

## Unit Plan by Prioritized Standards

<b>Content Area</b>	English Language Arts	
<b>Grade/Course</b>	7 <sup>th</sup> ELA	
<b>Unit of Study</b>	Narrative Writing/Reading Literacy	
<b>Duration of Unit</b>	9 weeks/36 days	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b>		
ELAGSE7RL1 & RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Cite	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2 & 3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Citing Evidence	How do you cite evidence?	
<b>Essential Unit Vocabulary</b>		
Cite Textual Evidence Analysis Explicit Inferences		
<b>Next step, create assessments and engaging learning experiences</b>		

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<b>Grade/Course</b>	7 <sup>th</sup> ELA	
<b>Unit of Study</b>	Narrative Writing/Reading Literacy	
<b>Duration of Unit</b>	9 Weeks/36 days	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b>		
ELAGSE7RL2 & RI2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Determine Analyze Summarize	theme and/or central idea of a text development over course of text objective summary	3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Theme Analyze Summarize		How do you determine the theme of a text?  How do you summarize a text
<b>Essential Unit Vocabulary</b>		
Theme Analyze Central idea Summary Opinions judgment		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

Content Area	English Language Arts		
Grade/Course	7 <sup>th</sup> ELA		
Unit of Study	Unit 2 Argument Writing/Informational Reading		
Duration of Unit	9 weeks		
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b>			
ELAGSE7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom’s
Do: <ul style="list-style-type: none"><li>identify relationships between individuals, events, and ideas</li><li>analyze relationships between individuals, events, and ideas</li><li>analyze how individuals cause changes in ideas and events and how events and ideas change individuals</li></ul>		Know: <ul style="list-style-type: none"><li>relationships between individuals, events, and ideas</li><li>how ideas or individuals influence events</li></ul>	2 & 3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none"><li>analyze relationships between individuals, events, and ideas</li><li>analyze how individuals cause changes in ideas and events</li></ul>		How do readers understand how ideas or individuals influence events?	
Essential Unit Vocabulary			
Cite Textual Evidence Analysis Explicit implicit Inferences			

## Unit Plan by Prioritized Standards

<b>Content Area</b>	English Language Arts	
<b>Grade/Course</b>	7 <sup>th</sup> ELA	
<b>Unit of Study</b>	Narrative Writing /Reading Literacy	
<b>Duration of Unit</b>	9 Weeks/36 days	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b>		
ELAGSE7RL4 & RI4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Determine Analyze	meaning of words and phrases figurative and connotative meanings alliteration in poems, stories, or drama	3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
meaning of words and phrases figurative and connotative meanings		How do you determine the meaning of words and phrases?
<b>Essential Unit Vocabulary</b>		
Determine Analyze Figurative meaning Connotative meaning Alliteration		
<b>Next step, create assessments and engaging learning experiences</b>		



## Unit Plan by Prioritized Standards

<b>Content Area</b>	English Language Arts		
<b>Grade/Course</b>	7 <sup>th</sup> ELA		
<b>Unit of Study</b>	Informative/Explanatory Writing		
<b>Duration of Unit</b>	9 weeks/36 days		
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b>			
ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"><li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li><li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li><li>d. Establish and maintain a formal style.</li><li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li></ul>			
<b>Skills</b> (what must be able to do)		<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
<ul style="list-style-type: none"><li>• Write</li><li>• Introduce</li><li>• Support</li><li>• Use</li><li>• Demonstrate</li><li>• Create</li><li>• Clarify</li><li>• Establish</li><li>• Maintain</li><li>• Provide</li></ul>		<ul style="list-style-type: none"><li>• Argumentative text</li><li>• Claim(s); reasons, evidence logically</li><li>• Accurate, credible sources</li><li>• Understanding of the topic or text</li><li>• Cohesion through words, phrases, and clauses</li><li>• Relationships among claim(s), reasons, and evidence</li><li>• Formal style</li><li>• Concluding statement that follows from and supports the argument presented</li></ul>	Level 3 Analysis Level 4 Product
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Effectively write argumentative/expository texts with logical reasoning and sufficient evidence to support the claim(s) using credible sources that shows understanding of the topic.		What is my claim/argument? What kind of voice would be most effective for this form of writing? How do I choose evidence to support my opinions in my writing?	
<b>Essential Unit Vocabulary</b>			
Argumentative, Evidence, Accurate, Credible, Cohesion, Concluding Statement			

