

UNIT	INSTRUCTIONAL WINDOW	RESOURCE(S)/TEXT(S)	TARGETED UNDERSTANDING (PURPOSE)	CCSS	TARGETED LESSONS	WRITING FOCUS
<b>Independent Reading</b>	September- June  October	-Choice of literature at appropriate reading levels  -Global Read Aloud	<ul style="list-style-type: none"> <li>Select literature that they are interested in reading that is on their level</li> <li>Independently respond to literature in a journal format</li> <li>Provide students an opportunity to have literature to draw connections with</li> <li>Provide all students the opportunity to hear current grade level text</li> </ul>	RL.7.10  CCRA. R.10	Respond to selected literature through journal writing	Reflective journal writing
<b>Writing Craft and Process</b>	September - December	<i>Six Traits of Writing</i> <i>The Redwoods and Mouse Alert</i>  <i>The Lottery</i> by Shirley Jackson (theme)  <i>Rikki-tikki-tavi</i> by Rudyard Kipling (overall plot sequence)  <i>Treasure of Lemon Brown</i> by Walter Dean Myers	- Structure of writing: <ul style="list-style-type: none"> <li>Understanding claim</li> <li>Selecting relevant evidence to question</li> <li>Explanation of the evidence</li> <li>Revision and editing process</li> </ul> - Why is structure essential to the process of conveying one's thoughts and ideas to an audience?	L.7.1 L. 7.3 W.7.1 W.7.4 W.7.5 W.7.9 W. 7.10 RL. 7.1 RL.7.2 RL 7.3	<ul style="list-style-type: none"> <li>Addressing the question and claim</li> <li>Supporting evidence</li> <li>Explanation of evidence</li> <li>Structure of Writing the response to text</li> <li>Student writing</li> <li>Writing with Colors</li> </ul>	<b>Fall Writing Benchmark</b> - Responding to <i>Summer, Winter, Spring, Fall...and Night?</i> (PCR: Expository)  Revision of Fall Writing Benchmark (PCR: Expository)  Responses to text resources

			- To solidify the aspects of stories		<ul style="list-style-type: none"> <li>● Revision Plot Structure</li> <li>● Theme</li> <li>● Conflict</li> <li>● Close Reading</li> </ul>	
<b>Introduction to Poetry</b>	January - mid February	<b>Introductory Text:</b> <i>Prentice Hall Anthology</i> text	<p>- Discovery of figurative language and symbolism; understand the use of sound device for effect</p> <p>- Understand cultural context and cultures through literature</p> <p>- How does figurative language and symbolism influence one's understanding and interpretation of poetry and other genres of literature?</p>	RI 7.3 RL 7.4 RL 7.5 SL 7.5 L. 7.5 W 7.3	<ul style="list-style-type: none"> <li>● Figurative language</li> <li>● Difference between connotative/denotative meaning</li> </ul>	<p><b>Winter Writing Benchmark -</b> Responding to "Steerage" and <i>Voyage of Hope, Voyage of Tears</i> (PCR: Expository)</p> <p>Poetry Compilation of original writing -- including a variety of poetry forms or story in verse</p> <p>"Discovery of Symbolism" via video production</p>
<b>Study of Genre</b>	Mid February-May	<p><b>Anchor:</b> <i>Among the Hidden</i> by Margaret Peterson Haddix</p> <p><b>Suggested Dystopian Texts (not limited to):</b>  <i>Cinder</i> by Marissa Meyer  <i>Matched</i> by Ally Condie  <i>Genius</i> by Leopoldo Gout  <i>Divergent</i> by Veronica Roth  <i>The Eleventh Plague</i> by Jeff Hirsch  <i>Maze Runner</i> by James Dashner  <i>The Giver</i> by Lois Lowry  <i>The City of Ember</i> by Jeanne DuPrau  <i>Fuzzy</i> by Tom Angleberger  <i>The Limit</i> by Kristen Landon</p>	<p>- Application of literary elements/devices incorporated through succinct, detailed writing and analysis of the text.</p> <p>- How do the various elements of story (e.g. mood, setting and details) relate to or shape the genre?</p>	RL.7.1 RL.7.2 R.L.7.6 W.7.9 W.7.4 W. 7.3 W 7.5 W.7.6 L.7.1 L.7.6 SL 7.6	<ul style="list-style-type: none"> <li>● Model Literature Circle process</li> <li>● Mood</li> <li>● Details</li> <li>● Setting</li> </ul>	<p>Choice Project relating to any of the novels read throughout this genre</p> <p>Various forms of response to text</p>

		<p><i>Under Their Skin</i> by Margaret Peterson Haddix</p> <p><i>Freakling</i> by Lana Krumwiede</p>				
		<p><b>Suggested Realistic Fiction Texts (not limited to):</b></p> <p><i>The Boy in the Black Suit</i> by Jason Reynolds</p> <p><i>Drums, Girls &amp; Dangerous Pie</i> by Jordan Sonnenblick</p> <p><i>Falling Over Sideways</i> by Jordan Sonnenblick</p> <p><i>Hope Is a Ferris Wheel</i> by Robin Herrera</p> <p><i>The Bitter Side of Sweet</i> by Tara Sullivan</p> <p><i>Wolf Hollow</i> by Lauren Wolk</p> <p><i>As Brave As You</i> by Jason Reynolds</p> <p><i>The Wednesday Wars</i> by Gary D. Schmidt</p> <p><i>Milo: Sticky Notes &amp; Brain Freeze</i> by Alan Silberberg</p> <p><i>Curveball : The Year I Lost My Grip</i> by Jordan Sonnenblick</p> <p><i>Stargirl</i> by Jerry Spinelli</p> <p><i>Wonder</i> by RJ Palacio</p> <p><i>Peak</i> by Roland Smith</p> <p><i>Ghost</i> by Jason Reynolds</p> <p><i>The Best Man</i> by Richard Peck</p> <p><i>Nine, Ten</i> by Nora Raleigh Baskin</p> <p><i>Drama</i> by Raina Telgemeier</p> <p><i>Ghost Boys</i> by Jewell Parker Rhodes</p> <p><b>Suggested Poetry Texts (not limited to):</b></p>	<p>- Application of literary elements/devices incorporated through succinct, detailed writing and analysis of the text.</p> <p>- How do the various elements of story (e.g. mood, setting and details) relate to or shape the genre?</p>	<p>RL.7.1</p> <p>RL.7.2</p> <p>R.L.7.6</p> <p>W.7.9</p> <p>W.7.4</p> <p>W. 7.3</p> <p>W 7.5</p> <p>W.7.6</p> <p>L.7.1</p> <p>L.7.6</p> <p>SL 7.6</p>	<ul style="list-style-type: none"> <li>Review of all elements of literature</li> </ul>	<p><b>Spring Writing Benchmark</b> - responding to <i>The Stolen Party</i> (PCR: Characterization)</p>

		<i>The Red Pencil</i> by Andrea Davis Pinkney <i>Brown Girl Dreaming</i> by Jacqueline Woodson <i>Caminar</i> by Skila Brown <i>Out of the Dust</i> by Karen Hesse <i>Crossover</i> by Kwame Alexander <i>Booked</i> by Kwame Alexander <i>Love that Dog</i> by Sharon Creech <i>Heartbeat</i> by Sharon Creech <i>Inside Out and Back Again</i> by Thanhha Lai <i>Pieces of Georgia</i> by Jennifer Fisher Bryant <i>Serafina's Promise</i> by Ann E. Burg <i>Saving Red</i> <i>Time to Dance</i> <i>Moo</i> by Sharon Creech <i>Salt</i> by Helen Frost <i>Full Cicada Moon</i> by Marilyn Hilton				
<b>Drama</b>	June	<i>Monsters Are Due on Maple Street</i> by Rod Serling	- How the format of writing impacts the different elements of story.	RL. 7.7	<ul style="list-style-type: none"> <li>● Elements of literature specific to drama</li> <li>● Characterization</li> <li>● Conflict</li> <li>● Setting</li> </ul>	Reader's Theatre
<b>Project Based Learning</b>	Through-out the year	Various mediums of research (e.g. Internet, interviews, periodicals)	<p>Discovery of cross curricular relationship</p> <p>Presenting knowledge and understanding of content to an audience</p>	RI.7.10 W. 7.2 W. 7.6 W. 7.7 W. 7.8 W. 7.9 SL. 7.1 SL.7.2 SL. 7.5	<ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Reliable sources</li> <li>● Paraphrasing</li> <li>● Summarizing</li> </ul>	Research Papers Multimedia presentations Poster presentations