



Grade 7 English/Language Arts
School City of East Chicago
Block Middle School

Grade 7 English/Language Arts

Units of Study

Unit 1:	Finding Our Place	🕒	Quarter 1
Unit 2:	The House on Mango Street	🕒	Quarter 1
Unit 3:	Storytelling	🕒	Quarter 1
Unit 4:	The Body	🕒	Quarter 2
Unit 5:	Gross Research Paper	🕒	Quarter 2
Unit 6:	Medical Debates	🕒	Quarter 2
Unit 7:	Activism in Literature	🕒	Quarter 3
Unit 8:	Activism in Nonfiction	🕒	Quarter 3
Unit 9:	Writing	🕒	Quarter 3
Unit 10:	Zoos: the good, the bad, and the ugly	🕒	Quarter 4
Unit 11:	Rikki-Tikki-Tavi	🕒	Quarter 4

Appendices

Appendix A: Proficiency Scale Template

Appendix B: Curriculum Refinement Form

Standards Breakdown

Green: Priority Standards

Pink: Supporting Standards

Gray: Additional Standards

		UNITS										
		1	2	3	4	5	6	7	8	9	10	11
ML	2.1					●						
	2.2					●						
Reading Literature	2.1	●									●	●
	2.2		●								●	●
	2.3		●									
	3.1							●				
	3.2							●				
	4.1		●					●				
	4.2											
Reading Nonfiction	2.1				●		●		●		●	
	2.2				●				●			
	2.3				●							
	3.2					●						
	3.3					●					●	
	4.1					●			●		●	●
	4.2					●						
	4.3					●						
Reading Vocabulary	2.1		●						●			
	2.2											
	2.3	●										
	2.4											
	2.5											
	3.1	●										
	3.2				●							
3.3	●						●					
Speaking and Listening	2.1	●										
	2.2											
	2.3											
	2.4											
	2.5											
	3.1											
	3.2											
	4.1											●
	4.2											●
Writing	3.1	●									●	●
	3.2						●			●		
	3.3				●							
	4											
	5						●			●		
	6.1b				●							
	6.1d								●			
	6.1e						●					
	6.2b				●							

Finding Our Place

Unit 1: Middle schoolers are full of spirit and in this unit, they'll do an in-depth study of the human spirit. We'll dive into literary and nonfiction texts to better understand how human connection helps us thrive. Students will read for the purpose of finding the theme or central idea of a text, supporting their analysis with detailed summaries.

Priority Standards

- **7.RL.2.1:** Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.
- **7.RV.3.1:** Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem, or play.

Supporting Standards

- **7.RV.2.3:** Distinguish among the connotations of words with similar denotations.
- **7.RV.3.3:** Interpret figures of speech (e.g., allusions) in context.
- **7.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- **7.W.3.1:** Write arguments in a variety of forms that –
 - Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Proficiency Scales

- [7.RL.2.1](#)
- [7.RV.3.1](#)
- [7.W.3.1](#)

Assessments

- Students will write a reflection over the themes and essential questions to demonstrate their learning.
- RACE responses to reading

Enduring Understandings

- Good readers analyze texts by asking questions and using evidence from the text to make inferences.
- Word meaning and impact can depend on the context in which it is used.
- Skillful readers rely on a variety of context clues to create meaning.
- Word meaning and impact can depend on the context in which it is used.
- Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.
- A writer uses a variety of strategies to strengthen and support their claim in order to produce fully-developed argumentative compositions.

Essential Questions

- How do human connections help us shape our identities?
- Can you really ever know another person's story?
- Is it possible to survive without human connection?

Key Concepts

Related Concepts

Vocabulary

<ul style="list-style-type: none"> • I can analyze what a text says explicitly. (7.RL.2.1) • I can draw inferences from a text. (7.RL.2.1) • I can cite several textual evidence to support my analysis of a text. (7.RL.2.1) • I can determine the meaning of figurative language in a work of literature. (7.RV.3.1) • I can analyze the impact of rhymes and repetitions of sounds within stories, poems, and plays. (7.RV.3.1) 	<ul style="list-style-type: none"> • I can distinguish among the connotations of words with similar denotations. (7.RV.2.3) • I can interpret figures of speech in a context, including allusions. (7.RV.3.3) • I can build on ideas of others. (7.SL.2.1) • I can express my personal ideas and beliefs. (7.SL.2.1) • I can ask my peers questions about their opinion of the topic, text, and issue at hand. (7.SL.2.1) • I can respond to my peer's questions about my opinion of the topic, text, and issue at hand. (7.SL.2.1) • I can write arguments in a variety of forms. (7.W.3.1) • I can introduce claims, acknowledge alternate or opposing claims, and use appropriate organizational structures. (7.W.3.1) • I can support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (7.W.3.1) • I can establish and maintain a consistent style and tone appropriate to purpose and audience. (7.W.3.1) • I can use effective transitions to create cohesion and clarify the relationships among claims, reasons, and evidence. (7.W.3.1) • I can provide a concluding statement or section that follows from and supports the argument presented. (7.W.3.1) 	<ul style="list-style-type: none"> • alliteration • allusion • analyze • argument • assonance • audience • cite • claim • collaborate • conclusion • connotation • consonance • context • counterclaim • credible • denotation • distinguish • elaborate • evidence • explicit • figurative language • figure of speech • hyperbole • idiom • inference • introduction • metaphor • organizational structure • paraphrase • personification • perspective • purpose • reasoning • rhyme • simile • sources • style • textual evidence • tone • transitions
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Resources