## Unit Plan by Prioritized Standards

Content Area	English Language Arts		
Grade/Course	7 <sup>th</sup> ELA		
Unit of Study	Informative/Explanatory Writing		
Duration of Unit	9 weeks/36 days		
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b>			
ELAGSE7W2: Write informative/explanatory text (s) to examine a topic and convey ideas, concepts, information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"><li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, and comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</li><li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts;</li><li>Use precise language and domain-specific vocabulary to inform about or explain the topic;</li><li>Establish and maintain a formal style;</li><li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ul>			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none"><li>Write</li><li>Examine</li><li>Convey</li><li>Introduce</li><li>Preview</li><li>Organize</li><li>Include</li><li>Develop</li><li>Use</li><li>Create</li><li>Clarify</li><li>Establish</li><li>Maintain</li><li>Provide</li></ul>		<ul style="list-style-type: none"><li>Informative/explanatory text</li><li>Organizational structure</li><li>Format</li><li>Graphics</li><li>Relevant facts</li><li>Quotations</li><li>Transitions</li><li>Analysis</li><li>Formal style</li><li>Concluding Statement or Section</li></ul>	Level 3 Analysis Level 4 Product
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	

An effective writer conveys information through careful selection of a topic, organization, and analysis of content. Further, the information may be enriched by formatting with well placed and relevant charts and graphs.

In what ways may an effective writer inform the reader?  
In what way(s) may an effective writer enhance the information presented using graphic features?

### **Essential Unit Vocabulary**

Informative, expository, explanatory, topic, relevant, transition, format, graphics, multimedia, domain-specific

**Next step, create assessments and engaging learning experiences**

## Unit Plan by Prioritized Standards

<b>Content Area</b>	English Language Arts
<b>Grade/Course</b>	7 <sup>th</sup> ELA
<b>Unit of Study</b>	Narrative Writing/Reading Literacy
<b>Duration of Unit</b>	9 weeks/36 Days

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (address “supporting” standards in daily lesson plans)

ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Write Engage Orient Introduce Organize Use Provide	<p>Narratives using events with effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Establish a context and point of view.</p> <p>Narrator and/or characters</p> <p>Event sequence that unfolds naturally and logically</p> <p>Narrative techniques; dialogue, pacing, descriptions to develop experiences, events, and/or characters</p> <p>Transition words, phrases and clauses to convey sequence and signal shifts of time and/or setting.</p> <p>Precise words and phrases, relevant descriptive details, and sensory language to capture action and convey experiences and events.</p> <p>Conclusions that follows from and reflects on the narrated experiences or events</p>	3 & 4

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Write a narrative.	How do you write an effective narrative?
<b>Essential Unit Vocabulary</b>	
narratives effective technique relevant descriptive details well-structured event sequences orient context point of view Narrator characters event sequence narrative techniques dialogue pacing description events transition words transition phrases transition clauses sequence time frame setting precise words precise phrases relevant descriptive details sensory language action experiences conclusion reflects narrated experiences	
<b>Next step, create assessments and engaging learning experiences</b>	



