

Course	7th Grade ELA	Approved: August 26, 2024
Unit Title	Unit 1: Tools for Writers	

STAGE 1 DESIRED RESULTS Context and relevance for student learning		
Standards	Transfer	
<p>Eligible Content Aligned to Literature Standards:</p> <p>E07.B-C.2.1.1 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>E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.</p> <p>E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym,</p>	<p>Students will understand that effective descriptive writing engages the senses, evokes emotions, and creates vivid imagery, while recognizing the importance of the writing process in crafting well-developed and engaging pieces, including description.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Writerly tools to build a solid piece of writing include proficiency with the eight parts of speech and four types of sentences. <input type="checkbox"/> A writer's words in a descriptive piece of writing can evoke a sense of place by transporting the reader there through imagery created by precise language and varied sentence structure. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> What tools are needed to build a solid foundation for a piece of writing? <input type="checkbox"/> How can precise, descriptive language evoke a sense of place in particular?

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analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Writing Standards:

CC.1.4.7.A Write explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.7.C Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.E Write with an awareness of the stylistic aspects of composition. Use sentences of varying lengths and complexities.

CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard

Acquisition

Students will know...

- The writing process:
 - brainstorming
 - drafting
 - revising
 - editing
 - publishing
- An overview of basic conventions:
 - eight parts of speech
 - noun
 - verb
 - pronoun
 - preposition
 - conjunction
 - adjective
 - adverb
 - interjection
 - capitalization
 - clauses
 - phrases
 - four types of sentences
 - simple
 - compound
 - complex

Students will be skilled at...

- I can plan my writing in advance using graphic organizers or other pre-writing strategies
- I can write a descriptive piece centered around a specific place
- I can introduce a specific place and then develop my readers' understanding of it through the use of descriptive details (adjectives, imagery, sensory details).
- I can identify and compose the four types of sentences.
- I can distinguish between a phrase and a clause.
- I can distinguish between fragments and sentences.
- I can distinguish between sentences and run-ons.
- I can expand on a kernel sentence answering questions like who, what, when, where, why, and how.

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English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.T 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.

CC.1.4.7.X 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.

Eligible Content Aligned to Conventions of Standard English:

E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- compound
d-complex
 - subjects
 - predicates
 - fragments
 - run-ons
- How to read a mentor text (reading for craft techniques -- reading like a writer)
- How to use words and phrases effectively to achieve one's purpose as a writer (i.e. evoke a sense of place through precise language)

- I can identify subjects and predicates in a sentence (e.g. simple subjects and compound subjects.)
- I can conclude my descriptive piece in a satisfying way -- writing with an awareness of the stylistic aspects of composition.
- I can revise and edit my piece in order to strengthen my writing.
- I can publish aloud a part of my writing.

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E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.

E07.D.2.1.5 Choose words and phrases for effect.

Course	7th Grade ELA
Unit Title	Unit 2: Crafting Compelling Content (Informational Writing)

STAGE 1 DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p>Eligible Content Aligned to Informational Text Standards:</p> <p>E07.B-K.1.1.2 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>E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).</p> <p>E07.B-C.2.1.1 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>E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features</p>	<p>Students will apply various text structures, such as cause and effect, compare and contrast, problem-solution, and chronological order, to create engaging and informative magazine articles on a topic of their choice.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Each text structure is used for a unique purpose and may appeal to different audiences. <input type="checkbox"/> Text features increase the readability and understanding of a text while captivating readers' attention visually. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How can writers use different forms of text structure for a specific purpose and/or audience? <input type="checkbox"/> How can text features impact the readability and understanding of a text?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Informational writing teaches/informs the reader 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the central idea of a text and support it with relevant details.

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contribute to the whole and to the development of the ideas.