<p>Fiction Texts</p> <ul style="list-style-type: none"> • Parable: The Butterfly Struggle Story • Narrative Poem: The Giving Tree by Shel Silverstien • Short Story: Water Names by Lan Samantha Chang • Short Story: An Hour with Abuelo by Judith Ortiz Cofer • Parable: The Three Questions by Leo Tolstoy • Poem: Clique by Annie Janine • Poem: Teenage Cliques by Charise • Poem: How I learned English by Gregory Djanikian 	<p>Nonfiction Texts</p> <ul style="list-style-type: none"> • Essay: My First Free Summer by Julia Alvarez • Article: Why we need friends, according to a scientist by Leah Mendel • Article: How Cliques Make Kids Feel Left Out reviewed by Kathryn Hoffses by Kathryn Hoffses, PhD • Article: Still Me Inside by Mai Goda • Article: The Cruelty of Cliques by Karen Nitkin • Article: The Harmful Effects of Labelling People by Andrea Dilea 	<p>Media, Music, Art, etc.</p> <ul style="list-style-type: none"> • TED Talk: Labels Are For Food, Not People by John Shaw • Video: What Kind of Asian Are You?
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Additional Texts

- **Novel:** *Heat* by Mike Lupica

- **Article:** [*Society's Labels: The Only Label You Should Ever Be Given Is Your Name*](#) by Audrey Arbogast

Resources

School Resources

Textbook

Formative Assessments

The House on Mango Street

Unit 2: Through the study of *The House on Mango Street* students will analyze the development of the text's theme, how literary elements interact, and how to determine the meaning of unknown words using context clues. They'll demonstrate their learning using graphic organizers to capture their analysis of the novel.

<p>Priority Standards</p> <ul style="list-style-type: none"> • 7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. • 7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot). • 7.RV.2.1: Use context to determine or clarify the meaning of words and phrases. 	<p>Supporting Standards</p> <ul style="list-style-type: none"> • 7.RL.4.1: Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). • 7.RL.4.2: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. 	
<p>Proficiency Scales</p> <ul style="list-style-type: none"> • 7.RL.2.2 • 7.RV.2.1 	<p>Assessments</p> <ul style="list-style-type: none"> • Students will use the Character Study and Story Elements graphic organizers from ARC. • Students will identify various forms of media (songs, poems, etc) that connect to specific parts of the text and resonate with the theme. Students will compose a short explanation in which they compare and contrast both works. • Cold Read assessment for RL.2.2 and RL.2.3. 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Literature often provides themes that reveal universal truths about life and the world. • The plot, characters, and other story elements interact in order to shape the narrative and the reader's analysis. • Skillful readers rely on a variety of context clues to create meaning. • Comparing and contrasting stories told in different forms helps the reader synthesize ideas and make connections. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How does our environment shape our identity? • What identities, if any, are permanent and which do we have the power to change? • Where does our identity come from? 	
<p>Key Concepts</p> <ul style="list-style-type: none"> • I can analyze how a theme or central idea is developed in a work of literature. (7.RL.2.2) • I can provide a detailed summary of a work of literature that supports my analysis of the theme or central idea. (7.RL.2.2) • I can identify key events and details that support the theme or central idea. (7.RL.2.2) • I can analyze how elements interact in a work of literature. (7.RL.2.3) • I can analyze how the settings shapes the characters. (7.RL.2.3) 	<p>Related Concepts</p> <ul style="list-style-type: none"> • I can compare and contrast a fictional portrayal of a time, place, or character and the historical account it is based on. (7.RL.4.2) • I can use a historical account of a time, place, or character as a means of understanding how authors of fiction alter history. (7.RL.4.2) • I can determine when historical events have been altered in a fictional text. (7.RL.4.2) • I can compare and contrast a written text with its audio, filmed, 	<p>Vocabulary</p> <ul style="list-style-type: none"> • analyze • analyzing • central idea • climax • connotation • context • denotation • exposition • falling action • medium • plot • protagonist • resolution • rising action

<ul style="list-style-type: none"> • I can analyze how the setting shapes impacts the plot. (7.RL.2.3) • I can use the setting to help determine what the conflict is in the work of literature. (7.RL.2.3) • I can determine the effect that one character's action has on another character. (7.RL.2.3) • I can use context to determine the meaning of words and phrases. (7.RV.2.1) 	<p>staged, or multimedia versions. (7.RL.4.1)</p> <ul style="list-style-type: none"> • I can identify the techniques used from different mediums to explain the effects on the story. (7.RL.4.1) • I can analyze the effects of techniques used in different mediums of a story, play, or poem. (7.RL.4.1) • I can identify elements from a written story, play or poem that are also present in the audio, staged or multimedia versions. (7.RL.4.1) • I can cite textual evidence to compare a written text with the audio, staged or multimedia version. (7.RL.4.1) • I can cite textual evidence to contrast a written text with the audio, staged or multimedia version. (7.RL.4.1) 	<ul style="list-style-type: none"> • summary • technique • theme
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Resources

<p>Fiction Texts</p> <ul style="list-style-type: none"> • Novel: <i>The House on Mango Street</i> by Sandra Cisneros 	<p>Nonfiction Texts</p> <ul style="list-style-type: none"> • NEWSELA TEXT SET • NEWSELA: What is social identity? • Newsela: Puerto Ricans continue their search for identity in the United States <p style="text-align: center;"><u>Resources</u></p>	<p>Media, Music, Art, etc.</p> <ul style="list-style-type: none"> •
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School Resources

<p>Textbook</p>	<p>Formative Assessments</p>
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Storytelling

Unit 3: To conclude the 1st quarter, students will write a narrative in which they explore a topic and craft a narrative that captures understanding of the subject.

