T.1: Narrative Techniques</u> Analyze and apply narrative techniques.</p> <p><u>STANDARD 6-8.T.T.2: Expository Techniques</u> Analyze and apply expository techniques.</p> <p><u>STANDARD 6-8.T.T.4: Poetic Techniques</u> Analyze and apply poetic techniques.</p> <p><u>STANDARD 6-8.T.RA.1: Research & Inquiry</u> Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analysis.</p> <p><u>STANDARD 6-8.T.RA.2: Curating Sources & Evidence</u> 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>
PRACTICES	<p><u>Engagement & Intention for Comprehension & Composition (EICC)</u> Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.</p>	<p><u>STANDARD K-12.P.EICC.3: Comprehension Strategies</u> Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning- making process.</p>
	<p><u>Author’s Craft (AC)</u> Students apply knowledge of the author’s craft to enhance the interpretation and construction of texts.</p>	<p><u>STANDARD K-12.P.AC.3: Text Design</u> Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.</p>
	<p><u>Collaboration & Presentation (CP)</u> Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.</p>	<p><u>STANDARD K-12.P.CP.1: Collaboration</u> Collaborate with others to accomplish shared goals and projects.</p>
<p>MYP Criteria <i>(for applicable MYP Courses Grades 6-10)</i></p>	<p>A- Analyzing</p> <ul style="list-style-type: none"> provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, perceptively analyses the effects of the creator’s choices on an audience 	

	<p>B- Organizing</p> <ul style="list-style-type: none"> effectively organizes ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way <p>C- Producing Text</p> <ul style="list-style-type: none"> 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 makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, <p>D- Using Language</p> <ul style="list-style-type: none"> Writes in a consistently appropriate style that serves the context and intention. Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective
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[MCS Gifted Standards](#)
(applicable to advanced content course level only)

<p>Strand 1: Advanced Research Skills</p> <p><i>MCS.Gifted.S1C.</i> Gather, organize, analyze, evaluate, and synthesize data from multiple sources for research applications.</p> <p>Strand 5: Emotional Development of Self</p> <p><i>MCS.Gifted.S5C.</i> Develop and practice critical analysis in judgment of one's actions, feelings and thoughts.</p> <p>Strand 6: Self Directed Learner</p> <p><i>MCS.Gifted.S6E.</i> Seek opportunities for self-growth through risk-taking, and curiosity in various situations.</p>

Unit Vocabulary

Academic	Specialized	General
<i>Comprehend, Analyze, Condense, Combine, Clarity, Style, Meaning, Appeal, Audience, Purpose, Vocabulary, Academic, Specialized, Contexts, Interpret, Construct, Denotative, Connotative, Perspective, Circumstances, Organization, Generate, Investigations, Credible, Resources, Analysis, Assess, Source credibility, Relevance, Integrate, Plagiarism, Engage, Complex, Strategies, Meaning-making</i>	<i>Syntax, Narrative techniques, Expository techniques, Poetic techniques, Craft, Research, Inquiry, Curate, Evidence, Comprehension strategies, Complex texts</i>	<i>Concentration camp, Prisoner, Barracks, Commandant, Holocaust, Nazi, Oppression, Persecution, Genocide, Inmate, Liberation, Survivor, Refugee, Evacuation, Deportation, Resistance, Testimony, Atrocity, Brutality, Identification, Isolation, Compassion, Betrayal, Witness, Trauma, Memorial, War, Conflict, Survival, Oppressor, Ally, Injustice, Remembrance, Fate, Propaganda, Liberation, Captivity, Forced labor, Identity</i>

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

Key concept	Related concept(s)	Global context
<p>Time, place, and space</p> <p>focuses on how we construct and use our understanding of location (“where” and “when”).</p>	<p>Intertextuality</p> <p>The connections between one text and other texts, the ways in which texts are interrelated, and the</p>	<p>Orientation of Time and Space</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>