Writing Standards:

CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

- The difference between central idea and theme
- The importance of writing a sentence that expresses one's central idea to guide readers' understanding
- The main text structures for informational writing:
 - description
 - problem-solution
 - cause-effect
 - chronological order
 - sequential order
 - pro-con
 - compare and contrast
- Author's point of view vs. author's purpose
- Informational text features:
 - title
 - subtitle
 - headings
 - subheadings
 - sidebars
 - pictures
 - captions
 - inserts
 - maps
- I can recognize text structures such as description, problem/solution, comparison/contrast, and cause/effect.
- I can analyze how specific elements like sentences, paragraphs, or text features contribute to the overall structure of a text.
- I can describe in detail the introduction, illustration, or elaboration of a key element in a text.
- I can identify an author's point of view or purpose in a text.
- I can explain how the author's point of view or purpose is conveyed in the text and how these elements contribute to the development of ideas in a text.
- I can write informative/explanatory texts that examine a topic and communicate ideas, concepts, and information clearly using a specific text structure.

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CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.

- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.T 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.

CC.1.4.7.X 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,

- o graphs
- o visuals
- ❑ How to use text features to create a compelling magazine cover/article
- ❑ How to attain and maintain a reader's interest through an attention-grabbing hook and a clincher
- ❑ Various transitions and signal words to indicate a specific text structure
- ❑ Paraphrasing vs. quoting (what they are and when to use either)
- ❑ Basic MLA citations, if reference(s) are used during the magazine writing

- ❑ I can clearly introduce, develop, and conclude a topic in my writing using relevant facts, definitions, concrete details, quotations, or other information and examples.
- ❑ I can incorporate graphics and adapt formatting to enhance comprehension and garner interest.
- ❑ I can use appropriate transitions to create cohesion and clarify relationships among ideas.
- ❑ I can demonstrate a grade-appropriate command of standard English conventions in my writing.
- ❑ I can establish and maintain a formal style.
- ❑ I can, with some guidance and support, develop and strengthen my writing through planning, revising, editing, rewriting, or trying new approaches.

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purposes and audiences.

Eligible Content Aligned to
Conventions of Standard English:

E07.D.2.1.3 Maintain consistency
in style and tone.

- I can reflect on how well I have addressed the purpose and audience of my writing.

Course	7th Grade ELA
Unit Title	Unit 3: Living in Poetry

STAGE 1 DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p>Eligible Content Aligned to Literature Standards:</p> <p>E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>E07.A-K.1.1.2 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>E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).</p> <p>E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Students will understand that poetry is a powerful form of expression that can evoke emotions, convey complex ideas, and provoke thought, while also recognizing their own ability to express their voice through various poetic forms.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> One can express their voice by considering how their choice in poetic form addresses their audience and purpose. <input type="checkbox"/> Living poets purposefully choose words and phrases to convey a specific theme and emotion. <input type="checkbox"/> In a close reading, a reader of poetry can make connections to self, to other texts, and to the world. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How might one express their voice through various poetic forms? <input type="checkbox"/> How do living poets use language, form, and structure to convey contemporary themes and emotions in their poetry? <input type="checkbox"/> What insights can readers gain about societal and individual experiences by exploring and analyzing the works of living poets?

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E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.

E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., literary and mythological allusions) in context.

b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

c. Distinguish among the connotations

- A reader can thoughtfully convey the meaning of a contemporary poem through their voice, the use of images/video, and music.

- In what ways can readers use multimedia to express an interpretation and appreciation of a contemporary poem?

Acquisition

Students will know...

- Poetry is a form of self-expression.
- How to read a poem closely for the purpose of analysis
- Through poetry, we can gain insight into societal and individual experiences.
- Ways to connect to a poem:
 - text to self
 - text to text
 - text to world
- Types of figurative language and intended meanings
 - Simile
 - Metaphor
 - Personification
 - Hyperbole
 - Onomatopoeia
 - Alliteration
 - Assonance

Students will be skilled at...

- I can cite specific textual evidence to support my analysis of explicit information in the text.
- I can identify and explain inferences and generalizations drawn from the text.
- I can determine the theme or central idea of a text and can explain with relevant details.
- I can determine and explain the author's purpose in a text and can analyze how an author develops the point of view.
- I can analyze how specific elements like sentences or stanzas contribute to the overall structure of a text.

