Unit Goal- **In this writing unit, students engage in informational/explanatory writing by examining an historical event and conveying ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

Essential Questions:
1. What is chronological structure?
2. How do you select write about an historical event to convey the key moments of that event?
3. How do you select, organize, and analyze information to teach a reader about a topic?

Unit/Time Frame	CCSS	Skills	Assessment	Suggested Resources
Nonfiction Reading Research Writing 6 Weeks	**WRITING** **W.7.2**- 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),	**WRITING** • Select a topic and identify and gather relevant info to share with audience • Define common organizational/formatting structures and determine a structure best suited for purpose • Analyze the information, identify vocabulary specific to topic and organize information • Present information in a formal style that includes introduction supporting details, transitions and conclusion	• Research Report • Research presentation • Tests/Quizzes	Writing Resources • Elements of Writing Research • Citationmachine.net • Easybib.com • MAISA Unit-Information Essay (Research)

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	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.	• Identify writing style for task/purpose/audience • Use organizational/formatting		

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	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.)	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		
	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.	• Define research and how it differs from other types of writing		
	W.7.7- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused			

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	questions for further research and investigation.	• Focus research around a central question • Choose several sources and gather information • Analyze information and determine if it provides enough support to answer question • Create additional focused questions that relate to original topic to further investigate		
	W.7.8- 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.			
	W.7.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.	• 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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	b) Apply *grade 7 Reading standards* 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").	• 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		
	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.	**SPEAKING AND LISTENING** • 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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	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 grade 7 topics, texts, and issues, 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. 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	• Come prepared with key points/text evidence for discussion • 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 my ideas to comment • Review key ideas presented by others • Identify the main ideas and supporting details presented in a variety of media and formats.		

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	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	• Explain how the ideas found in media and formats clarify the meaning of a topic text or issue. • Identify parts of my presentation including claims, findings, and salient point that could use clarification		
	SL.7.2- 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. **SL.7.6-** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**LANGUAGE** • Clarify information using media/visual display • Identify various reasons for speaking (informational, descriptive, formal, informal) • Determine speaking tasks that require formal structure • Compose a formal speech demonstrating 7th grade language standards		

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	LANGUAGE **L.7.1-** 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. b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	• 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 • Define misplaced modifiers and dangling modifiers • Identify and correct misplaced/dangling modifiers in writing and/or speaking		

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	L.7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). b) Spell correctly.	• 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 **READING INFORMATIONAL** • Define central idea • Determine how author use of details conveys 2 or more central ideas • Analyze development of central ideas throughout text • Define summary • Explain how individuals, events and ideas effect one another • Analyze interactions between ind., events, ideas		

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	READING INFORMATIONAL **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. **RI.7.3-** 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).	• Infer how interactions would change with changes of individual elements. • Recognize that authors present info differently based on P.O.V. • Analyze how authors interpret and emphasize different evidence when writing • Compare/contrast how 2 authors communicate on the same topic • Describe how one author's interpretation of a topic can be different from another's depending on facts chosen to emphasize		

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	RI.7.9 -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.	• Recognize when texts are too easy or difficult • Choose reading strategies to help with comprehension		
	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.			