	<p>meanings that arise out of their interrelationship.</p> <p>Point of View Is the particular perspective brought by a composer, responder or character within a text to the text or to matters within the text.</p> <p>Genre Is a type or category of literature or film marked by certain shared features or conventions.</p>	
Statement of inquiry		
Exploring time, place, and space through different points of view and genres allows writers to connect and contrast ideas across contexts. Intertextuality deepens our understanding of how narratives shape and reflect the world around us.		
Inquiry questions		
<p>Factual— How can we explore the role of syntax in shaping meaning and style across different types of texts? In what ways do authors use vocabulary choices, including denotative and connotative meanings, to influence readers' understanding? What techniques do writers commonly use in narrative, expository, and poetic texts, and how can we identify their effects?</p> <p>Conceptual— How might varying syntactical choices impact how audiences perceive and respond to a text's message? How does considering an author's perspective and the context of a text deepen our interpretation and appreciation of meaning? Why is it important to develop vocabulary across diverse contexts, and how does this practice affect our communication and analysis of texts?</p> <p>Debatable— To what extent should writers adapt their syntax and language complexity to suit different audiences while maintaining their authentic voice? How essential is understanding the author's background and historical context in interpreting the meaning of a text? In what ways do grammar conventions and vocabulary development each contribute to effective communication and critical thinking?</p>		
Assessment Tasks		
<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"> • 3- 6 constructed texts (at least 1 of which is an extended constructed text) • 2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze) • 2 selected response and new read assessments for skills application to new text (s) • 1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) . 		
<p>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) <i>(H) - indicates Honors level assessment</i> Summative Assessments Only:</p>	<p>Standard + Grade Level Expectation (s) Assessed and/or</p> <p>MYP Criterion Assessed</p>	

Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:	(applicable only to MYP Task)
<p>Title: <i>Voices of History: Analyzing Structure, Language, and Meaning Across Texts</i></p> <p>Description: Students will analyze how authors use structure, language, and literary devices across multiple texts to shape meaning, mood, and tone. Through reading and viewing various forms, students will examine how choices in organization, word connotation, and figurative language reveal perspectives during this period.</p> <p>Type:</p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>7.T.SS.1.a Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p> <p>7.T.SS.2.a 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>7.T.SS.2.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>7.T.T.1.b Analyze the use of plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) within a text.</p> <p>7.L.V.3.c Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug).</p>
<p>Title: <i>Comparing Fact and Fiction: Analyzing Author’s Purpose and Perspective</i></p> <p>Description: Students will analyze a historical fiction text alongside a historical nonfiction text to explore how authors use purpose, perspective, and context to shape meaning. By comparing fictional and factual portrayals of a historical event through multiple modes of text, students will evaluate how historical background influences authors’ choices, audience impact, and theme development.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>7.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.</p> <p>7.T.C.2.a Determine the prevailing perspective in a text and analyze how the author distinguishes or corroborates that position.</p> <p>7.T.C.2.c Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p>7.T.SS.1.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>7.T.T.1.c Compare and contrast how themes are developed and expressed in texts through characters, events, and plot structure.</p> <p>7.T.T.1.d Compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period.</p> <p>7.T.T.2.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>7.L.V.2.c Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.</p>
<p>Title: <i>Exploring Stories and Sources</i></p> <p>Description: Students will conduct research, generating questions that explore specific themes, historical context, or related social issues. They will gather and evaluate information from credible print and</p>	<p>7.L.GC.1.49 Mechanics: Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.</p> <p>7.T.RA.1.a Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.</p> <p>7.T.RA.1.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>digital sources, using evidence to support their ideas. While presenting their findings in a written or multimodal format, students will apply proper mechanics—including commas, parentheses, and dashes—to set off nonessential information and clearly communicate their research and analysis.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>7.T.C.2.d Use credible sources to research the answers to questions on academic and individual topics of interest.</p> <p>7.T.RA.2.a Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.</p> <p>7.T.RA.2.b Analyze print and digital texts for credibility and relevance, determining whether the ideas and information support the topic under investigation.</p>
<p>Title: <i>Beyond the Fence: A Multimodal Reflection</i></p> <p>Description: Create a multimodal written piece inspired by <i>The Boy in the Striped Pajamas</i> that expresses a theme from the novel. Then, transform your piece into a digital or visual presentation that combines text, visuals, and/or sound to deepen your audience’s emotional connection to the piece.</p> <p>Type:</p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p> <p>T - Task</p> <p>A - Audience</p> <p>P - Purpose</p> <p>This learning experience helps students explore how language, poetry, and design work together to communicate ideas. Over several days, students read and analyze poems, study word meanings, create original poetry, and design a final multimodal product for a real audience. The focus is on combining creativity, vocabulary skills, and purposeful structure to strengthen their writing and expression.</p>	<p>MYP:</p> <p>A- Analyzing</p> <ul style="list-style-type: none"> provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, perceptively analyzes the effects of the creator’s choices on an audience <p>B- Organizing</p> <ul style="list-style-type: none"> effectively organizes ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way <p>C- Producing Text</p> <ul style="list-style-type: none"> 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 makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, <p>D- Using Language</p> <ul style="list-style-type: none"> Writes in a consistently appropriate style that serves the context and intention. Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective <p>7.T.C.1.c Construct multimodal texts and/or presentations for a specific purpose and audience, using multiple, clearly identifiable features of incorporated modes.</p> <p>7.LV.3.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>7.LV.3.d Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.</p> <p>7.T.SS.1.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>7.T.T.4.b Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.</p>
<p>Approaches to learning (ATL) Skills</p>	