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<p>(associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>Writing Standards:</p> <p>CC.1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. - Use sentences of varying lengths and complexities. - Use precise language. - Develop and maintain a consistent voice. <p>CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<ul style="list-style-type: none"> ○ Consonance ○ Repetition ○ Imagery ○ Irony <p><input type="checkbox"/> Poetic structure and poetry's critical features:</p> <ul style="list-style-type: none"> ○ Line ○ Stanza ○ Rhythm ○ Meter ○ Rhyme <ul style="list-style-type: none"> ■ identical/exact/perfect ■ slant/near/half ■ internal vs. end ○ Verse form vs. free verse ○ Speaker ○ Use of blank space <p><input type="checkbox"/> The difference between mood and tone</p> <p><input type="checkbox"/> Ways to develop a theme within a short piece of writing such as poetry</p> <p><input type="checkbox"/> How to perform a poem</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can determine how an author uses the meaning of words or phrases in a text. <input type="checkbox"/> I can analyze the impact of a specific word choice on the meaning and mood/tone of the text. <input type="checkbox"/> I can interpret figurative language (simile, metaphor, personification, and hyperbole) in context. <input type="checkbox"/> I can identify/describe the speaker in a poem. <input type="checkbox"/> I can use my voice to convey the appropriate emotion and meaning within a poem (as a reader). <input type="checkbox"/> I can write with an awareness of stylistic aspects in my writing. <input type="checkbox"/> I can choose language that expresses ideas precisely and concisely, avoiding wordiness and redundancy. <input type="checkbox"/> I can consistently use precise language in my writing.
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CC.1.4.7.T 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.

CC.1.4.7.U 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.

CC.1.4.7.X 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.

Eligible Content Aligned to Conventions of Standard English:

E07.D.2.1.4 Choose punctuation for effect.

E07.D.2.1.5 Choose words and phrases for effect.

Speaking Standards:

- Power of pauses
- Fluency
- Emotion
- Ways to convey the meaning of a poem through multimedia

- I can develop and maintain a consistent voice throughout my writing.
- I can demonstrate a grade-appropriate command of the conventions of standard English in my writing.
- I can use multimedia to convey an interpretation of a reading.
- I can compare and contrast texts in different forms or genres regarding their approaches to similar themes and topics. (Honors only)

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CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

Course	7th Grade ELA
Unit Title	Unit 4: Using Your Voice (Argumentative/Speech Writing)

STAGE 1 DESIRED RESULTS Context and relevance for student learning		
Standards	Transfer	
<p>Eligible Content Aligned to Informational Text Standards:</p> <p>E07.B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).</p> <p>E07.B-C.2.1.1 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>E07.B-C.3.1.1 Trace and evaluate the argument and specific claims</p>	<p>Students will demonstrate the ability to engage an audience, anticipate and address opposing viewpoints, and articulate their stance with confidence, coherence, and conviction, thereby exhibiting proficiency in the art of persuasive communication that extends beyond the classroom setting and into real-world contexts.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Individuals can use their voices as a tool for change by considering pace, emphasis, diction, tone, volume, posture, presence, eye contact, and gestures. <input type="checkbox"/> Effective argumentation can influence opinion and inspire action by including a well-written claim, evidence, 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How can one use their voice as a tool for change? <input type="checkbox"/> How can effective argumentation influence opinion and inspire action?

