



English/Language Arts Department

Elective Course: Language Arts Literature & Writing

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Effective: September 2024

Scope and Sequence

	Literature & Media Units
MP 1	Unit 1: Thematic Connections in Literature & Film
MP 2	Unit 2: Historical Fiction
MP 3	Unit 3: Reading Drama
MP 4	Unit 4: Genre Study/Story Writing

Unit 1

Thematic Connections in Literature & Film

Summary and Rationale

In this unit, students will read texts and view films as they explore the theme of identity. Students will consider what shapes, impacts, and alters a person's identity and analyze how characters across multiple texts, digital and print, have their particular identities created while reacting to various social situations. Students will use text evidence to support their thinking. They will deepen their understandings through conversations and writing, as they revise and refine their thoughts and ideas. Ultimately, students will make connections to other's experiences as they reflect upon the theme of identity present in our world.

Recommended Pacing

10-12 weeks

Standards

Reading Domain

RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the literary text says explicitly as well as inferences drawn from the text.
RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
RL.MF.7.6.	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)

Writing Domain

W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, 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 Domain	
SL.PE.7.1.	<p>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.</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 discussion back on topic as needed.</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
SL.II.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.
Career Readiness, Life Literacies and Key Skills	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect .
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Instructional Focus

Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers analyze characters in texts and consider what shapes their identity by noticing details that define who they are, analyze the impact of their environment, and look for turning moments and moments of change. • Readers compare and contrast similar characters across multiple text and consider how their identities have been shaped changes to make connections and understand the human experience. 	<ul style="list-style-type: none"> • How do readers analyze characters in texts and consider what shapes their identity? • How do readers compare and contrast similar characters across multiple texts and consider how their identities have been shaped?
Evidence of Learning (Assessments)	
SGO Writing Assessment	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> • Readers analyze characters in texts and consider what shapes their identity. 	<ul style="list-style-type: none"> • When exploring the theme of identity, readers might ask: <ul style="list-style-type: none"> ○ How do we form and shape our identities? ○ What might we learn from exploring the identities of others? • Readers notice details in texts (dialogue, action, narration, inner thoughts/feelings) and consider what these details tell us about a character. • Readers consider how setting impacts or shapes a person’s identity. • Readers consider how various events and/or patterns in texts changes or alters a character’s perspective and/or self-awareness. • Readers are on the hunt for turning points or moments of realization that shows how a character has changed or evolved. <ul style="list-style-type: none"> ○ Readers might ask: What turning points determine our individual pathways? • Readers consider final deeper messages (themes) that an author/director communicates to the audience. • Readers that consider the theme of identity might ask:

	<ul style="list-style-type: none"> ○ In a culture where we are bombarded with ideas and images of “what we should be,” how does one form an identity that remains true and authentic for her/himself? ○ What can we learn from these characters’ journeys? What does their exploration with identity teach us about the human experience? ● Readers use text evidence to support their thinking. ● Readers use conversations with others to reflect upon and refine their thinking. ● Readers write to record and expand upon their thinking.
<ul style="list-style-type: none"> ● Readers compare and contrast similar characters across multiple texts and consider how their identities have been shaped. 	<ul style="list-style-type: none"> ● Readers consider what is similar about characters’ experiences and what makes them each have distinct identities. ● Readers consider contrasts in character experiences and analyze how their perspective/self-awareness might them unique. ● Readers analyze characters across more than one text, looking for patterns, similarities, and contrasts in relationship to the theme of identity. ● Readers view digital texts and make comparisons to print as they explore the theme of identity.

Suggested Resources/Technology Tools

Suggested Novels:
The Outsiders, by S.E. Hinton
“And Still I Rise” Maya Angelou
“Names/Nombres” Julia Alvarez
Common Lit Online

Suggested Films:
The Outsiders
School Ties

Teachers have the flexibility to choose any films or novels to support this unit. Teachers may consider providing students with an element of choice and utilizing book club structures to support their learning.

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2

Historical Fiction in Literature & Media

Summary and Rationale

In this unit, students will have an opportunity to make connections between research, short stories, and films. The goal is to create, understand, or consider socially responsible reactions to historical events which may be disturbing, frightening, or even life-threatening on various levels. Students will consider the historical context to support their understanding and deepen their analysis. Students will collaboratively work with peers to discuss the historical and social significance of film and literature and how it impacts their understanding of the genre. Ultimately, students will explore how the importance and significance of historical fiction help to retain the past and learn about humanity.

Recommended Pacing

8 weeks

Standards

Reading Domain

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

Writing Domain

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in 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.