<p>Priority Standards</p> <ul style="list-style-type: none"> • 7.W.3.3: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events. 	<p>Supporting Standards</p> <ul style="list-style-type: none"> • 7.W.6.1b: Demonstrate command of English grammar and usage, focusing on: <ul style="list-style-type: none"> • Verbs – • Recognizing and correcting problems with subject/verb agreement. • 7.W.6.2b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: <ul style="list-style-type: none"> • Punctuation – • Using commas with subordinate clauses. 	
<p>Proficiency Scales</p> <ul style="list-style-type: none"> • 7.W.3.3 	<p>Assessments</p> <ul style="list-style-type: none"> • Students will dive into a text set to learn about a topic and craft a narrative that demonstrates what they learn. 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Authors engage readers by effectively using dialogue, description, and details to create and advance the plot. • Following English rules and conventions helps to promote understanding between the reader and writer. • 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How can stories help us understand a topic more deeply? • What makes a good story? • How does dialogue further the plot of a story? 	
<p>Key Concepts</p> <ul style="list-style-type: none"> • I can write narrative compositions in a variety of forms. (7.W.3.3) • I can write an exposition that engages and orients the reader. (7.W.3.3) • I can organize an event sequence that uses transitional words, phrases, and clauses. I can use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and characters. (7.W.3.3) • I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (7.W.3.3) • I can write an ending to my story. (7.W.3.3) 	<p>Related Concepts</p> <ul style="list-style-type: none"> • I can recognize and correct problems with subject/verb agreement. (7.W.6.1b) • I can use commas with subordinating clauses. (7.W.6.2b) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • character • climax • comma • conflict • dialogue • exposition • narrative • pacing • plot • point of view • resolution • sensory language • setting • subject/verb agreement • subordinate clause • verbs

Resources

Fiction Texts	Nonfiction Texts Text sets on the various topics. Video Games <ul style="list-style-type: none">• Video Games Text Set Random Acts of Kindness <ul style="list-style-type: none">• Being kind to yourself is the best way to achieve your goals• UCLA institute on kindness wants to promote a more humane world• Human connection bolsters immune system: that's why it's important to be kind Anime and Manga <ul style="list-style-type: none">• Comics, Cosplay, and Culture Social Media Influencers (using it for good) -Storytime <ul style="list-style-type: none">• Is being a social media influencer a real job• Influencers: The modern entrepreneur - Newsela <p style="text-align: center;"><u>Resources</u></p>	Media, Music, Art, etc. <ul style="list-style-type: none">• How to Write a Narrative Essay• Writing a Narrative Essay
School Resources		
Textbook	Formative Assessments	

The Body

Unit 4: Students will explore the human body by learning about each system. Through the exploration of this topic students will practice identifying central ideas, writing objective summaries, and analyzing the interactions between elements of the text. They'll organize their thinking into ARC graphic organizers.

Priority Standards <ul style="list-style-type: none"> • 7.RN.2.2: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text. • 7.RN.2.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 		Supporting Standards <ul style="list-style-type: none"> • 7.RN.2.1: Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence • 7.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. 	
Proficiency Scales <ul style="list-style-type: none"> • 7.RN.2.1 • 7.RN.2.2 • 7.RN.2.3 		Assessments <ul style="list-style-type: none"> • ARC Graphic Organizers 	
Enduring Understandings <ul style="list-style-type: none"> • Nonfiction texts are structured around the development of central ideas. • Strong readers analyze the relationships between ideas in a text. • Good readers analyze texts by asking questions and using evidence from the text to make inferences. • Word meaning and impact can depend on the context in which it is used. 		Essential Questions <ul style="list-style-type: none"> • How does the structure of your body keep you alive? • How can understanding the way your body works impact the choices you make? 	
Key Concepts <ul style="list-style-type: none"> • I can identify the central ideas of a nonfiction text. (7.RN.2.2) • I can determine how the central ideas develop over the course of a nonfiction text. (7.RN.2.2) • I can provide a detailed, objective summary of a nonfiction text. (7.RN.2.2) • I can analyze cause and effect to describe the significance of an event. (7.RN.2.3) • I can identify the relationship between individuals and events in a nonfiction text. (7.RN.2.3) • I can analyze how events and ideas influence a person in a nonfiction text. (7.RN.2.3) • I can analyze how a person influences events and ideas in a nonfiction text. (7.RN.2.3) 	Related Concepts <ul style="list-style-type: none"> • I can identify what is explicitly stated in a text. (7.RN.2.1) • I can make inferences based on textual evidence. (7.RN.2.1) • I can identify and quote passages from a text to support my response. (7.RN.2.1) • I can cite several pieces of textual evidence to support my inferences. (7.RN.2.1) • I can determine the meaning of words and phrases in nonfiction texts. (7.RV.3.2) • I can determine figurative, connotative, and technical meanings of words and phrases in a nonfiction text. (7.RV.3.2) • I can analyze the impact of specific word choice on the meaning and tone of a nonfiction text. (7.RV.3.2) 	Vocabulary <ul style="list-style-type: none"> • analyze • central idea • cite • connotation • determine • diction • explicit • figurative language • inference • main idea • objective • summary • textual evidence • tone 	
Resources			
Fiction Texts <ul style="list-style-type: none"> • 	Nonfiction Texts <p>The Human Body: Exemplar Text Pack (ARC)</p>	Media, Music, Art, etc. <ul style="list-style-type: none"> • Kids Health Website: overviews of the system 	

