

Standard	Unit 1 Coming of Age	Unit 2 Survival	Unit 3 Community	Unit 4 Good vs. Evil	Unit 5 Human Rights
<b>Reading Literature</b>					
1		F	S	S	S
2	F	F	S	F	S
3	F		S	F	S
4	F	F	S	F	S
5				F	S
6	S	S	F	F	S
7			S	S	F
8	N/A				
9		F	S	S	S
<b>10 Ongoing</b>					
<b>Reading Information</b>					
1	S	F	S	S	F
2		F	F	F	F
3		F	S	S	F
4	F	F	S	F	S
5			F		F
6			F		F
7			F	S	S
8			F	F	F
9			S	F	F
<b>10 Ongoing</b>					
<b>Writing</b>					
1				S	F
1a				S	F
1b		F		S	F
1c		F		S	F
1d				S	F
1e				S	F
2	S	S	F	S	S
2a	S	S	F	S	S
2b	S	S	F	S	S
2c	S	S	F	S	S
2d	S	S	F	S	S
2e	S	S	F	S	S
2f	s	S	F	S	S
3	F	S			
3a	F	S			
3b	F	S			
3c	F	S			
3d	F	S			
3e	F	S			
4	S	S	S	S	S
5	F	S	S	S	S
6	S	S	S	S	S
7	S	S	S	S	S
8	S	S	S	S	S
9	S	S	F	S	F
<b>10 Ongoing</b>					
<b>Speaking and Listening</b>					
1			S	S	F
1a			S	S	F
1b			S	S	F
1c			S	S	F
1d			S	S	F
2					F
3		F	S	S	S
4	S	S	S	S	F
5		S	S	S	F
6	S	S	S	S	S
<b>Language</b>					
1	F	S	S	S	S
1a	S	F	S	S	S
1b	S	F	S	S	S
1c	S	F	S	S	S
2		F	S	F	S
2a		S	S	F	S
2b		F	S	S	S
3	S	S	F	S	S
3a	S	S	F	S	S
4	F	S	S	S	S
4a	F	S	S	S	S
4b	F	S	S	S	S
4c	S	S	S	S	S
4d	F	F	S	S	S
5		S	F	F	S
5a		S	F	F	S
5b		S	F	F	S
5c		S	F	F	S
6	<b>Ongoing</b>				
F = Focus Standard S = Supporting Standard					

These are the standards organized by chronological, 6 weeks units. If teachers choose not to use the themes listed here, it is the district expectation that the standards attached to each unit are taught as paced here.

Additionally, if teachers choose not to use the Model Units created by teachers and thematically designed based upon the themes listed here, teachers should complete the ELA Unit Plan Template based upon their chosen theme.

Focus standards are those that have been prioritized as highly impacting instruction, student learning, and assessment. Standards labeled supporting are those that help to build and strengthen the concepts and skills in the Focus standards.

Understand that this document will be revisited and adjusted as we learn more about assessment and instruction based upon our new standards.

Reading Literature	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Reading Informational Text	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-	F	S	S	S	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	S	F	S	S	F
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	F	F	S	F	S	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	F	F	F	F	F
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	F	-	S	F	S	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).	-	F	S	S	F
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	F	F	S	F	S	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	F	F	S	F	S
5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	-	-	-	F	S	5. 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.	-	-	F	-	F
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	S	S	F	F	S	6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	-	-	F	-	F
7. Compare and contrast a written story, drama, or poem to 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).	-	-	S	S	F	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	-	-	F	S	S
8. (Not applicable to literature)						8. 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.	-	-	F	F	F
9. 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.	-	F	S	S	S	9. 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.	-	-	S	F	F
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S	S	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S	S

Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
1.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	-	- - F F - -	-	ALL UNITS S	ALL UNITS F
2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	ALL UNITS S	ALL UNITS S	ALL UNITS F	ALL UNITS S	ALL UNITS S
3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	ALL UNITS F	ALL UNITS S	-	-	-
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	S	S	S	S	S
5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)	F	S	S	S	S
6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	S	S	S	S	S
7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	S	S	S	S	S
8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	S	S	S	S	S
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “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”). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “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”).	S	S	F	S	F
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	S	S	S	S	S

Speaking and Listening		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	-	-	S	S	F
	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.					
	c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.					
	d. Acknowledge new information expressed by others and, when warranted, modify their own views.					
<b>2.</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		-	-	-	-	F
<b>3.</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		-	F	S	S	S
<b>4.</b> 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.		S	S	S	S	F
<b>5.</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		-	S	S	S	F
<b>6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)		S	S	S	S	S