	<p>D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style academic style, approach, and form.</p> <p>F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.</p>
W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6.	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.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, 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 Domain	
SL.PI.7.4.	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. (If presenting to small groups)
SL.UM.7.5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.AS.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language Domain	
L.SS.7.1.	<p>Demonstrate command of the system and structure of the English language 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> <p>D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).</p> <p>E. Recognize spelling conventions.</p>
L.KL.7.2.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p> <p>C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
Career Readiness, Life Literacies and Key Skills	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect .
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
Instructional Focus	
Enduring Understandings:	Essential Questions:

<ul style="list-style-type: none"> • Readers create, understand, or consider socially responsible reactions to historical events which may be disturbing, frightening, or even life threatening on various levels the genre of historical fiction and consider these texts communicate about people and events. • Readers make comparisons across similar works in literature & film by noting ways that a film can portray an event vs a written text. . 	<ul style="list-style-type: none"> • What do historical fiction texts communicate about people and events? • How do readers make comparisons across similar works in literature & film?
Evidence of Learning (Assessments)	
Formative Assessments	
Objectives (SLO	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> • Readers understand the genre of historical fiction and consider what these texts communicate about people and events. 	<ul style="list-style-type: none"> • Readers understand that historical fiction texts are written about a specific period in history. • Readers discover the characteristics, beliefs, and values of the time period. <ul style="list-style-type: none"> ○ If necessary, teachers can conduct several inquiry activities to guide students to use reliable sources to research time periods and various topics. • Readers determine how the character is/is not a reflection of the society/time period from which they come. • Readers wonder how people are impacted by the time period in which they live. • Readers consider the message conveyed and what it reveals about the time, the people, and events. • Readers consider what this historical work may tell us about the past and what it may ask us to consider in the future.
<ul style="list-style-type: none"> • Readers make comparisons across similar works in literature & film. 	<ul style="list-style-type: none"> • Readers use evidence from the texts to support their thinking. • Readers look for patterns across texts as they deepen their understanding of the time period and the people. • Readers compare and contrast works on a similar theme.

- In the film, students will consider the visual impact on the reader through varied devices selected by the director. In literature, students will consider the word choice and imagery and its impact.
- Readers discuss how a historical event is portrayed in a film versus a piece of literature.
- Readers use conversations with others to reflect upon and refine their thinking.
- Readers write to record and expand upon their thinking.

Suggested Resources/Technology Tools

Suggested Texts:

Sit-In: How Four Friends Stood Up by Sitting Down -Andrea Davis Pinkney

“Rules of The Game” - Amy Tan

<https://www.commonlit.org/en/text-sets/the-holocaust>

https://www.holocaustcenterseattle.org/images/NIE_Stories/Stories_guide.pdf

Suggested Films:

The Help

Amy Tan: Unintended Memoir

The Butler

The Zookeeper’s Wife

The Boy in the Striped Pajamas

Teachers have the flexibility to choose any films or novels to support this unit. Teachers may consider providing students with an element of choice and utilizing book club structures to support their learning.

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The

teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3

Reading Drama

Summary and Rationale

In this unit, students will be exposed to a new genre of study: drama. Students may find that drama is more immediately accessible than traditional narrative form as they are able to walk directly in a character’s shoes. At the beginning of the unit of study, students will spend time defining the genre and understanding its purpose and structure. Students will have an opportunity to utilize a reader’s theatre approach, which may motivate many students as they connect with texts in a more personal manner. During the unit, the teacher may utilize films to support students as they compare their interpretations of a text with a director’s. To deepen their understanding of drama, students will analyze

characters, conflicts, and universal themes. They will support their thinking with text evidence and compare their ideas with their peers through meaningful conversations.

Recommended Pacing

8-10 weeks

Standards

Reading Domain

RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the literary text says explicitly as well as inferences drawn from the text.
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RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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RL.IT.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
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RL.MF.7.6.	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)
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Writing Domain

W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Speaking and Listening Domain

SL.PE.7.1.	<p>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.</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 discussion back on topic as needed.</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
SL.II.7.2.	<p>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.</p>
Language Domain	
L.KL.7.2.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p> <p>C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
Career Readiness, Life Literacies and Key Skills	
9.4.8.CI.3	<p>Examine challenges that may exist in the adoption of new ideas.</p>
9.4.8.CT.2	<p>Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.</p>
9.4.8.DC.1	<p>Analyze the resource citations in online materials for proper use.</p>
9.4.8.DC.2	<p>Provide appropriate citation and attribution elements when creating media products.</p>
9.4.8.GCA.1	<p>Model how to navigate cultural differences with sensitivity and respect .</p>
9.4.8.GCA.2	<p>Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>

9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Dramas are intended to be performed and, therefore, readers should use details from a text to create a visual picture to support comprehension. • How do readers of drama analyze characters and uncover universal themes? 	<ul style="list-style-type: none"> • What is a drama is and how is it structured? • How do readers of drama analyze characters and uncover universal themes?
Evidence of Learning (Assessments)	
Formative Assessments	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> • Readers understand what a drama is and how a drama is structured. 	<ul style="list-style-type: none"> • Readers of drama identify the key characteristics that make the genre unique. • Readers of drama determine specific ways that dramatic scenes are structured, including: <ul style="list-style-type: none"> ○ Stage directions ○ Dialogue ○ Scenes ○ Acts • Readers of drama create a visual picture as they read. • Readers of drama utilize a readers' theatre approach to make the drama come to life. • Readers of drama may watch a filmed version of the same text and consider the director's interpretation and compare to their own.

