

Unit Goal- Students will be able to read, comprehend and produce a memoir

Essential Questions:

1. What do good writers do?
2. Writing clearly: What makes a difference?
3. Final product: What does it take?
4. What makes collaboration meaningful?
5. Why do the rules of language matter?
6. Communicating clearly: What does it take?

Unit/Time Frame	CCSS	Skills	Assessment	Suggested Resources
<p>Memoir Focus (3 Weeks)</p> <ul style="list-style-type: none"> • Write memoir/personal narratives (MAISA Writer’s Notebook Unit) • Vocabulary instruction • Grammar 	<p>READING INFORMATIONAL</p> <p>RI.7.2- 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.</p> <p>RI.7.3- Analyze the interactions between individuals, events, and</p>	<p>READING INFORMATIONAL</p> <ul style="list-style-type: none"> • Identify central idea • Identify how author use of details conveys 2 or more central ideas • Analyze development of central ideas throughout text • Define summary • Compose object summary with key points 	<ul style="list-style-type: none"> • MAISA Pre-Mid-Post assessments 	<ul style="list-style-type: none"> • MAISA Unit-Independent Reading • My Map Book by Sarah Finelli <p>Textbook Resources</p> <ul style="list-style-type: none"> • Homesick (pg. 104) • Barrio Boy (pg. 124) • Fish Cheeks (pg. 134) • Names/Nombres (pg. 144) • A Mason Dixon Memory (pg. 205) • The Only Girl in the World for Me (pg. 386) • The Power of Music (pg. 517)

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	<p>ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4- 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.</p> <p>RI.7.5- 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.</p>	<ul style="list-style-type: none"> • Explain how individuals, events and ideas effect one another • Analyze interactions between individual, events, ideas • Infer how interactions would change with changes of individual elements. • Distinguish between literal and figurative language • Recognize diff. between denotative and connotative meanings • Recognize words that have technical meanings and understand use in specific texts • Analyze why authors choose words and phrases 		<ul style="list-style-type: none"> • Vocab-U-Lit books • Sentence Composing Books

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	<p>RI.7.6- 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.</p> <p>RI.7.10- 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.</p> <p>WRITING W.7.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> • Analyze a text and determine organizational structure • Explain how authors organize text and how ind. parts contribute to overall development of ideas • Define P.O.V. as how author feels about text • Determine author's P.O.V. and purpose • Analyze how author distinguishes his/her position as different from others • Recognize when texts are too easy or difficult • Choose reading strategies to help with comprehension <p>WRITING</p>		

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	<p>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.</p> <p>b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action</p>	<ul style="list-style-type: none"> • Define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution) • Engage the reader by introducing the narrator, characters, setting, and starting event • Use narrative techniques to develop a storyline with logical sequencing of events • Use descriptive words and phrases • Signal changes in time and place using transitional words, phrases and clauses • Write a logical conclusion with a sense of closure 	<ul style="list-style-type: none"> • Completed final copy graded using 6 point rubric 	

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	<p>and convey experiences and events.</p> <p>e) Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.7.4-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.)</p> <p>W.7.5- 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.</p>	<ul style="list-style-type: none"> • Identify writing style for task/purpose/audience • Use organizational/formatting structures to develop ideas • Compose a clear and logical piece of writing that demonstrates understanding of a specific writing style • Use prewriting strategies • Recognize that a well-developed piece of writing requires multiple drafts • Apply revision strategies • Edit writing by checking for errors in conventions • Identify tech. that will help publish writing. • Choose credible websites 		

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	<p>W.7.6- 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.</p> <p>W.7.10- 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.</p> <p>LANGUAGE L.7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> • Create hyperlinks to sources • Collaborate with peers, teachers, etc. • Define textual evidence • Determine textual evidence that supports research • Compose written responses and include textual evidence to strengthen research <p>LANGUAGE</p> <ul style="list-style-type: none"> • Determine when to capitalize words 		

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	<p>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>).</p> <p>b) Spell correctly.</p> <p>L.7.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>L.7.6- 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</p>	<ul style="list-style-type: none"> • Define coordinate adjectives and non coordinate adjectives • Determine when adjectives are coordinate and need to be separated by commas • Identify misspelled words and use resources to assist with spelling • Choose words, phrases, and clauses that express ideas precisely and concisely Recognize and eliminate areas of wordiness/redundancy • Choose words, phrases, and clauses that express ideas precisely and concisely Recognize and eliminate areas of wordiness/redundancy 		

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	<p>comprehension or expression.</p> <p>SPEAKING AND LISTENING SL.7.1- 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.</p> <p>a) Come to discussions prepared, having read or researched material under study; explicitly draw on that</p>	<ul style="list-style-type: none"> • Recognize difference between general academic words and phrases and domain-specific words and phrases <p>Acquire and use grade-appropriate academic and domain specific words/phrases to increase</p> <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> • Research/review materials to be discussed and determine key points/central ideas • Create questions and locate textual evidence to contribute to discussion on given topic • Define roles and rules for collaborative discussion • Come prepared with key points/text evidence for discussion 		

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	<p>preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d) Acknowledge new information expressed by others and, when warranted, modify their own views</p>	<ul style="list-style-type: none"> • Track progress of a discussion and recognize when off-topic • Participate in discussion by posing questions, responding to questions, and elaborating • Make relevant observations and use ideas to comment • Review key ideas presented by others 		