## Unit Plan by Prioritized Standards

<b>Content Area</b>	English Language Arts	
<b>Grade/Course</b>	7 <sup>th</sup> ELA	
<b>Unit of Study</b>	Narrative Writing/ Reading Literacy	
<b>Duration of Unit</b>	9 Wks/36 days	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. ( <b>address “supporting” standards in daily lesson plans</b> )		
ELAGSE7W4: 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.)		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Produce	coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	2&3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Coherent on level writing		How do you write on level for 7 <sup>th</sup> grade?
<b>Essential Unit Vocabulary</b>		
Coherent writing Development Organization Style Task Purpose Audience		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	English Language Arts	
<b>Grade/Course</b>	7th	
<b>Unit of Study</b>	Literary/Informational	
<b>Duration of Unit</b>	Ongoing	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (address “supporting” standards in daily lesson plans)		
<b>ELAGSE7SL1: 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.</b> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched materials 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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>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.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</li> </ul>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Engage effectively with diverse partners	Collaboratively discuss grade 7 topics, texts, and issues building on others’ ideas and expressing their own clearly	3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<b>Collaborating with others building on their ideas and expressing their own when discussing grade level topics, texts, and issues</b>		Can you clarify that information for me? What is your understanding on the topic? What evidence did you find that supports your understanding?
<b>Essential Unit Vocabulary</b>		
<b>Engage</b>		

**Collaborate  
Research  
Evidence  
Elaborate  
Relevant**

**Next step, create assessments and engaging learning experiences**



## Unit Plan by Prioritized Standards

Content Area	English Language Arts	
Grade/Course	7th	
Unit of Study	Literary/Informational	
Duration of Unit	3rd 9 Weeks & 4th 9 Weeks	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE7SL2: <b>Analyze</b> the <u>main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)</u> and <b>explain</b> <u>how the ideas clarify a topic, text, or issue under study.</u>		
ELAGSE7SL3: <b>Delineate</b> <u>a speaker’s argument and specific claims,</u> <b>evaluating</b> <u>the soundness of the reasoning and the relevance and sufficiency of the evidence.</u>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
<ul style="list-style-type: none"><li>Analyze</li><li>Explain</li><li>Delineate (describe)</li><li>Evaluate</li></ul>	<ul style="list-style-type: none"><li>Main idea and supporting details presented in diverse formats</li><li>How ideas clarify a topic, text, or issue under study</li><li>A speaker’s argument and specific claims</li><li>The soundness of the reasoning and the relevance and sufficiency of the evidence</li></ul>	3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"><li><b>How main idea and supporting details clarify a topic, text or issue under study</b></li><li><b>Soundness of reasoning and relevance and sufficiency of the evidence</b></li><li><b>How to identify/describe a speaker’s argument and specific claims</b></li></ul>		What is the main idea of the ...? Is there enough evidence presented to support the speaker’s argument/claim? Is the evidence presented relevant to the speaker’s argument/claim?
Essential Unit Vocabulary		
Analyze Explain Delineate Evaluate		

**Sufficient  
Relevant**

**Next step, create assessments and engaging learning experiences**



## Unit Plan by Prioritized Standards

<b>Content Area</b>	English Language Arts	
<b>Grade/Course</b>	7 <sup>th</sup> ELA	
<b>Unit of Study</b>	Narrative Writing/Reading Literacy	
<b>Duration of Unit</b>	9 weeks/36 days	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Use	Knowledge of language and conventions Writing, speaking, reading or listening	
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Using correct language	How to use language correctly when writing, speaking, reading, or listening?	
<b>Essential Unit Vocabulary</b>		
Language conventions		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	English Language Arts
<b>Grade/Course</b>	7 <sup>th</sup> ELA
<b>Unit of Study</b>	Narrative Writing/Reading Literacy
<b>Duration of Unit</b>	9 Weeks/36 days

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELAGSE7L4: 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.

<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Determine Clarify Choosing	unknown and multiple-meaning words and phrases grade 7 reading and content range of strategies	2

<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)	<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Unknown and multiple-meaning words and phrases	How do you determine the meaning of unknown words and phrases?

### Essential Unit Vocabulary

Determine Clarify Choosing Multiple-meaning words and phrases
<b>Next step, create assessments and engaging learning experiences</b>