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<p>in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>E07.B-C.3.1.2 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.</p> <p>E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Writing Standards:</p> <p>CC.1.4.7.G Write arguments to support claims.</p> <p>CC.1.4.7.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence</p>	<p>counterclaim, rebuttal, and call to action.</p>	
	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The elements of an effective argument <ul style="list-style-type: none"> ○ Claim ○ Evidence ○ Explanation/significance ○ Counterclaim ○ Rebuttal ○ Conclusion (often a call to action) <input type="checkbox"/> Persuasive techniques <ul style="list-style-type: none"> ○ Aristotle’s Appeals <ul style="list-style-type: none"> ■ ethos ■ logos ■ pathos ○ repetition ○ rhetorical questioning ○ parallelism ○ word choice <ul style="list-style-type: none"> ■ connotation ■ denotation <input type="checkbox"/> Author’s purpose vs. author’s point of view <input type="checkbox"/> The importance of considering audience and purpose 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can analyze how an argument is presented and evaluate how it is developed in a text through the use of varying methods. <input type="checkbox"/> I can determine the author's point of view or purpose and explain how it is conveyed in the text. <input type="checkbox"/> I can compare and contrast the presentation of a similar topic between different authors. <input type="checkbox"/> I can cite specific textual evidence to support my analysis of explicit information in the text. <input type="checkbox"/> I can distinguish among the connotations (associations) of words with similar

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clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to

Podium points

- o pace
- o emphasis
- o diction
- o tone
- o volume
- o posture
- o presence
- o eye contact
- o gestures

denotations (definitions).

- I can write arguments that support claims on a given topic.
- I can support and organize my claims with logical reasoning and relevant evidence from accurate, credible sources.
- I can acknowledge alternate or opposing claims.
- I can use words, phrases, and clauses to create cohesion and clarify relationships among claims and reasons.
- I can provide a concluding statement that supports the argument presented with a call to action.
- I can write with an awareness of the stylistic aspects of composition given the audience and purpose.

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interact and collaborate with others, including linking to and citing sources.

C.1.4.7.T 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.

CC.1.4.7.X 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.

Eligible Content Aligned to Conventions of Standard English:

E07.D.2.1.3 Maintain consistency in style and tone.

Speaking Standards:

CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

- I can demonstrate a grade-appropriate command of the conventions of standard English in my writing.
- Working with peers, I can develop and strengthen my writing through planning, revising, editing, rewriting, or trying new approaches.
- I can deliver a presentation that is argumentative in nature with consideration of audience and purpose.

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CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CC.1.5.7.D 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.

CC.1.5.7.E Adapt speech to a variety of contexts and tasks.

CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

Course	7th Grade ELA
Unit Title	Unit 5: The Pros and Cons of Innovation (Narrative / Science Fiction Writing)

STAGE 1 DESIRED RESULTS					
Context and relevance for student learning					
Standards	Transfer				
<p>Eligible Content Aligned to Literature Standards</p> <p>E07.A-K.1.1.2 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>E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).</p> <p>Writing Standards:</p> <p>CC.1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.M Write narratives to develop real or imagined experiences or events.</p>	<p>Students will strengthen their narrative writing skills and apply insights gained from their science fiction narratives to engage in informed discourse and decision-making regarding contemporary and future technological developments.</p>				
	<p style="text-align: center;">Meaning</p> <table border="1"> <thead> <tr> <th>UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Writers make writing decisions based on what uniquely categorizes a specific genre. <input type="checkbox"/> Wonder, suspense, and speculation are often created in science fiction by exploring a “what if” question, an unfamiliar setting, innovative technology, relatable characters, and/or themes about humanity. <input type="checkbox"/> Science fiction </td> <td> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How does genre contribute to the decisions a writer makes? (Consider the elements that differentiate science fiction from other genres.) <input type="checkbox"/> What narrative techniques are commonly employed in science fiction writing to evoke a sense of wonder, suspense, or speculation? <input type="checkbox"/> In what ways can science fiction narratives reflect and comment on contemporary societal </td> </tr> </tbody> </table>		UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Writers make writing decisions based on what uniquely categorizes a specific genre. <input type="checkbox"/> Wonder, suspense, and speculation are often created in science fiction by exploring a “what if” question, an unfamiliar setting, innovative technology, relatable characters, and/or themes about humanity. <input type="checkbox"/> Science fiction
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<p>CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p>	<p>narratives can reflect and comment on contemporary issues and technological advancements by questioning the moral and ethical principles of society.</p>	<p>issues and technological advancements?</p>
Acquisition		
<p>CC.1.4.7.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.</p> <p>CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> - Choose language that expresses ideas precisely 	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There are different genres of narrative text <input type="checkbox"/> Elements that characterize the science fiction genre <ul style="list-style-type: none"> o exploring a “what if” question o an unfamiliar setting (time and place) o innovative technology o relatable characters o themes about humanity <input type="checkbox"/> Elements of a plot (and development of a story arc/pacing of a story) <ul style="list-style-type: none"> o exposition 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use a mentor text to understand a narrative genre as it is analyzed for elements such as theme. <input type="checkbox"/> I can use narrative techniques such as dialogue, description, and pacing to develop plot events and/or characters. <input type="checkbox"/> I can engage the reader by incorporating descriptive language and sensory details in order to enrich the portrayal of futuristic settings and technologies in science fiction storytelling <input type="checkbox"/> I can organize a sequence of events that unfolds naturally and logically,

