

7th Grade Reading
Curriculum Map
2026-2027
Cassity Maas

UNIT #1: Indigenous Literature	TIME FRAME: August - September
STANDARDS COVERED:	
<ul style="list-style-type: none"> ● 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● 7.RL.2 Determine a theme or central idea(s) of a text. <ul style="list-style-type: none"> ○ 7.RL.2.a Analyze its development over the course of the text. ○ 7.RL.2.b Identify key textual details to support the analysis. ● 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). ● 7.RL.4 Interpret words and phrases as intended by the author of a text. <ul style="list-style-type: none"> ○ 7.RL.4.a Determine the meaning of words and phrases including how figurative and connotative meanings affect tone and mood. ● 7.RL.7 Analyze the effects of techniques in diverse media and formats (e.g., lighting, sound, color, or camera focus and angles in a film), comparing and contrasting a written story, drama, or poem to its audio, filmed, staged, or multimedia version. ● 7.RL.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 7. <ul style="list-style-type: none"> ○ 7.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts. ○ 7.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks. ○ 7.RL.10.c Read widely to understand diverse perspectives and viewpoints. ● 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. ● 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ 7.L.2.c Spell correctly; recognizing that some words have commonly accepted variations; consult references as needed. ● 7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● 7.L.4 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. ● 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● 7.L.6 Acquire and use grade-appropriate general academic and domain-specific words and phrases. ● 7.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience. ● 7.W.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 standards for Reading Literature or Reading Informational text as needed. ● 7.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. ● 7.SL.1 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. 	

- 7.SL1.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 respond, probe, and reflect on ideas under discussion.
- 7.SL1.b Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.SL1.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.
- 7.SL1.d Acknowledge new information expressed by others and, when warranted, modify their own views.
- 7.SL1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 7.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

ESSENTIAL QUESTION:

How are the plotlines of Indigenous Literature creation stories and origin myths valuable to today's world?

INSTRUCTION RELEVANCE:

To read at grade-level and beyond, students must understand and identify plot line elements.

<p style="text-align: center;">CLASSROOM ENVIRONMENT:</p> <p>The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.</p>	<p style="text-align: center;">LESSON PROCESS:</p> <p>Throughout the lesson, students read passages for comprehension practice, annotate notes for literary genre understanding, reference videos and short stories for plot line tracking and critical thinking questions, complete reviews, quizzes, and tests for content assessment.</p>	<p style="text-align: center;">ASSIGNMENT DIFFERENTIATION:</p> <p>Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive guided notes, access to read alouds and audiobooks, shortened plot line trackers and worksheets, and alternative settings and extended times on quizzes and tests.</p>
<p style="text-align: center;">PRIOR KNOWLEDGE:</p> <p>Students had prior knowledge of reading fluency and comprehension, plot line elements, and collaborative communication.</p>	<p style="text-align: center;">ACQUIRED VOCABULARY:</p> <p>plot line exposition (setting & characters) conflict & rising action climax falling action theme resolution creation story origin myth oral tradition</p>	<p style="text-align: center;">ASSESSMENT TYPES:</p> <p>reading comprehension unit pre-test plot line study guide & quiz plot line trackers literary analyses unit post-test</p>

<p>UNIT #2: Realistic Literature</p>	<p>TIME FRAME: September - November</p>
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STANDARDS COVERED:

- 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2 Determine a theme or central idea(s) of a text.
 - 7.RL.2.a Analyze its development over the course of the text.
 - 7.RL.2.b Identify key textual details to support the analysis.
- 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 7.RL.4 Interpret words and phrases as intended by the author of a text.
 - 7.RL.4.a Determine the meaning of words and phrases including how figurative and connotative meanings affect tone and mood.
- 7.RL.7 Analyze the effects of techniques in diverse media and formats (e.g., lighting, sound, color, or camera focus and angles in a film), comparing and contrasting a written story, drama, or poem to its audio, filmed, staged, or multimedia version.
- 7.RL.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 7.
 - 7.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.
 - 7.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.
 - 7.RL.10.c Read widely to understand diverse perspectives and viewpoints.
- 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
- 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 7.L.2.c Spell correctly; recognizing that some words have commonly accepted variations; consult references as needed.
- 7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 7.L.4 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.
- 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 7.L.6 Acquire and use grade-appropriate general academic and domain-specific words and phrases.
- 7.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.
- 7.W.6 Use technology, including digital tools/platforms, to format, produce, and publish writing.
 - 7.W.6.c Demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.
- 7.W.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 standards for Reading Literature or Reading Informational text as needed.
- 7.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 7.SL.1 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.
 - 7.SL.1.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 respond, probe, and reflect on ideas under discussion.
 - 7.SL.1.b Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- 7.SL1.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.
- 7.SL1.d Acknowledge new information expressed by others and, when warranted, modify their own views.
- 7.SL1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 7.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self- reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

ESSENTIAL QUESTION:

How are the characters and storylines of Realistic Literature novels similar to and different from readers?

INSTRUCTION RELEVANCE:

To read at grade-level and beyond, students must connect texts to the real world.

<p style="text-align: center;">CLASSROOM ENVIRONMENT:</p> <p>The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.</p>	<p style="text-align: center;">LESSON PROCESS:</p> <p>Throughout the lesson, students annotate notes for literary genre and author understanding, research vocabulary terms for chapter application, reference chapters for critical thinking questions and quickwrites, complete reviews, quizzes, tests, and projects for content assessment.</p>	<p style="text-align: center;">ASSIGNMENT DIFFERENTIATION:</p> <p>Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive guided notes, access to read alouds and audiobooks, shortened worksheets and quickwrites, and alternative settings and extended times on quizzes, tests, projects.</p>
<p style="text-align: center;">PRIOR KNOWLEDGE:</p> <p>Students had prior knowledge of reading fluency and comprehension, vocabulary research and application, and collaborative communication.</p>	<p style="text-align: center;">ACQUIRED VOCABULARY:</p> <p>coming-of-age author influence chapter terms characterization connecting comparing & contrasting predicting & inferencing</p>	<p style="text-align: center;">ASSESSMENT TYPES:</p> <p>author research chapter questions chapter quickwrites chapter quizzes novel test novel project</p>

<p>UNIT #3: Gothic Literature</p>	<p>TIME FRAME: November - December</p>
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STANDARDS COVERED:

- 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2 Determine a theme or central idea(s) of a text.
 - 7.RL.2.a Analyze its development over the course of the text.
 - 7.RL.2.b Identify key textual details to support the analysis.
- 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 7.RL.4 Interpret words and phrases as intended by the author of a text.
 - 7.RL.4.a Determine the meaning of words and phrases including how figurative and connotative meanings affect tone and mood.

- 7.RL.6 Analyze how an author develops and contrasts the different points of view of characters or narrators in texts through dialogue, action, and description.
- 7.RL.7 Analyze the effects of techniques in diverse media and formats (e.g., lighting, sound, color, or camera focus and angles in a film), comparing and contrasting a written story, drama, or poem to its audio, filmed, staged, or multimedia version.
- 7.RL.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 7.
 - 7.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.
 - 7.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.
 - 7.RL.10.c Read widely to understand diverse perspectives and viewpoints.
- 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
- 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 7.L.2.c Spell correctly; recognizing that some words have commonly accepted variations; consult references as needed.
- 7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 7.L.4 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.
- 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 7.L.6 Acquire and use grade-appropriate general academic and domain-specific words and phrases.
- 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - 7.W.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aid comprehension.
 - 7.W.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - 7.W.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - 7.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - 7.W.2.e Establish and maintain a formal style.
 - 7.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 7.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.
- 7.W.5 Develop and strengthen writing as needed
- 7.W.6 Use technology, including digital tools/platforms, to format, produce, and publish writing.
 - 7.W.6.d Demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.
- 7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 7.W.8 Gather relevant information from multiple print and digital sources.
 - 7.W.8.a Use search terms effectively.
 - 7.W.8.b Assess the credibility and accuracy of each source.
 - 7.W.8.c Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
 - 7.W.8.d Follow a standard format for citation.