- Systems
- Organs
- Tissue
- Cells
- System Breakdown
- Exercise
- Nutrition

[Resources](#)

School Resources

Textbook

Formative Assessments

Gross Research Paper

Unit 5: Using *Grossology* as an anchor text, students will explore the science of gross things. Using a variety of ARC resources students will synthesize information about their topic into an informative essay.

Priority Standards

- **7.RN.2.1:** Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence
- **7.W.3.2:** Write informative compositions in a variety of forms that –
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
 - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - Establish and maintain a style appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.

Supporting Standards

- **7.W.5:** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
 - Formulate a research question.
 - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
 - Assess the credibility and accuracy of each source.
 - Quote or paraphrase the information and conclusions of others.
 - Avoid plagiarism and follow a standard format for citation.
 - Present information, choosing from a variety of formats.
- **7.W.6.1e:** Demonstrate command of English grammar and usage, focusing on:
 - Usage –
 - Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.

Proficiency Scales

- [7.RN.2.1](#)
- [7.W.3.2](#)

Assessments

- Students will write an informative essay in which they use multiple sources to explore a topic.
- Introduce ILEARN rubrics

Enduring Understandings

- Good readers analyze texts by asking questions and using evidence from the text to make inferences.
- Writers develop strong informative compositions by using credible sources, developing a consistent tone, and establishing an intentional structure.
- Good writers use a variety of sources to build knowledge, develop ideas, and refine their writing.
- Following English rules and conventions helps to promote understanding between the reader and writer.

Essential Questions

- How does [TOPIC] affect the human body?
- How is it part of a larger system within the body?
- How can understanding gross things make them seem less gross?

Key Concepts

- I can identify what is explicitly stated in a text. (7.RN.2.1)
- I can make inferences based on textual evidence. (7.RN.2.1)
- I can identify and quote passages from a text to support my response. (7.RN.2.1)
- I can cite several pieces of textual evidence to support my inferences. (7.RN.2.1)

Related Concepts

- I can conduct short research assignments and tasks to build knowledge. (7.W.5)
- I can formulate a research question. (7.W.5)
- I can gather relevant information from multiple sources. (7.W.5)
- I can assess the credibility and accuracy of each source. (7.W.5)

Vocabulary

- annotate
- APA
- appositive
- bibliography
- central idea
- cite
- clause
- cohesion
- complex sentence
- compound sentence

<ul style="list-style-type: none"> • I can write informative compositions in a variety of forms. (7.W.3.2) • I can write an introduction that previews what is to follow and organizes ideas. (7.W.3.2) • I can use formatting, graphics and multimedia when useful. (7.W.3.2) • I can include relevant facts, definitions, details, quotes, and examples from various sources to develop my topic. (7.W.3.2) • I can use appropriate transitions. (7.W.3.2) • I can choose language and content-specific vocabulary to express ideas precisely and concisely. (7.W.3.2) • I can establish and maintain a style appropriate to my purpose and audience. (7.W.3.2) • I can write a conclusion. (7.W.3.2) 	<ul style="list-style-type: none"> • I can quote or paraphrase the information and conclusions of others. (7.W.5) • I can avoid plagiarism and follow a standard format for citation. (7.W.5) • I can present research information in a variety of formats. (7.W.5) • I can write simple, compound, complex, and compound-complex sentences. (7.W.6.1e) • I can recognize and correct sentence fragments and run on sentences. (7.W.6.1e) • I can vary sentence patterns for meaning, reader interest, and style. (7.W.6.1e) 	<ul style="list-style-type: none"> • compound-complex sentence • conclusion • conjunction • credibility • explicit • inference • informative • introduction • main idea • MLA • paraphrase • plagiarism • quote • redundant • research • research question • run-on sentence • sentence fragment • simple sentence • sources • style • textual evidence • tone • transition • work cited
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Resources

<p>Fiction Texts</p> <ul style="list-style-type: none"> • 	<p>Nonfiction Texts</p> <ul style="list-style-type: none"> • Book: <i>Grossology</i> by Sylvia Branzei • Book: <i>The 10 Most Disgusting Facts about the Human Body</i> by Matt Reher and Taylor Fonzon • Book: <i>Why Feet Smell and Other Gross Facts about Your Body</i> by Jody Sullivan Rake <p style="text-align: center;"><u>Resources</u></p>	<p>Media, Music, Art, etc.</p> <ul style="list-style-type: none"> •
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School Resources

<p>Textbook</p>	<p>Formative Assessments</p>
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Medical Debates

Unit 6: To conclude their study of the human body, students will explore various medical debates to practice evaluating text structure, arguments, and reasoning.

<p>Priority Standards</p> <ul style="list-style-type: none"> • 7.RN.3.2: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • 7.RN.4.1: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping. 	<p>Supporting Standards</p> <ul style="list-style-type: none"> • 7.ML.2.1: Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public. • 7.ML.2.2: Analyze the ways that the media use words and images to attract the public's attention. • 7.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others. • 7.RN.4.3: 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>Proficiency Scales</p> <ul style="list-style-type: none"> • 7.RN.3.2 • 7.RN.4.1 	<p>Assessments</p> <ul style="list-style-type: none"> • Students will identify each claim and supporting evidence in a cold read on the topic of controversial health issues. 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Each part of a text contributes to both the overall meaning and structure. • It is the reader's job to evaluate the quality of an author's claims as well as the reasoning and evidence they use for support. • We should be critical consumers of media in all formats. • A text's details reveal the author's perspective and purpose. • Authors writing about the same topic emphasize different ideas with how they present information and interpret facts. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • When you read both sides of an issue, how do you determine who you agree with? • What makes a piece of evidence strong? • What makes a source reliable? 	
<p>Key Concepts</p> <ul style="list-style-type: none"> • I can analyze how an author structures a nonfiction text. (7.RN.3.2) • I can analyze how a particular section contributes to development of ideas in the overall structure of a nonfiction text. (7.RN.3.2) • I can trace and evaluate an author's argument. (7.RN.4.1) • I can identify and evaluate the author's reasoning. (7.RN.4.1) • I can evaluate the author's evidence. (7.RN.4.1) • I can identify instances of bias and stereotyping in a nonfiction text. (7.RN.4.1) 	<p>Related Concepts</p> <ul style="list-style-type: none"> • I can interpret the various ways events are presented to influence the public. (7.ML.2.1) • I can interpret the various ways information is communicated to influence the public. (7.ML.2.1) • I can analyze the way text and images are used in media to grab the public's attention. (7.ML.2.2) • I can analyze the media's use of visual images and words to create individual, community, or national awareness. (7.ML.2.2) • I can determine an author's perspective and purpose in a nonfiction text. (7.RN.3.3) • I can analyze how the author's perspective and purpose is distinguished from that of others. (7.RN.3.3) • I can analyze how two or more authors shape their presentation of key information by emphasizing different information. (7.RN.4.3) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • analyze • argument • bias • claim • determine • distinguish • emphasize • evaluate • evidence • influence • interpret • media • perspective • position • purpose • relevant • stereotyping • text structure

Resources

Fiction Texts	Nonfiction Texts	Media, Music, Art, etc.
•	<p>Human Body Exemplar Text:</p> <ul style="list-style-type: none">• The Body Politic by Courtney Humphries• Should Laws Push for Organ Donation <p>Articles/videos on:</p> <ul style="list-style-type: none">• Vaccines<ul style="list-style-type: none">○ PRO/CON: Should vaccines be made mandatory for all children?○ Issue Overview: Vaccines○ Editorial: All drugs come with risk. The COVID vaccines are no different• Soda/vending machines not being allowed in schools<ul style="list-style-type: none">○ https://newsela.com/read/healthy-vending-machines?collection_id=339○ A Proud Day for School Vending Machine Bans○ 14 Key Pros and Cons of Vending Machines in Schools- Connect US <p style="text-align: center;"><u>Resources</u></p>	•

School Resources

Textbook	Formative Assessments

Activism in Literature

Unit 7: To begin the second semester, students will begin learning about activism in America through poetry, stories, and other forms of media.

<p>Priority Standards</p> <ul style="list-style-type: none"> • 7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. 	<p>Supporting Standards</p> <ul style="list-style-type: none"> • 7.RL.3.1: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. • 7.RL.3.2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature. • 7.RL.4.1: Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). • 7.RV.3.3: Interpret figures of speech (e.g., allusions) in context. 	
<p>Proficiency Scales</p> <ul style="list-style-type: none"> • 7.RL.2.2 • 7.RL.3.1 	<p>Assessments</p> <ul style="list-style-type: none"> • Students will write their favorite poems, analyze their themes, identify symbols, and compare and contrast multiple poems on similar topics. • Students will write a poem. 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Literature often provides themes that reveal universal truths about life and the world. • Each part of a text contributes to the overall meaning. • Authors use a variety of narrative techniques to develop multiple points of view within a text. • Comparing and contrasting stories told in different forms helps the reader synthesize ideas and make connections. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • When you read a text, how do you know what is important to the author/speaker? • How do experiences shape an author's perspective? • Why is it important to tell your story? • Why is it important to tell a community's story? • Why is poetry such a powerful medium for storytelling? 	
<p>Key Concepts</p> <ul style="list-style-type: none"> • I can analyze how a theme or central idea is developed in a work of literature. (7.RL.2.2) • I can provide a detailed summary of a work of literature that supports my analysis of the theme or central idea. (7.RL.2.2) • I can identify key events and details that support the theme or central idea. (7.RL.2.2) 	<p>Related Concepts</p> <ul style="list-style-type: none"> • I can distinguish among the connotations of words with similar denotations. (7.RV.2.3) • I can interpret figures of speech in a context, including allusions. (7.RV.3.3) • I can analyze the structural elements of a story text, such as subplots, parallel episodes, climax, and conflict to determine how they contribute to the meaning and plot. (7.RL.3.1) • I can identify the climax of a in a work of literature. (7.RL.3.1) • I can identify the conflict and resolution in a work of literature. (7.RL.3.1) • I can analyze how the subplots contribute to the overall plot of a text. (7.RL.3.1) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • analyze • analyzing • central idea • climax • conflict • medium • parallel episode • plot • point of view • subplot • summary • technique • theme

