

Unit Goal- After a period of literature analysis work, students develop a thesis statement based upon exploration of the themes developed within the analyzed text.

Essential Questions:

1. How do writers find meaning by using readers'-response strategies to review a story as a whole and carefully study a text's themes?
2. How do writers collect and connect evidence and use it to support a thesis?
3. How do writers structure and organize literary essays?
4. How do writers connect evidence to their thesis to create cohesion?

Unit/Time Frame	CCSS	Skills	Assessment	Suggested Resources
<p>Literary Essay (3-4 weeks)</p> <p>Vocabulary instruction</p> <p>Grammar</p>	<p>READING LITERATURE</p> <p>RL.7.1- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.</p> <p>RL.7.2- 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.</p>	<p>READING LITERATURE</p> <ul style="list-style-type: none"> • Define and cite textual evidence • Define inference • Right There and On My Own • Analyze authors word • Define theme • Analyze plot to determine theme • Determine key events over course of text • Define summary • Compose objective summary/key points 	<ul style="list-style-type: none"> • Reading Response Journals • Literature Circles • Mystery Genre Assessment • Tests/Quizzes • Classroom Discussions • Pre-Mid-Post MAISA Assessments 	<ul style="list-style-type: none"> • MAISA Unit-Literary Essay

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	<p>RL.7.3- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4- 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.</p> <p>RL.7.10- 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.</p>	<ul style="list-style-type: none"> • Identify elements of story • Explain how elements interact • Recognize how change to one element affects other elements • Define/Identify figurative language • Distinguish between literal/figurative language • Recognize denotative/connotative language • Analyze authors use of rhyme, repetition, etc. • Recognize when text is too easy or hard • Choose reading strategies to assist with difficult text <p>WRITING</p>		

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	<p>WRITING W.7.1- Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a) Introduce claim, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b) Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.</p> <p>d) Establish and maintain a formal style.</p> <p>e) Provide a concluding</p>	<ul style="list-style-type: none"> • Identify a topic that causes a debate in society. • Choose a side of the argument and identify reasons that support choice. • Determine the credibility and accuracy of a source. • Support argument with textual evidence found in credible sources. • -Locate opposing claims. • Present argument in a formal style. <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 		

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	<p>statement or section that follows from and supports the argument presented.</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>	<p>understanding of a specific writing style</p> <ul style="list-style-type: none"> • 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 technology that will help compose, edit, and publish writing • Determine the credibility and accuracy of a source by reviewing who, when and why it was written • Use search terms effectively to gather info • Define plagiarism • Determine when facts must be quoted • Avoid plagiarism by paraphrasing and/or summarizing info 		

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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.7.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames</p>	<ul style="list-style-type: none"> • Follow a standard format for citation to create a bibliography • 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"> • Define phrase and clause and state their function • Use phrases and clauses to enhance writing and/or speaking • Identify simple sentence structures, compound sentences, complex sentence structures, and compound-complex sentence structures • Choose different sentence structures to signal differing relationships among ideas 		

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	<p>(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>LANGU AGE L.7.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<ul style="list-style-type: none"> • Define misplaced modifiers and dangling modifiers • Identify and correct misplaced/dangling modifiers in writing and/or speaking • Determine when to capitalize words • 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 		

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	<p data-bbox="478 461 789 667">L.7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p data-bbox="478 1138 831 1273">L.7.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ul data-bbox="905 321 1251 776" style="list-style-type: none"> • Infer meaning of unknown words using context clues • Recognize and define common Greek/Latin affixes and roots • Break down unknown words into units of meaning to infer definition • Verify inferred meanings by consulting reference materials 		

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	<p>L.7.4- 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.</p> <p>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.</p> <p>b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a</p>	<ul style="list-style-type: none"> • Define and identify figurative language (simile, metaphor, hyperbole, etc.) • Distinguish between literal and figurative language • Recognize word relationships to further understand multiple words • Recognize difference between denotative and connotative meanings • Analyze how words/phrases that have similar meanings can have very different connotations 		

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	<p>word or determine or clarify its precise meaning or its part of speech.</p> <p>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).</p> <p>L.7.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b) Use the relationship between particular words (e.g.,synonym/ antonym, analogy)</p>	<ul style="list-style-type: none"> • Recognize difference between general academic words and phrases and domain-specific words and phrases • Acquire and use grade-appropriate academic and domain specific words/phrases to increase <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 		

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	<p>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 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</p>	<ul style="list-style-type: none"> • Determine the credibility of a speaker • Identify claims supported by fact vs. opinion • Evaluate if a speaker's argument is reasonable • Determine if a speaker has provided enough evidence 		

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	<p>discussion back on topic as needed.</p> <p>d) Acknowledge new information expressed by others and, when warranted, modify their own views</p> <p>SL.7.3- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>			