- 7.W.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 standards for Reading Literature or Reading Informational text as needed.
- 7.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 7.SL.1 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.
 - 7.SL1.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 respond, probe, and reflect on ideas under discussion.
 - 7.SL1.b Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - 7.SL1.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.
 - 7.SL1.d Acknowledge new information expressed by others and, when warranted, modify their own views.
 - 7.SL1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 7.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

ESSENTIAL QUESTION:

How are the "dark" moments in Gothic Literature author's life reflected in his literary works?

INSTRUCTION RELEVANCE:

To read at grade-level and beyond, students must understand and analyze authorial influence on texts.

<p style="text-align: center;">CLASSROOM ENVIRONMENT:</p> <p>The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.</p>	<p style="text-align: center;">LESSON PROCESS:</p> <p>Throughout the lesson, students read passages for comprehension practice, annotate notes for literary genre and author understanding, reference short stories for critical thinking and quickwrite questions, and complete creative projects for content assessment.</p>	<p style="text-align: center;">ASSIGNMENT DIFFERENTIATION:</p> <p>Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive guided notes, access to read alouds and audiobooks, shortened worksheets and quickwrites, and alternative settings and extended times on projects.</p>
<p style="text-align: center;">PRIOR KNOWLEDGE:</p> <p>Students had prior knowledge of reading fluency and comprehension, textual evidence and research formatting, and collaborative creation and communication.</p>	<p style="text-align: center;">ACQUIRED VOCABULARY:</p> <p>author influence paraphrase & citations horror & supernatural unreliable narrator & writer</p>	<p style="text-align: center;">ASSESSMENT TYPES:</p> <p>reading comprehension author research author project short story questions quickwrites</p>

UNIT #4:
Naturalistic Literature

TIME FRAME:
January

STANDARDS COVERED:

- 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2 Determine a theme or central idea(s) of a text.
 - 7.RL.2.a Analyze its development over the course of the text.
 - 7.RL.2.b Identify key textual details to support the analysis.
- 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 7.RL.4 Interpret words and phrases as intended by the author of a text.
 - 7.RL.4.a Determine the meaning of words and phrases including how figurative and connotative meanings affect tone and mood.
- 7.RL.7 Analyze the effects of techniques in diverse media and formats (e.g., lighting, sound, color, or camera focus and angles in a film), comparing and contrasting a written story, drama, or poem to its audio, filmed, staged, or multimedia version.
- 7.RL.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 7.
 - 7.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.
 - 7.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.
 - 7.RL.10.c Read widely to understand diverse perspectives and viewpoints.
- 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
- 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 7.L.2.c Spell correctly; recognizing that some words have commonly accepted variations; consult references as needed.
- 7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 7.L.4 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.
- 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 7.L.6 Acquire and use grade-appropriate general academic and domain-specific words and phrases.
- 7.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.
- 7.W.6 Use technology, including digital tools/platforms, to format, produce, and publish writing.
 - 7.W.6.d Demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.
- 7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 7.W.8 Gather relevant information from multiple print and digital sources.
 - 7.W.8.a Use search terms effectively.
 - 7.W.8.b Assess the credibility and accuracy of each source.
 - 7.W.8.c Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
 - 7.W.8.d Follow a standard format for citation.
- 7.W.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 standards for Reading Literature or Reading Informational text as needed.

- 7.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 7.SL.1 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.
 - 7.SL1.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 respond, probe, and reflect on ideas under discussion.
 - 7.SL1.b Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - 7.SL1.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.
 - 7.SL1.d Acknowledge new information expressed by others and, when warranted, modify their own views.
 - 7.SL1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 7.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

ESSENTIAL QUESTION:

How are the settings in Naturalistic Literature novels significant to storylines?

INSTRUCTION RELEVANCE:

To read at grade-level and beyond, students must understand and identify how settings change plot.

<p style="text-align: center;">CLASSROOM ENVIRONMENT:</p> <p>The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.</p>	<p style="text-align: center;">LESSON PROCESS:</p> <p>Throughout the lesson, students read passages for comprehension practice, annotate notes for literary genre and author understanding, research historical periods for background context, reference short stories for critical thinking and quickwrite questions.</p>	<p style="text-align: center;">ASSIGNMENT DIFFERENTIATION:</p> <p>Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive guided notes, access to read alouds and audiobooks, and shortened worksheets and quickwrites.</p>
<p style="text-align: center;">PRIOR KNOWLEDGE:</p> <p>Students had prior knowledge of reading fluency and comprehension, textual evidence and research formatting, background builder contexts, and collaborative communication.</p>	<p style="text-align: center;">ACQUIRED VOCABULARY:</p> <p>superiority & inferiority internal & external conflicts dramatic irony context clues & predictions Klondike & Yukon Gold Rush frostbite & hypothermia author influence paraphrase & citations</p>	<p style="text-align: center;">ASSESSMENT TYPES:</p> <p>reading comprehension author research short story questions short story quickwrites</p>

UNIT #5:
Realistic Literature

TIME FRAME:
February - March

STANDARDS COVERED:

- 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2 Determine a theme or central idea(s) of a text.
 - 7.RL.2.a Analyze its development over the course of the text.
 - 7.RL.2.b Identify key textual details to support the analysis.
- 7.RL.4 Interpret words and phrases as intended by the author of a text.
 - 7.RL.4.a Determine the meaning of words and phrases including how figurative and connotative meanings affect tone and mood.
- 7.RL.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 7.
 - 7.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.
 - 7.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.
 - 7.RL.10.c Read widely to understand diverse perspectives and viewpoints.
- 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
- 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 7.L.2.c Spell correctly; recognizing that some words have commonly accepted variations; consult references as needed.
- 7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 7.L.4 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.
- 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 7.L.6 Acquire and use grade-appropriate general academic and domain-specific words and phrases.
 - 7.L.6.a Research words and gather vocabulary knowledge.
 - 7.L.6.b Apply knowledge of vocabulary to reading, writing, speaking, and listening.
- 7.W.1 Write arguments to support claims with clear reasons and relevant evidence.
 - 7.W.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - 7.W.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - 7.W.1.c Use transitional words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - 7.W.1.d Establish and maintain a formal style.
 - 7.W.1.e Provide a concluding statement or section that follows from and supports the argument presented.
- 7.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.
- 7.W.5 Develop and strengthen writing as needed.
- 7.W.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 standards for Reading Literature or Reading Informational text as needed.
- 7.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

- 7.SL.1 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.
 - 7.SL1.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 respond, probe, and reflect on ideas under discussion.
 - 7.SL1.b Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - 7.SL1.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.
 - 7.SL1.d Acknowledge new information expressed by others and, when warranted, modify their own views.
 - 7.SL1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 7.SL.4 Present claims and findings appropriate to the purpose and audience.
 - 7.SL.4.a Include pertinent descriptions, facts, details, and examples.
 - 7.SL.4.b Use appropriate eye contact, adequate volume, and clear pronunciation.
 - 7.SL.4.c Emphasize salient points in a focused, coherent manner.
- 7.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

ESSENTIAL QUESTION:

How are the characters and storylines of Realistic Literature novels similar to and different from readers?

INSTRUCTION RELEVANCE:

To read at grade-level and beyond, students must connect texts to the real world.