- Readers of drama analyze characters in texts and uncover universal themes.

- Readers of drama anchor themselves in the world of a play by considering the setting and historical context prior to reading.
- Readers of drama connect personal experiences to events in the drama as they learn about the characters.
- Readers of drama visualize the characters as they read stage directions.
- Readers of drama evaluate characters' words and actions and determine what might motivate them.
- Readers of drama consider conflicts in the text and the impact these conflicts have on the characters.
- Readers of drama notice character changes and track and compare characters across texts.
- Readers of drama evaluate universal themes presented in the text and consider what these themes reveal about the values of the people at the time or in a given setting.
- Readers of drama consider what thematic messages can tell us about the human experience.
- Readers use text evidence to support their thinking.
- Readers use conversations with others to reflect upon and refine their thinking.
- Readers write to record and expand upon their thinking.

Suggested Resources/Technology Tools

Suggested Texts

Romeo and Juliet Shakespeare (modified version)
Taming of the Shrew Shakespeare (modified version)
 “The Monsters Are Due on Maple Street” Rod Serling

Suggested Films

Romeo and Juliet (2012 Version)
10 Things I Hate About You
 “The Monsters Are Due on Maple Street” *Twilight Zone Episode*

Teachers have the flexibility to choose any dramatic texts and films, long or short, to support this unit. Teachers may consider providing students with an element of choice and utilizing book club structures to support their learning.

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading,

Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4

Research Writing Unit

Summary and Rationale

This research unit serves as a discovery unit designed to allow students to explore, research, analyze, and synthesize information on a nonfiction topic of their choice. Students are involved in individual research on a topic which broadens their understanding and appreciation for their ever changing world. Students will utilize multiple sources, synthesize information, and revise and edit both individually and collaboratively. At the end of the unit, students will create a final product to showcase their learning. If time allows, the teacher may decide to have students present the work to each other in small groups.

Recommended Pacing

8-10 weeks

Standards

Reading Domain	
RI.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
RI.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
Writing Domain	
W.IW.7.2.	<p>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in 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/ grade-level- specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6.	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.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, 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 Domain	
SL.PI.7.4.	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. (If presenting to small groups)
SL.UM.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Language Domain	
L.SS.7.1.	<p>Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> 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. D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt). E. Recognize spelling conventions.
L.KL.7.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	<p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p> <p>C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
Career Readiness, Life Literacies and Key Skills	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect .
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
Instructional Focus	
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> ● Effective writers narrow their topics and conduct focused, thorough research. ● Effective writers organize and synthesize information across a variety of nonfiction texts in order to create a unified piece that communicates a clear message. 	<ul style="list-style-type: none"> ● How do writers of research categorize topics and conduct focused research? ● How do writers of research organize and synthesize information across a variety of nonfiction texts?
Evidence of Learning (Assessments)	
<p>Final SGO Writing Assessment</p> <p>Final Opinion Blog/Podcast/Fakebook Page (Project) Based on students' research</p>	

Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> As writers we categorize topics and conduct focused research. 	<ul style="list-style-type: none"> Writers build background understanding on a topic by reading various texts that teach them new ideas.. Readers research by studying one topic or issue and crack open their topic to identify a focused subtopic. Readers utilize a multitude of mediums in order to gather resources for their research. Readers choose how they will collect their thinking about nonfiction texts and keep organized notes. Readers evaluate source credibility in order to determine the validity of the information. Readers consider strong vocabulary words that would support their ability to captivate their audience and are important for the reader to know about their topic.
<ul style="list-style-type: none"> As writers we organize and synthesize information across a variety of nonfiction texts. 	<ul style="list-style-type: none"> Readers read across their notes and organize their research in a clear manner as they begin to compile into a final product for presentation. Readers synthesize information across multiple texts and choose the information that matters most. Writers utilize revision and editing strategies as they work towards completion. Readers provide each other with feedback to support the revision/editing process. Readers create a visually appealing, final product that communicates information in a factual manner.
Suggested Resources/Technology Tools	
<p>Possible Topic of Exploration: Student Choice</p> <p>Possible Resources: Common Lit NewsELA</p>	

YouTube

Students will choose credible sources to help research and support their opinions for their final product

<https://www.helloteacherlady.com/blog/how-to-create-student-podcasts-in-the-classroom>

<https://www.readingrockets.org/article/creating-podcasts-your-students>

Clips from: “The Last Dance” “The Captain”

Various websites, magazines, or texts available in the school media center

Teachers have the flexibility to choose any films or novels to support this unit. Teachers may consider providing students with an element of choice in selecting a nonfiction topic for individual research.

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence