

| Week (Days) | READING COMPREHENSION (RC) LITERARY ANALYSIS (RL) | LANGUAGE Word Analysis (RW) | LANGUAGE Conventions (WC) | WRITING Strategies/Applications (WS) (WA) | Listening and Speaking (LS) | TEXT |
|-------------|---|--|--|--|---|--|
| 1 3 days | <ul style="list-style-type: none"> Use knowledge of expository text structure to make predictions before reading the running text/script. RC 2.1 Analyze text to clarify author’s purpose, significant details, and the different perspectives within the text. RC 2.4 Evaluate author’s evidence to support his claims. RC 2.6 | <ul style="list-style-type: none"> Clarify meanings of words, sharing strategies such as using morphology and context clues. RW 1.2, 1.3 | <ul style="list-style-type: none"> Use a comma after introductory words or phrases and subordinate clauses. WC 1.3, 1.4 | <ul style="list-style-type: none"> Clarify reading through notetaking and responding to critical thinking questions. WS 1.3 Write a paragraph summarizing the text, “Blacklisted.” WS 1.2, 1.3 | <ul style="list-style-type: none"> Participate in small and whole group discussions, asking questions to elicit information and clarify understanding. LS 1.1 | <i>American History Play</i> <i>BLACKLISTED</i> |
| 1 2 days | <ul style="list-style-type: none"> Build background knowledge by connecting text to “Blacklisted” and to other prior knowledge. Use knowledge of expository text structure to make predictions before reading the running text. RC 2.1 Analyze text that deals with cause-and-effect. RC 2.3 | <ul style="list-style-type: none"> Clarify word meanings through context and/or knowledge of roots and affixes. RW 1.2, 1.3 | <ul style="list-style-type: none"> Identify and use hyphens and dashes, p. 286. WC 1.5 Use knowledge of bases and affixes to spell correctly. WC 1.7 | <ul style="list-style-type: none"> Respond orally and in writing to a quick-write – as part of the notetaking process. WS 1.3 Support a claim using evidence from two texts. WS 1.2 | <ul style="list-style-type: none"> Participate in small and whole group discussions, asking questions to elicit information and clarify understanding. LS 1.1 | <i>The History of the War of the Worlds</i> |
| 2 1 day | <ul style="list-style-type: none"> Locate information in a primary source document. RC 2.2 Analyze cause-effect relationships. RC 2.3 Assess the adequacy, accuracy, and appropriateness of the author’s claims. RC 2.6 | | <ul style="list-style-type: none"> Add <i>-ity</i> to words ending in <i>e</i>, p. 388. WC 1.7 | <ul style="list-style-type: none"> Evaluate text, taking notes on adequacy, accuracy, and appropriateness of the author’s claims. WS 1.3 | <ul style="list-style-type: none"> Participate in small and whole group discussions, asking questions to elicit information and clarify understanding. LS 1.1 | <i>Radio “Scare” Program Brings Censor Demands</i> |
| 2 4 days | <ul style="list-style-type: none"> Connect previous reading with narrative screenplay. RL 3.1 Use knowledge of drama and narrative text forms to analyze characters through dialogue and stage directions. RL 3.1, 3.3 Analyze plot, focusing on the author’s use of foreshadowing. RL 3.2 Analyze text to form theme statements as part of a collaborative paper. RL 3.4 | <ul style="list-style-type: none"> Clarify word meanings through context and/or morphology as needed. RW 1.2, 1.3 Latin Word Root <i>-sist-</i>, p. 686 RW 1.2 | <ul style="list-style-type: none"> Identify and use adjectives and adverbs to improve writing, p. 232. WC 1.1 Make clear references between pronouns and antecedents, pp. 656, 686. WC 1.2 | <ul style="list-style-type: none"> Take notes as text is being read. WS 1.3 Write a character analysis and a summary paragraph. WS 1.2 Revise for precise language and clear pronoun references. WS 1.7 | <ul style="list-style-type: none"> Share ideas and come to consensus as a group on key ideas. LS 1.2 Present collaborative poster, using effective speaking techniques and language that suit purpose and audience. LS 1.4, 1.6 | <i>Monsters Are Due on Maple Street</i> , PH p. 666 |

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| 3 2 days | <ul style="list-style-type: none"> Identify and analyze characteristics of the science fiction genre. Compare characteristics shared by two science-fiction works. RL 3.1 Analyze author’s perspectives and themes within and across texts. RL 3.4, 3.5 | <ul style="list-style-type: none"> Identify and use precise adjectives and adverbs. RW 1.5; WC 1.1, 1.4 | <ul style="list-style-type: none"> Identify and use varied sentence structures. WC 1.3 | <ul style="list-style-type: none"> Write paragraph(s) comparing the two science fiction texts, focusing on characters, plot, and theme. Use precise adjectives, adverbs, and varied sentence structures. WS 1.1, 1.2 | <ul style="list-style-type: none"> Participate in small and whole group discussions, asking questions to elicit information and clarify understanding. LS 1.1 | <i>Monsters Are Due on Maple Street</i> , PH p. 666 AND from <i>A Wrinkle in Time</i> , PH p. 689 |
| 3-4 3 days+ | (Writing focus) <ul style="list-style-type: none"> Review notes and identify overarching idea, topic, or person for multi-genre report. Select genres for writing. Research, if needed, and draft. Revise and edit. Present in small groups. | <ul style="list-style-type: none"> Use precise words and varied sentence structures, based on genre, purpose, and audience. | <ul style="list-style-type: none"> Edit to make writing accurate and understandable. WC 1.1-1.7 | <ul style="list-style-type: none"> Write a multi-genre paper, reflecting on the narrative and expository reading from the unit as well as any additional research. WS 1.1, 1.2 | <ul style="list-style-type: none"> Plan and implement a small group presentation. Practice with peers. LS 1.4-1.6 | Text from the Unit and other teacher or student selected texts for reading/research |
| 4 and Beyond | <ul style="list-style-type: none"> Express and extend their knowledge of words and concepts found in the 7th grade English Language Arts State Standards through creation of an ABC Book. Organize their thoughts and think critically about what they have learned in reading, writing, listening, and speaking. RC, RL, WS, WC, LS | <ul style="list-style-type: none"> Use precise words and varied sentence structures, based on genre, purpose, and audience. | <ul style="list-style-type: none"> Use knowledge of language conventions to make writing accurate and understandable. WC 1.1-1.7 | <ul style="list-style-type: none"> Revise writing as needed according to purpose and audience. WS 1.7 | <ul style="list-style-type: none"> Participate in small and whole group discussions, asking questions to elicit information and clarify understanding. Share and present ideas. LS 1.1, 1.4-1.6. | On-going reading and writing will vary with each class. Texts will vary according to student needs and student/teacher interests. |