Unit Goal- Students identify a range of local problems that they believe are solvable. They practice defining these problems and analyzing their effects in order to develop workable solutions. Once they identify a local problem for which they would like to propose a solution, students conduct research from multiple sources to gain a deeper understanding of their chosen problem and how it can be solved.

**Essential/Focus Questions**
1. How do you pinpoint and define a problem using evidence?
2. What makes a solution effective?
3. How do you use research to determine the causes of a problem, illustrate its effects, and support the feasibility of a proposed solution?
4. What is the difference between drafting, revision, and editing?

| Unit/Time Frame | CCSS | Skills | Assessment | Suggested Resources |
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| **Argumentative Proposal-MAISA Unit (5-6 weeks)**<br><br>Grammar<br><br>Vocabulary Instruction | **READING INFORMATIONAL**<br>**RI.7.1-** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br><br><br><br>**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. | **READING INFORMATIONAL**<br>• Define textual evidence<br>• Define inference and explain how a reader uses textual evidence to reach a logical conclusion.<br>• Find answers explicitly in text.<br>• Analyze author's words<br><br><br>• Define central idea<br>• Determine how author's use of details conveys two or more central ideas<br>• Analyze how central ideas are developed over course of a text<br>• Define summary | • Pre-Mid-Post MAISA Assessments<br>• Proposal Rubric | • MAISA Unit-Argument Proposal |

1

| Unit/Time Frame | CCSS | Skills | Assessment | Suggested Resources |
|---|---|---|---|---|
| | | • Compose an objective summary stating key points of text without including opinion | | |
| | **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. | • Define and identify figurative language.<br>• Distinguish between literal and figurative language.<br>• Recognize difference between denotative/connotative meanings.<br>• Recognize words that have technical meaning and understand purpose.<br>• Analyze how author's words create mood for the reader. | | |
| | **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. | • Analyze a text and determine the author's organizational structure.<br>• Explain how authors organize text and individual parts contribute to overall development of ideas | | |

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|---|---|---|---|---|
| | **RI.7.8**-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.<br><br>**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.<br><br>**WRITING**<br>**W.7.1**- Write arguments to support claims with | • Identify the side of an argument the author presents in a text.<br>• Determine the credibility of the author/purpose.<br>• Identify claims that are supported by facts/opinions<br>• Evaluate an argument using the evidence an author provides and determine if evidence is relevant and sufficient enough to support claims.<br>• Closely read complex grade level text.<br>• Reread a text to find more info or clarify ideas.<br>• Use reading strategies to understand complex text.<br><br>• Identify a topic that causes a debate in society. | | |

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|---|---|---|---|---|
| | clear reasons and relevant evidence.<br>**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.) | • Choose a side of the argument and identify reasons that support choice.<br>• Determine the credibility and accuracy of a source.<br>• Support argument with textual evidence found in credible sources.<br>• -Locate opposing claims.<br>• Present argument in a formal style. | | |
| | **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. | • Use prewriting strategies<br>• Recognize that multiple drafts are necessary.<br>• Apply revision strategies with help of others.<br>• Edit writing by checking for errors.<br>• Analyze writing to determine if audience and purpose have been fully addressed.<br>• Prepare multiple drafts using revision and edits. | | |

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|---|---|---|---|---|
| | **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.<br><br>**W.7.7-**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | • Recognize when revising, editing and rewriting are not enough and a new approach is necessary.<br>• Identify tech. that will help publish writing.<br>• Choose credible websites<br>• Create hyperlinks to sources<br>• Collaborate with peers, teachers, etc.<br><br>• Define research and distinguish it from other types of writing.<br>• Focus research around central question that is provided.<br>• Choose several sources to gather info.<br>• Analyze the info found in sources and determine if it provides enough support.<br>• Create additional focused questions that relate to original topic to further investigate research. | | |

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| | **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. | • Focus research around a central question<br>• Choose several sources and gather information<br>• Analyze information and determine if it provides enough support to answer question<br>• Create additional focused questions that relate to original topic to further investigate | | |
| | **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<br>• Use search terms effectively to gather info<br>• Define plagiarism | | |

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| | **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.<br><br>**SPEAKING AND LISTENING**<br>**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 | • Determine when facts must be quoted<br>• Avoid plagiarism by paraphrasing and/or summarizing info<br>• Follow a standard format for citation to create a bibliography<br>• Define textual evidence<br>• Determine textual evidence that supports research<br>• Compose written responses and include textual evidence to strengthen research<br><br><br>• Research/review materials to be discussed and determine key points/central ideas<br>• Create questions and locate textual evidence to contribute to discussion on given topic<br>• Define roles and rules for collaborative discussion | | |

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| | **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. | <ul><li>Come prepared with key points/text evidence for discussion</li><li>Track progress of a discussion and recognize when off-topic</li><li>Participate in discussion by posing questions, responding to questions, and elaborating</li><li>Make relevant observations and use ideas to comment</li><li>Review key ideas presented by others</li></ul><ul><li>Identify the main ideas and supporting details presented in a variety of media and formats.</li><li>Explain how the ideas found in media and formats clarify the meaning of a topic text or issue.</li></ul><ul><li>Identify the side of an argument a speaker presents</li><li>Determine the credibility of a speaker</li></ul> | | |

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| | **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.<br><br><br>**SL.7.6-**Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.<br><br><br><br>**LANGUAGE**<br>**L.7.1-** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | • Identify claims supported by fact vs. opinion<br>• Evaluate if a speaker's argument is reasonable<br>• Determine if a speaker has provided enough evidence<br>• Identify various reasons for speaking.<br>• Determine speaking tasks that require formal structure.<br>• Compose formal speech that demonstrates command of language standards.<br><br><br>• Define phrase and clause and state their function.<br>• Uses phrases and clauses to enhance writing and or speaking.<br>• Identify simple, compound, complex sentence structures.<br>• Choose different sentence structures to | | |

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|---|---|---|---|---|
| | **L.7.2-**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | signal different relationships.<br>• Define misplaces modifiers and dangling modifiers.<br>• Identify and correct misplaced dangling modifiers.<br>• Determine when to capitalize.<br>• Define coordinate and non-coordinate adjectives.<br>• Determine when adjective are coordinate an need to be separated by commas.<br>• Determine when adjectives are coordinate and do not need to separated by commas<br>• Identify misspelled words and use resources to improve spelling.<br><br><br>• Choose words, phrases, and clauses that are precise and concise. | | |

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| | **L.7.3-**Use knowledge of language and its conventions when writing, speaking, reading, or listening. | • Recognize and eliminate areas of wordiness to make language clear and concise. | | |
| | **L.7.4-** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | • Infer the meaning of unknown words using context clues.<br>• Recognize common affixes and roots.<br>• Break down unknown words to determine meaning.<br>• Verify my inferred meaning using reference materials. | | |
| | **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 comprehension or expression. | • Recognize the difference between regular academic words and phrases and domain specific words and phrases.<br>• -Acquire and use grade appropriate words and phrases to increase comprehension and expression. | | |

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