Unit Name: 7ᵗʰ Grade Unit 1- Launching the Reader's/Writer's Notebook and Independent Reading (Unit 1)

Approximate instructional days: *(How many days for instruction and how many for summative assessment?) Please note: While there are sixteen distinct lessons for this unit, students may need additional time, practice and support. This unit of study is intended to span eight to ten weeks.*

Standards Covered in Unit RL.7.1, 7.3, 7.4, 7.5 and 7.10 (Reading Literacy)

W.7.4, 7.5 and 7.10 (Writing) SL. 7.1 (Speaking and Listening) L.7.5 (Language)

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
Reading RL.7.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite evidence from several pieces of the text explicitly. 2. Create inferences drawn from the text and support it with textual evidence.	Evidence Inference Explicitly	This unit will develop routines and rituals that will be continued throughout the school year, in terms of independent choice reading, reader's notebooks, independent choice writing, writer's notebooks, and explicit instruction and modeling of selected literacy skills.
RL.7.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	1. Analyze and make connections on elements of the story or drama. 2. Evaluate how the setting shapes characters or plot of the story.	Character Setting Plot Elements of story	
RL.7.4:	Determine the meaning of words	1. Analyze words and phrases within the	Figurative Connotative	

	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.	text. 2. Analyze figurative and connotative meanings within a specific verse or stanza of a poem or section of a story or drama. 3. Make the connection of rhymes and repetitions of sounds within the verse or poem or section of the story or drama.	Rhyme Repetition Stanza	Essential Question: **What influences shape our identities?** Supporting questions to help students address the Essential Question include the following: - What is my current reading identity? In what ways can I sustain and challenge myself as a reader? - How do a writer's choices impact the reader? - In what ways are identities shaped? - In what ways does poetry help us understand our identities?
RL.7.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	1. Analyze multiple examples of poems and evaluate how the structure contributes to the meaning of the poem.	(Review above vocabulary) Sonnet	
RL.7.10:	Read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	1. Make growth on reading and comprehension, text complexity band, independent reading and comprehension and proficiency. (pre and post assessments)		

				• What writing choices can we make to impact readers' understanding? The purpose of this unit is to engage students in preliminary learning about how elements of a text interact, so that they may better understand the books they choose to read. This unit serves as a surface-level dip into reading narrative texts to establish habits, generate ideas, and understand the structure. In the literature unit that follows at a later point in the year, students will build upon this understanding to explore more of the "why" behind author

				choices as well as additional forms.
Writing **W.7.4:**	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.)	1. Analyze and produce organization in writing applying task, purpose, while understanding the audience.	Audience Purpose	
W.7.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)	1. Analyze writing and understand the writing process completely. 2. Addressing the audience in writing. 3. Editing and analyzing conventions within the writing process.	Writing Cycle (planning, revising, editing, rewriting, new approach) Conventions	

W.7.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	1. Understand and analyze the curriculum rubric provided and make revisions on reflections and editing.	Review Purpose Revision	
Speaking and Listening **SL.7.1:**	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. **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. **b.** Follow rules for collegial discussions, track	1. Collaborate with one on one, groups, and the teacher. 2. Build ideas from others and express ideas of their own. 3. Study material that leads to discussion and provide evidence to support ideas to achieve goals. 4. Analyze own views and pose questions to modify own views from collaboration.	Collaboration Ideas Evidence Topic Text Questions Views	

	progress toward specific goals and deadlines, and define individual roles as needed. **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. **d.** Acknowledge new information expressed by others and, when warranted, modify their own views.			
Language **L.7.5:**	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. **b.** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better	1. Identify figurative language and analyze the relationship of word meanings. 2. Interpret figures of speech. Literary, biblical, and mythological. 3. Analyze and use (create) the relationship between words that are synonym/antonym/	tone_and_mood_wo rd_lists.pdf - Google Drive	

	understand each of the words. **c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	analogy. 4. Compare and contrast connotations of words with similar denotations.		
Print Resources	Click unit below for mentor books, classroom titles and printable materials.			
Digital Resources	7th Grade ELA Units - Google Docs 7th Grade Launching the Reader's/Writer's Notebook and Independent Reading: Suggested Lessons - Google Docs			
Summative Assessment	7th Grade ELA: Launch Unit Persona Poem Rubric (Summative Assessment) Students will plan, draft, revise, edit, and rewrite a Persona poem in which the speaker is a character from the student's own independent reading text. The student will need to use their skills as a reader, as well as their skills as a poet, to craft this poem. Reading, writing, and language standards are assessed in this task. Additionally, ensure that each student is given a chance to give one book talk. The assessment can be found here: 7th Grade ELA: Launch Unit Book Talk Rubric. This routine is established in Lesson Three.			