- I can determine the point(s) of view of a work of literature. (7.RL.3.2)
- I can analyze how an author develops and contrasts the different points of view in a story. (7.RL.3.2)
- I can compare and contrast a written text with its audio, filmed, staged, or multimedia versions. (7.RL.4.1)
- I can identify the techniques used from different mediums to explain the effects on the story. (7.RL.4.1)
- I can analyze the effects of techniques used in different mediums of a story, play, or poem. (7.RL.4.1)
- I can identify elements from a written story, play or poem that are also present in the audio, staged or multimedia versions. (7.RL.4.1)
- I can cite textual evidence to compare a written text with the audio, staged or multimedia version. (7.RL.4.1)
- I can cite textual evidence to contrast a written text with the audio, staged or multimedia version. (7.RL.4.1)

Resources

Fiction Texts

Poetry

- Themes for English B
- Ballad of Birmingham
- [Mother to Son](#) by Langston Hughes
- A Dream Deferred
- I, too, sing America
- We real cool
- Still, I Rise
- Phenomenal Woman
- Bilingual bilingue

Novel:

- The Watsons Go to Birmingham

Stories:

- Indian Education by Sherman Alexi

Nonfiction Texts

[Resources](#)

Media, Music, Art, etc.

- We real cool
- Still, I Rise
- Spoken word poems (button poetry)
- Amanda Gorman

School Resources

Textbook

Formative Assessments

Activism in Nonfiction

Unit 8: Students will continue exploring the theme of activism through the study of nonfiction texts.

Priority Standards <ul style="list-style-type: none"> • 7.RN.2.2: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text. • 7.RN.4.1: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping. 		Supporting Standards <ul style="list-style-type: none"> • 7.RN.2.1: Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence • 7.RV.2.1: Use context to determine or clarify the meaning of words and phrases. 	
Proficiency Scales <ul style="list-style-type: none"> • 7.RN.2.1 • 7.RN.2.2 • 7.RN.4.1 • 7.RV.2.1 		Assessments <ul style="list-style-type: none"> • Students will practice identifying claims within a text and corresponding evidence. 	
Enduring Understandings <ul style="list-style-type: none"> • Nonfiction texts are structured around the development of central ideas. • It is the reader's job to evaluate the quality of an author's claims as well as the reasoning and evidence they use for support. • Good readers analyze texts by asking questions and using evidence from the text to make inferences. • Skillful readers rely on a variety of context clues to create meaning. 		Essential Questions <ul style="list-style-type: none"> • Are we responsible for confronting injustice? • How do people, ideas, and organizations come together to bring about change? • Why is social change so hard? • How do you identify bias and stereotyping? • What's the danger of generalizing? 	
Key Concepts <ul style="list-style-type: none"> • I can identify the central ideas of a nonfiction text. (7.RN.2.2) • I can determine how the central ideas develop over the course of a nonfiction text. (7.RN.2.2) • I can provide a detailed, objective summary of a nonfiction text. (7.RN.2.2) • I can trace and evaluate an author's argument. (7.RN.4.1) • I can identify and evaluate the author's reasoning. (7.RN.4.1) • I can evaluate the author's evidence. (7.RN.4.1) • I can identify instances of bias and stereotyping in a nonfiction text. (7.RN.4.1) 	Related Concepts <ul style="list-style-type: none"> • I can identify what is explicitly stated in a text. (7.RN.2.1) • I can make inferences based on textual evidence. (7.RN.2.1) • I can identify and quote passages from a text to support my response. (7.RN.2.1) • I can cite several pieces of textual evidence to support my inferences. (7.RN.2.1) • I can use context to determine the meaning of words and phrases. (7.RV.2.1) 	Vocabulary <ul style="list-style-type: none"> • argument • bias • central idea • cite • claim • connotation • context • denotation • determine • evaluate • evidence • explicit • inference • main idea • objective • relevant • stereotyping • summary • textual evidence 	
Resources			
Fiction Texts <ul style="list-style-type: none"> • 	Nonfiction Texts <ul style="list-style-type: none"> • Letters from the Birmingham Jail • Speech: All Together Now by Barbara Jordan • Cesar Chavez 	Media, Music, Art, etc. <ul style="list-style-type: none"> • 	

- Dolores Huerta
- Learning to Read by Malcolm X
- Little Rock 9
- Black Panther Party Core values, breakfast program
- I am Malala: pro and chapter 1

Resources

School Resources

Textbook

Formative Assessments

Informative Writing

Unit 9: Students will engage in a timeline activity in which they choose one person, moment, or event in time to discuss further in a written composition.