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<p>and concisely, recognizing and eliminating wordiness and redundancy.</p> <ul style="list-style-type: none">- Use sentences of varying lengths and complexities.- Use precise language.- Develop and maintain a consistent voice. <p>CC.1.4.7.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.1.4.7.T 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>CC.1.4.7.X 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>	<ul style="list-style-type: none">o rising actiono dramatic climaxo falling actiono resolution <ul style="list-style-type: none"><input type="checkbox"/> Authors' craft techniques to establish a point of view, a setting, character(s), conflict, and theme<input type="checkbox"/> Characteristics of effective dialogue<input type="checkbox"/> Descriptive language helps to tell a story	<p>using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.</p> <ul style="list-style-type: none"><input type="checkbox"/> I can demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<input type="checkbox"/> I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.<input type="checkbox"/> Working with peers, I can develop and strengthen my writing through planning, revising, editing, rewriting, or trying new approaches.
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Eligible Content Aligned to
Conventions of Standard English:

E07.D.2.1.3 Maintain consistency
in style and tone.

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Course	7th Grade ELA
Unit Title	Unit 6: Research as a Personal Journey

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Standards	Transfer	
<p>Writing Standards:</p> <p>CC.1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.U 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>CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused</p>	<p>Students will see research as a personal journey of discovery as they write an I-Search paper. The I-Search paper is a unique form of research writing that encourages students to explore topics of personal interest while conducting authentic research. Through this unit, students will develop essential research, writing, and critical thinking skills as they investigate a question or topic that intrigues them.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ❑ One's personal experience shapes the research process from beginning to end (e.g. choosing a personally meaningful topic, interpretation of a source, etc.) ❑ Effective research involves being a critical consumer, such as evaluating sources. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ❑ How does one's personal experience shape understanding of information? ❑ What skills and strategies are needed for effective research? ❑ How might one use another's words to give their writing credibility?

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<p>questions for further research and investigation.</p> <p>CC.1.4.7.W 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.</p> <p>CC.1.4.7.X 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>	<ul style="list-style-type: none"> <input type="checkbox"/> Researchers support a thesis statement with the words of experts. 	
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How to form research questions <input type="checkbox"/> Effective search methods for finding relevant sources <input type="checkbox"/> How to start a search journal <input type="checkbox"/> How to evaluate sources for credibility and accuracy <input type="checkbox"/> The difference between primary and secondary sources <input type="checkbox"/> How to craft a thesis statement <input type="checkbox"/> How to develop an outline <input type="checkbox"/> What plagiarism is <input type="checkbox"/> The differences between paraphrasing vs. summarizing vs. directly quoting <input type="checkbox"/> Proper ways to give credit to a source <ul style="list-style-type: none"> o in-text citations o Works Cited page 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can form strong research questions. <input type="checkbox"/> I can use various search methods to find relevant sources related to my original research question. <input type="checkbox"/> I can gather and integrate relevant information effectively into my writing. <input type="checkbox"/> I can be metacognitive regarding the research process, focusing on what worked well and what did not. <input type="checkbox"/> I can write the story of my search. <input type="checkbox"/> I can create both in-text citations and a Works Cited page using MLA formatting (Modern Language Association) in an effort to avoid plagiarism and give proper credit.