<p style="text-align: center;">CLASSROOM ENVIRONMENT:</p> <p>The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.</p>	<p style="text-align: center;">LESSON PROCESS:</p> <p>Throughout the lesson, students annotate notes for literary genre and author understanding, research vocabulary terms for chapter application, reference chapters for critical thinking questions and quizzes, complete reviews and tests for content assessment, compose argumentative writings for presentation.</p>	<p style="text-align: center;">ASSIGNMENT DIFFERENTIATION:</p> <p>Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive guided notes, access to read alouds and audiobooks, shortened worksheets, and alternative settings and extended times on quizzes, tests, presentations.</p>
<p style="text-align: center;">PRIOR KNOWLEDGE:</p> <p>Students had prior knowledge of reading fluency and comprehension, vocabulary research and application, and collaborative communication and composition.</p>	<p style="text-align: center;">ACQUIRED VOCABULARY:</p> <p>coming-of-age chapter terms foreshadowing & predicting point-of-view problem & solution author's craft cause & effect character traits connecting plot line</p>	<p style="text-align: center;">ASSESSMENT TYPES:</p> <p>chapter questions chapter quizzes novel test novel presentation</p>

UNIT #6:
Scientific Literature

TIME FRAME:
March - May

STANDARDS COVERED:

- 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2 Determine a theme or central idea(s) of a text.
 - 7.RL.2.a Analyze its development over the course of the text.
 - 7.RL.2.b Identify key textual details to support the analysis.
- 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 7.RL.4 Interpret words and phrases as intended by the author of a text.
 - 7.RL.4.a Determine the meaning of words and phrases including how figurative and connotative meanings affect tone and mood.
- 7.RL.6 Analyze how an author develops and contrasts the different points of view of characters or narrators in texts through dialogue, action, and description.
- 7.RL.7 Analyze the effects of techniques in diverse media and formats (e.g., lighting, sound, color, or camera focus and angles in a film), comparing and contrasting a written story, drama, or poem to its audio, filmed, staged, or multimedia version.
- 7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period to understand how authors of fiction use or alter history.
- 7.RL.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 7.
 - 7.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.
 - 7.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.
 - 7.RL.10.c Read widely to understand diverse perspectives and viewpoints.
- 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
- 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 7.L.2.c Spell correctly; recognizing that some words have commonly accepted variations; consult references as needed.
- 7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 7.L.4 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.
- 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 7.L.6 Acquire and use grade-appropriate general academic and domain-specific words and phrases.
 - 7.L.6.a Research words and gather vocabulary knowledge.
 - 7.L.6.b Apply knowledge of vocabulary to reading, writing, speaking, and listening.
- 7.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.
- 7.W.6 Use technology, including digital tools/platforms, to format, produce, and publish writing.
 - 7.W.6.d Demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.
- 7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 7.W.8 Gather relevant information from multiple print and digital sources.
 - 7.W.8.a Use search terms effectively.

- 7.W.8.b Assess the credibility and accuracy of each source.
- 7.W.8.c Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
- 7.W.8.d Follow a standard format for citation.
- 7.W.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 standards for Reading Literature or Reading Informational text as needed.
- 7.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 7.SL.1 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.
 - 7.SL1.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 respond, probe, and reflect on ideas under discussion.
 - 7.SL1.b Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - 7.SL1.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.
 - 7.SL1.d Acknowledge new information expressed by others and, when warranted, modify their own views.
 - 7.SL1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 7.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

ESSENTIAL QUESTION:

How are the problems and solutions of Scientific Literature consequential to today's world?

INSTRUCTION RELEVANCE:

To read at grade-level and beyond, students must compare and contrast conflicts in texts to the real world.

CLASSROOM ENVIRONMENT:	LESSON PROCESS:	ASSIGNMENT DIFFERENTIATION:
The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.	Throughout the lesson, students annotate notes for literary genre and author understanding, research vocabulary terms for story application, research settings for background context, and reference stories for critical thinking questions and quickwrites.	Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive guided notes, access to read alouds and audiobooks, shortened word lists and worksheets, and quickwrites.
PRIOR KNOWLEDGE:	ACQUIRED VOCABULARY:	ASSESSMENT TYPES:
Students had prior knowledge of reading fluency and comprehension, vocabulary research and application, and collaborative communication.	pulp fiction dystopian & utopian story terms Venus Veldt Prehistoric	genre excerpts author research vocabulary visual representations short story questions short story quickwrites