<p>Priority Standards</p> <ul style="list-style-type: none"> • 7.W.3.2: Write informative compositions in a variety of forms that – <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>Supporting Standards</p> <ul style="list-style-type: none"> • 7.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none"> • Formulate a research question. • Gather relevant information from multiple sources, using search terms effectively, and annotate sources. • Assess the credibility and accuracy of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of formats. • 7.W.6.1d: Demonstrate command of English grammar and usage, focusing on: <ul style="list-style-type: none"> • Phrases and Clauses – • Recognizing and correcting misplaced and dangling modifiers. 	
<p>Proficiency Scales</p> <ul style="list-style-type: none"> • 7.W.3.2 • 7.W.3.3 	<p>Assessments</p> <ul style="list-style-type: none"> • Students will write about a person, event, or moment in history. Their composition will include research. 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Writers develop strong informative compositions by using credible sources, developing a consistent tone, and establishing an intentional structure. • Authors engage readers by effectively using dialogue, description, and details to create and advance the plot. • Following English rules and conventions helps to promote understanding between the reader and writer. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • Does our past predict our future? • Should learning about the past help shape our decisions? 	
<p>Key Concepts</p> <ul style="list-style-type: none"> • I can write informative compositions in a variety of forms. (7.W.3.2) • I can write an introduction that previews what is to follow and organizes ideas. (7.W.3.2) • I can use formatting, graphics and multimedia when useful. (7.W.3.2) • I can include relevant facts, definitions, details, quotes, and examples from various sources to develop my topic. (7.W.3.2) • I can use appropriate transitions. (7.W.3.2) 	<p>Related Concepts</p> <ul style="list-style-type: none"> • I can conduct short research assignments and tasks to build knowledge. (7.W.5) • I can formulate a research question. (7.W.5) • I can gather relevant information from multiple sources. (7.W.5) • I can assess the credibility and accuracy of each source. (7.W.5) • I can quote or paraphrase the information and conclusions of others. (7.W.5) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • character • clause • climax • cohesion • conclusion • conflict • dangling modifier • dialogue • exposition • informative • introduction • misplaced modifier • narrative • pacing

<ul style="list-style-type: none"> • I can choose language and content-specific vocabulary to express ideas precisely and concisely. (7.W.3.2) • I can establish and maintain a style appropriate to my purpose and audience. (7.W.3.2) • I can write a conclusion. (7.W.3.2) 	<ul style="list-style-type: none"> • I can avoid plagiarism and follow a standard format for citation. (7.W.5) • I can present research information in a variety of formats. (7.W.5) • I can incorporate phrases and clauses into my writing. (7.W.6.1d) • I can recognize and correct misplaced and dangling modifiers. (7.W.6.1d) 	<ul style="list-style-type: none"> • phrase • plot • point of view • redundant • resolution • sensory language • setting • style • tone • transition
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Resources

Fiction Texts <ul style="list-style-type: none"> • 	Nonfiction Texts The majority of the reading during this unit will occur during the research process. <p style="text-align: center;"><u>Resources</u></p>	Media, Music, Art, etc. <ul style="list-style-type: none"> •
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School Resources

Textbook	Formative Assessments

Zoos: the good, the bad, and the ugly

Unit 10: To begin the fourth quarter, students will dive into both literary and nonfiction texts to learn about the pros and cons of zoos.

Priority Standards

- **7.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.
- **7.RN.4.1:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.
- **7.W.3.1:** Write arguments in a variety of forms that –
 - Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Supporting Standards

- **7.RL.2.1:** Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.
- **7.RN.2.1:** Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence
- **7.RN.3.3:** Determine an author’s perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.

Proficiency Scales

- [7.RL.2.1](#)
- [7.RL.2.2](#)
- [7.RN.2.1](#)
- [7.RN.4.1](#)
- [7.W.3.1](#)

Assessments

- Students will write an argumentative composition in which they take a side on whether or not zoos operate ethically.

Enduring Understandings

- Literature often provides themes that reveal universal truths about life and the world.
- It is the reader's job to evaluate the quality of an author's claims as well as the reasoning and evidence they use for support.
- A writer uses a variety of strategies to strengthen and support their claim in order to produce fully-developed argumentative compositions.
- Good readers analyze texts by asking questions and using evidence from the text to make inferences.
- A text's details reveal the author's perspective and purpose.

Essential Questions

- Why is empathy important?
- What is our responsibility to ensure animals are protected?
- Is it more important to be safe or free?

Key Concepts

- I can analyze how a theme or central idea is developed in a work of literature. (7.RL.2.2)
- I can provide a detailed summary of a work of literature that supports my analysis of the theme or central idea. (7.RL.2.2)

Related Concepts

- I can analyze what a text says explicitly. (7.RL.2.1)
- I can draw inferences from a text. (7.RL.2.1)
- I can cite several textual evidence to support my analysis of a text. (7.RL.2.1)
- I can identify what is explicitly stated in a text. (7.RN.2.1)

Vocabulary

- analyze
- argument
- audience
- bias
- central idea
- cite
- claim

<ul style="list-style-type: none"> • I can identify key events and details that support the theme or central idea. (7.RL.2.2) • I can trace and evaluate an author’s argument. (7.RN.4.1) • I can identify and evaluate the author’s reasoning. (7.RN.4.1) • I can evaluate the author’s evidence. (7.RN.4.1) • I can identify instances of bias and stereotyping in a nonfiction text. (7.RN.4.1) • I can write arguments in a variety of forms. (7.W.3.1) • I can introduce claims, acknowledge alternate or opposing claims, and use appropriate organizational structures. (7.W.3.1) • I can support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (7.W.3.1) • I can establish and maintain a consistent style and tone appropriate to purpose and audience. (7.W.3.1) • I can use effective transitions to create cohesion and clarify the relationships among claims, reasons, and evidence. (7.W.3.1) • I can provide a concluding statement or section that follows from and supports the argument presented. (7.W.3.1) 	<ul style="list-style-type: none"> • I can make inferences based on textual evidence. (7.RN.2.1) • I can identify and quote passages from a text to support my response. (7.RN.2.1) • I can cite several pieces of textual evidence to support my inferences. (7.RN.2.1) • I can determine an author’s perspective and purpose in a nonfiction text. (7.RN.3.3) • I can analyze how the author’s perspective and purpose is distinguished from that of others. (7.RN.3.3) 	<ul style="list-style-type: none"> • conclusion • counterclaim • credible • determine • distinguish • evaluate • evidence • explicit • inference • introduction • main idea • organizational structure • perspective • position • purpose • reasoning • relevant • sources • stereotyping • style • summary • textual evidence • theme • tone • transitions
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Resources