<u>Category (s):</u>	<u>Cluster (s):</u>	<u>Skill Indicator (s):</u>
Communication	Communication Skills	<ol style="list-style-type: none"> 1. Give and receive meaningful feedback 2. Use appropriate forms of writing for different purposes and audiences 3. Make inferences and draw conclusions
Social	Critical Thinking Skills	<ol style="list-style-type: none"> 1. Delegate and share responsibility for decision- making 2. Listen actively to other perspectives and ideas

<u>Learning Experiences</u> 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>Learning Experience 1: NRI</p> <p>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,</p> <p>Honors Extension</p> <p>Honors students will interact with NoRedInk to develop Research & Analysis skills and reinforce a standard citation format when integrating textual evidence. Students will also evaluate citations in a text to identify mistakes and determine the effect the errors have on a text.</p>	<p>7.L.GC.2.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>7.L.GC.2.c Distinguish between active and passive voice, revising texts to maintain consistency in active voice.</p> <p>7.L.GC.2.d 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> <p>7.T.RA.2.c 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>STANDARD 6-8.L.GC.1 Grammar, Usage, & Mechanics - Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts</p> <p>7.L.GC.1.49 Mechanics: Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.</p>	<ul style="list-style-type: none"> • Personalized Path based on diagnostic assessment • Practice videos • Modeling in class 	<ul style="list-style-type: none"> • NoRedInk • Chromebook • Lesson Guidance • Schoology • Graphic Organizers