Language		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	a. Explain the function of phrases and clauses in general and their function in specific sentences.	S	F	ALL UNITS	ALL UNITS	ALL UNITS
	b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	S	F	S	S	S
	c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	S	F			
<b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i> ).	-	S	ALL UNITS	F	ALL UNITS
	b. Spell correctly.		F	S	S	S
<b>3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	S	S	F	S	S
	<b>4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.		ALL UNITS	ALL UNITS	ALL UNITS	ALL UNITS
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	F	S	S	S	S	
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ).	F					
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	S					
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	F					
<b>5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	e. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.					
	f. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	-	S	F	F	S
	g. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i> ).					
<b>6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		S	S	S	S	S

<b>Grade:</b>	<b>Unit #:</b>	<b>Theme Title:</b>	<b>2012-2013</b>
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**INTRODUCTION:** This unit outline provides a frame for designing a unit with the ultimate purpose and goal in mind first, as well as how to integrate performance tasks into a unit of instruction. *Teachers may (a) use this unit as it is described below; OR (b) use it as a model or checklist for a currently existing unit on a different topic*

<b>Overview</b>	<b>Time Frame:</b> How long is this unit? Allocate by weeks.
Students will be able to independently use their learning to	
Students will understand that	In narrative form, use these stems to provide an overview of the unit. What are the college and career ready skills that students will gain from an English Language Arts framed study of these standards embedded in the theme of the unit? What specific understandings about the skills and concepts of these standards will students take away from this unit? What inferences should students make? What thought provoking questions will foster inquiry, meaning-making, and transfer?
Students will keep considering	

<b>Reading Purpose</b>	<b>Writing Purpose (argument, narrative, informational)</b>
What is the ultimate goal and function of reading in this unit? Express this purpose in a clear and straightforward statement.	What is the ultimate goal and function of writing in this unit? Express this purpose in a clear and straightforward statement.

<b>Speaking and Listening Purpose</b>	<b>Language Purpose</b>
What is the ultimate goal and function of speaking and listening in this unit? Express this purpose in a clear and straightforward statement.	What is the ultimate goal and function of language in this unit? Express this purpose in a clear and straightforward statement.

<b>Focus Standards</b> <i>These Focus Standards have been selected for the unit from the Common Core State Standards.</i>	<b>Supporting Standards</b> <i>The standards from the Common Core State Standards have been selected as secondary, supporting standards for the unit.</i>
<input type="checkbox"/> List by strand the district determined focus standards for this unit.	<input type="checkbox"/> List by strand the district determined supporting standards for this unit.

**Learning Targets**  
*These Learning Targets have been selected from the District Learning Targets and Progressions documents and represent the base targets needed. Depending upon student need, additional targets may be necessary.*

<b>Content</b>	<b>Skills</b>
<input type="checkbox"/> Select the Learning Targets that address the facts and basic concepts students should know and be able to recall after instruction in this unit.	<input type="checkbox"/> Select the Learning Targets that address the skills and processes students should be able to use after instruction in this unit.

**Preassessment**  
How will you assess levels of student knowledge of the concepts and skills to be taught in this unit?

**Final Performance Task (please see the task for complete details)**  
How will students demonstrate their understanding of the goals and Learning Targets (meaning-making and transfer) through complex performance?

Other Evidence and Assessment					
<input type="checkbox"/> What other evidence will you collect to determine if the goals and Learning Targets have been met? (quizzes, journals, projects, etc.)					
Vocabulary					
Domain Specific (Tier III Vocabulary)			High Utility (Tier II Vocabulary)		
What is the key/essential terminology students will need to learn/master to be successful in this unit?			What are the words specific to this unit/texts will expand students oral and written vocabulary as well as textual understanding?		
Suggested Works					
Literary Texts (picture books, stories, poetry)			Informational Texts (nonfiction, articles, biography)		
Title	Read Aloud	Other	Title	Read Aloud	Other
<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		
Art, Music, and Media		What literary, informational, or other text resources would support a variety of reading levels, the unit them, as well as standards for this unit?			
Title	Medium				
<input type="checkbox"/>					
<input type="checkbox"/>					
Mini-Lessons (whole class)					
Reading		What specific skills/concepts/strategies might need to be explicitly taught to the whole class during this lesson?		Writing	
<input type="checkbox"/>				<input type="checkbox"/>	
Speaking and Listening				Language	
<input type="checkbox"/>				<input type="checkbox"/>	
Stations					
Reading Workshop Stations			Writing Workshop Stations		
<input type="checkbox"/> What specific skills/concepts/strategies can be practiced or reinforced in stations during this unit?					
Cross-Curricular Integration					
Science			Social Studies		
<input type="checkbox"/> What are opportunities for integration of science, social studies, or other subject areas?					
Other					
<input type="checkbox"/>					
Plans for Individual Differences					
Potential Intervention			Potential Extension		
What are concepts/skills in this unit that students might come with deficits or might struggle with? What are ideas for addressing these issues?			What are some ideas for extending and enriching the knowledge and skills of students who show evidence of mastery early in the unit?		
Other Professional Resources					
What are some resources that teachers might find helpful to support instructional practice for this unit? What resources provide definition, instruction, or processes to support the understanding of concepts or skills to be taught in this unit?					