<p>Fiction Texts</p> <ul style="list-style-type: none"> • Narrative Poem: The One and Only Ivan 	<p>Nonfiction Texts</p> <ul style="list-style-type: none"> • Newsela articles Pro/Cons about zoos • https://newsela.com/read/overview-zoos/id/28236/?collection_id=339 • https://newsela.com/read/overview-zoos/id/28236/?collection_id=339 • https://newsela.com/read/overview-zoos/id/28236/?collection_id=339 • Reality Central: Two Views of the Zoo <p style="text-align: center;"><u>Resources</u></p>	<p>Media, Music, Art, etc.</p> <ul style="list-style-type: none"> •
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School Resources

<p>Textbook</p>	<p>Formative Assessments</p>
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Rikki-Tikki-Tavi

Unit 11: To conclude the year, students will think about loyalty, morality, and heroes through the study of the story *Rikki-Tikki-Tavi*

Priority Standards

- **7.RL.2.1:** Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.
- **7.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.

Supporting Standards

- **7.SL.4.1:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **7.SL.4.2:** Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.
- **7.W.3.1:** Write arguments in a variety of forms that –
- Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- **7.RL.4.1:** Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Proficiency Scales

- [7.RL.2.1](#)
- [7.RL.2.2](#)
- [7.W.3.1](#)

Assessments

- Students will conduct “interviews” with the various characters in the story. Their interview can be in the form of an article, podcast.
- Design a movie poster for the story (tagline, background, foreground, etc.)
- Presentation regarding an element (location, history, etc.) related to the story.

Enduring Understandings

- Good readers analyze texts by asking questions and using evidence from the text to make inferences.
- Literature often provides themes that reveal universal truths about life and the world.
- Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.
- A writer uses a variety of strategies to strengthen and support their claim in order to produce fully-developed argumentative compositions.

Essential Questions

- What makes a hero?
- Does loyalty trump other values?

Key Concepts

Related Concepts

Vocabulary

- I can analyze what a text says explicitly. (7.RL.2.1)
- I can draw inferences from a text. (7.RL.2.1)
- I can cite several textual evidence to support my analysis of a text. (7.RL.2.1)
- I can analyze how a theme or central idea is developed in a work of literature. (7.RL.2.2)
- I can provide a detailed summary of a work of literature that supports my analysis of the theme or central idea. (7.RL.2.2)
- I can identify key events and details that support the theme or central idea. (7.RL.2.2)

- I can compare and contrast a written text with its audio, filmed, staged, or multimedia versions. (7.RL.4.1)
- I can identify the techniques used from different mediums to explain the effects on the story. (7.RL.4.1)
- I can analyze the effects of techniques used in different mediums of a story, play, or poem. (7.RL.4.1)
- I can identify elements from a written story, play or poem that are also present in the audio, staged or multimedia versions. (7.RL.4.1)
- I can cite textual evidence to compare a written text with the audio, staged or multimedia version. (7.RL.4.1)
- I can cite textual evidence to contrast a written text with the audio, staged or multimedia version. (7.RL.4.1)
- I can present claims and findings. (7.SL.4.1)
- I can emphasize the most important points in a focused, coherent manner. (7.SL.4.1)
- I can use pertinent descriptions, facts, details, and examples. (7.SL.4.1)
- I can use appropriate eye contact, adequate volume, and clear pronunciation while presenting. (7.SL.4.1)
- I can create engaging presentations. (7.SL.4.2)
- I can use multimedia components and visual displays to clarify claims and findings and emphasize important points in presentations. (7.SL.4.2)
- I can write arguments in a variety of forms. (7.W.3.1)
- I can introduce claims, acknowledge alternate or opposing claims, and use appropriate organizational structures. (7.W.3.1)
- I can support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (7.W.3.1)
- I can establish and maintain a consistent style and tone appropriate to purpose and audience. (7.W.3.1)

- analyze
- argument
- audience
- central idea
- cite
- claim
- conclusion
- counterclaim
- credible
- evidence
- explicit
- inference
- introduction
- multimedia
- organizational structure
- pertinent
- pronunciation
- purpose
- reasoning
- salient
- sources
- style
- summary
- textual evidence
- theme
- tone
- transitions

- I can use effective transitions to create cohesion and clarify the relationships among claims, reasons, and evidence. (7.W.3.1)
- I can provide a concluding statement or section that follows from and supports the argument presented. (7.W.3.1)

Resources

Fiction Texts

- Short Story: Rikki-Tikki-Tavi

Nonfiction Texts

[Resources](#)

Media, Music, Art, etc.

- Video of animals fighting
- Cartoon

School Resources

Textbook

Formative Assessments