<p>Learning Experience 2: Seeing Through Different Eyes: Purpose and Perspective</p> <p>Students will explore and analyze how authors use perspective and purpose to shape meaning. Through various texts, students will identify multiple purposes—such as informing, evoking empathy, and encouraging reflection—and how they target specific audiences. They will also analyze how authors contrast perspectives with the historical realities of the Holocaust. Using various text modes, students will compare how different creators present and support their perspectives.</p> <p>Honors Extension Students will choose either to rewrite a section from a new perspective and explain its impact or to analyze a creator’s perspective and how it supports or challenges historical facts about the Holocaust.</p>	<p>7.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.</p> <p>7.T.C.2.a Determine the prevailing perspective in a text and analyze how the author distinguishes or corroborates that position.</p>	<ul style="list-style-type: none"> ● Vocabulary Routine ● Fluency Strategies ● Text Chunking 	<ul style="list-style-type: none"> ● Schoology ● Lesson Guidance ● TAP Graphic Organizer ● Evidence Tracker ● Chromebook ● Texts
<p>Learning Experience 3: Analyzing Context, Themes, and Perspectives</p> <p>Students will examine how historical context shapes literature about the Holocaust by analyzing how authors develop themes and perspectives through setting, characters, and events. They will compare fictional portrayals with historical accounts and explore how different writers present similar topics in unique ways. When reading nonfiction articles with more technical or scientific language, students will also study Greek and Latin roots to better understand and use academic vocabulary.</p> <p>Honors students will deepen their analysis by evaluating how authors’ choices reflect the moral and cultural perspectives of the Holocaust era. They will integrate multiple sources to assess how narrative voice and context shape interpretation, using Greek and Latin roots to strengthen academic vocabulary in their writing.</p>	<p>7.T.C.2.c Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p>7.T.T.1.c Compare and contrast how themes are developed and expressed in texts through characters, events, and plot structure.</p> <p>7.T.T.1.d Compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period.</p> <p>7.T.T.2.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>7.L.V.2.c Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.</p>	<ul style="list-style-type: none"> ● Vocabulary Routine ● Fluency Strategies ● Text Chunking ● Venn Diagram/Double Bubble Map 	<ul style="list-style-type: none"> ● Graphic Organizers ● Greek/Latin Root Reference ● Schoology ● Lesson Guidance ● Chromebook ● Texts

<p>Honors Extension Students will choose either to rewrite a key scene from a new perspective and analyze how that shift changes meaning, or to explain how an author’s choices reveal moral or cultural values of the Holocaust era and how another author might portray the moment differently.</p>			
<p>Learning Experience 4: Purposeful Text Design Students will design an informational text connected to themes or events of the Holocaust, choosing structures and text features that support their purpose and intended audience. After exploring a range of Holocaust texts, students will plan and create a piece that communicates information clearly while demonstrating respect for historical context. By selecting appropriate organizational patterns and incorporating helpful features such as visuals or captions, students will make purposeful design decisions that guide understanding and enhance meaning.</p> <p>Honors Extension Students will either analyze how their design choices strengthen their informational Holocaust text or redesign a section for a new audience and explain how the changes affect purpose, meaning, and understanding.</p>	<p>7.T.SS.1.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"> ● Sentence Starters ● Vocabulary Routine ● Vocabulary Support ● Mentor Texts/Exemplars 	<ul style="list-style-type: none"> ● Graphic Organizers ● Schoology ● Lesson Guidance ● Chromebook ● Texts
<p>Learning Experience 5: Words That Move: Creating Meaning Through Language and Form Students will explore how word choice, structure, and style shape meaning across different types of writing. Through reading and analyzing poems, short texts, and digital media, students will use context clues and reference tools to clarify unfamiliar words and deepen their understanding of language. They will then apply these skills to design their own multimodal text or original poem, purposefully using text structures, poetic techniques, and digital</p>	<p>7.T.C.1.c Construct multimodal texts and/or presentations for a specific purpose and audience, using multiple, clearly identifiable features of incorporated modes. 7.LV.3.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. 7.LV.3.d Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to</p>	<ul style="list-style-type: none"> ● Sentence Starters ● Text Chunking ● Vocabulary Routine ● Vocabulary Support ● Fluency Strategies ● Flexible Grouping 	<ul style="list-style-type: none"> ● Graphic Organizers ● Schoology ● Lesson Guidance ● TAP Graphic Organizer ● Chromebook ● Texts

<p>features to engage a specific audience and convey a clear message.</p> <p>Honors Extension Students will either analyze how vocabulary shapes meaning in the unit texts or transform a text into a new form and explain how their changes affect tone, meaning, and interpretation.</p>	<p>determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.</p> <p>7.T.SS.1.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>7.T.T.4.b Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.</p>		
<p>Learning Experience 6: Inquiry in Action: Researching Questions That Matter</p> <p>Students will engage in an inquiry-based research experience by developing their own questions about a topic of interest or theme connected to a class text. They will learn how to locate, evaluate, and curate information from credible sources to answer their questions. Throughout the process, students will analyze each source for credibility and relevance, gather evidence to support their central ideas, and record bibliographic information accurately. Students will demonstrate their understanding of the research process.</p> <p>Honors Extension: Students will either explain how their research deepens or changes their understanding of a theme or text, or synthesize multiple sources to create a position statement that evaluates reliability and communicates their findings in a chosen format.</p>	<p>7.T.RA.1.a Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.</p> <p>7.T.RA.1.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>7.T.C.2.d Use credible sources to research the answers to questions on academic and individual topics of interest.</p> <p>7.T.RA.2.a Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.</p> <p>7.T.RA.2.b Analyze print and digital texts for credibility and relevance, determining whether the ideas and information support the topic under investigation.</p>	<ul style="list-style-type: none"> ● Credible Sources ● Sentence Starters ● Text Chunking ● Vocabulary Routine ● Vocabulary Supports 	<ul style="list-style-type: none"> ● Graphic Organizers ● Schoology ● Lesson Guidance ● TAP Graphic Organizer ● Chromebook ● Texts
<p>Learning Experience 7: Exploring Language, Structure, and Tone</p> <p>Students will explore how authors use structure, literary devices, and language choices to shape meaning and engage their audience in texts related to the Holocaust. They will analyze how plot, conflict, and narrative techniques—such as flashback or foreshadowing—develop themes and influence tone</p>	<p>7.T.SS.1.a Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p> <p>7.T.SS.2.a 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>7.T.SS.2.b Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to</p>	<ul style="list-style-type: none"> ● Vocabulary Routine ● Fluency Strategies ● Text Chunking ● Sentence Starters 	<ul style="list-style-type: none"> ● Schoology ● Lesson Guidance ● Graphic Organizers ● Chromebook ● Texts

<p>or mood. They will examine the connotations of similar words to understand subtle differences in meaning. Students will also practice using figurative and connotative language intentionally in their own writing.</p> <p>Honors Extension Students will either analyze how an author’s structure or narrative techniques shape meaning, or create an original piece using connotation, figurative language, and narrative devices with a rationale explaining their craft choices.</p>	<p>the target audience.</p> <p>7.T.T.1.b Analyze the use of plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) within a text.</p> <p>7.L.V.3.c Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug).</p>		
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Unit Texts
All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.

Unit Core Texts	On-Level <i>*grade level appropriate texts that meet grade level complexity guidelines*</i>	Honors <i>*extensions/additional texts noted here for advanced study as applicable*</i>	Support <i>*grade level complex text (s) accessibility support provided for access to grade level content/textst*</i>
Unit Novel (s), Plays, Extended Work (s) (Reading)	<i>The Boy in the Striped Pajamas</i> – John Boyne	<i>Prisoner B- 3087</i> – Alan Gratz	
Other Prose Texts and Poetry (Reading)	"The Ballad of Reading Gaol" – Oscar Wilde "Boy in the Striped Pyjamas" – Gamz "First They Came" – Pastor Martin Niemöller	"The Raven" – Edgar Allen Poe "Where Are All The Children" – Miriam Klein Kassenoff "Never Shall I Forget" – Elie Wiesel	
Visual Texts (Viewing)	Where are All The Children Visual (picture of children's shoes in piles) Holocaust Survivors Tell Their Story (3:07)	Artwork by Edward Gorey – His gothic illustrations (e.g., The Gashlycrumb Tinies)	
Auditory Texts (Listening)	"Ghosts of You" – My Chemical Romance	"Ghosts of You" – My Chemical Romance	
Multimodal Texts (A single text that includes Integrated Modes)	Audio Gallery of Holocaust Survivor Stories with written transcripts	Audio Gallery of Holocaust Survivor Stories with written transcripts	

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.

Published: 12/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

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..