Unit Name: 7th Grade Unit 2- Informational Reading and Writing (Unit 2)

Approximate instructional days: *(How many days for instruction and how many for summative assessment?)* *Please note: While there are eighteen distinct lessons for this unit, students may need additional time, practice and support. This unit of study is intended to span eight to ten weeks.*

Standards Covered in Unit RI.7.2, 7.3, 7.4, 7.5, 7.6, 7.9 and 7.10 (Reading Informational)

W.7.2, 7.6, 7.7, and 7.8 (Writing) SL. 7.2 and 7.5 (Speaking and Listening) L.7.3 and 7.6 (Language)

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
Reading RI.7.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	1. Identify the central idea (2 or more) and key details that support the text. 2. Prioritize information of the text and the development of the text. 3. Provide an objective summary of the text.	Central Idea Summary Infographic Main Idea Relevant Data Influence Text Structure	Essential Question: **How do important historical events affect our lives?** Supporting Questions to help students address the Essential Question include the following: ● What counts as an important historical event? ● Why should we remember specific historical events? ● How do we learn about history? ● How does asking questions help
RI.7.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence	1. Analyze and make connections between individuals, events and ideas within the text.	Word choice meaning Tone Influence	

	ideas or events).	2. Evaluate how ideas influence individuals or events and how individuals influence these.		us understand our connection to history? ● How does reading multiple angles of a historical event create a stronger understanding? ● How do we find and use credible sources?
RI.7.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	1. Analyze words and phrases within the text. 2. Analyze figurative and connotative meanings within the text. 3. Analyze technical word choices and understand the meaning and tone of the text.	Ideas Events Interactions Connotative Figurative Word choice meaning Tone Relevant data Word phrases Technical word choice	
RI.7.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	1. Analyze the structure an author uses and how ideas develop by word choice and organization of the text.	Figurative Connotative Tone	

RI.7.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	1. Students will be able to identify the way the author looks at a topic or idea. 2. Students will be able to understand the author's intent or reason for writing.	Authors Purpose Multimedia visual Format Point of View Perception	
RI.7.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (include a revisit of the pre-assessment article analysis)	1. Students will be able to analyze two or more authors writing on the same topic by providing key ideas/details and facts. 2. Students will be able to use evidence from the text to support two or more authors writing on the same topic when analyzing the articles. 3. Students will be able to revisit the pre-	Text features Formatting Graphics Multimedia Point of View Authors Purpose Language	

		assessment and analyze articles using the success criteria mentioned above.		
RI.7.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1. Make growth on reading and comprehension, text complexity band, independent reading and comprehension and proficiency. (pre and post assessments)	Review past vocabulary/key terms	
Writing **W.7.2:**	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	1. 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;	Infographic Central idea Relevant data Technical word choice Mentor text	

		include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic.		

		5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
W.7.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	1. Students will be able to collaborate with others and link to while citing sources and using the internet to produce and create published writing.	Relevant information Sources Multimedia visual	

W.7.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	1. Students will be able to research in order to answer a question and provide several sources and evidence to their investigation. 2. Students will be able to create additional questions based on research to further develop their investigation.	Open ended questions Close ended questions Research Investigation Inquiry	
W.7.8:	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	1. Students will be able to gather information from multiple sources and analyze the source to determine if the sources provide a thorough, well-reasoned theory,	Quote Paraphrase Summarize Plagiarism Cite Sources	

	and conclusions of others while avoiding plagiarism and following a standard format for citation.	argument, discussion, etc. based on strong evidence.	
Speaking and Listening **SL.7.2:**	Analyze the main ideas and supporting details presented in diverse media and formats.	1. Students will be able to visually, quantitatively, orally) explain how the ideas clarify a topic, text, or issue under study.	Feedback
SL.7.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	1. Students will be able to include multimedia components and visual display in a presentation to support claims and findings.	Multimedia Visual presentation
Language **L.7.3:**	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	1. Students will be able to choose a language that expresses ideas precisely and concisely, recognizing and eliminating	Conventions Language Redundant Wordiness Feedback

| L.7.6: | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | 1. Students will be able to use academic grade level words and phrases from vocabulary knowledge when comprehending or expressing writing or speaking. | Language Format | |

wordiness and redundancy.

Print Resources	Click unit below for mentor books, classroom titles and printable materials.
Digital Resources	7th Grade ELA Units - Google Docs 7th Grade Informational Suggested Lessons - Google Docs
Summative Assessment	**Choice board for final project based on Essential Question**: How do important historical events affect our lives? Students will read, research, ask and answer their own questions, and present this information in a real life context in order to show their proficiency in using informational text and presenting their knowledge through authentic informational writing. Students choose the topic and format of the final project. This will be worked on throughout the unit. Format ideas: slideshow, magazine article, public service announcement, video, webpage, podcast, or informational essay following standard essay format. The included choice board includes teacher information for each product type.

Key Questions to student inquiry:
How does X event *affect, change or impact* X?

- How does a *historical event* affect *society*? (Sample: How did Hurricane Katrina impact the people of NOLA?)
- How does a *historical event* impact *our lives*? (How did the spread of Covid-19 impact our lives?)
- How does a *historical event* change *our country*? (How did the events of 9/11 change our country?)
- How does *a racist event* change *the country*? (How did the death of George Floyd affect the people of our country?)
- How does a *disaster* affect *safety regulations*? (How did the sinking of the Titanic affect safety regulations for ships?)
- Etc.

Single Point Rubric for Post Assessment Note: Standards RI.7.2, RI.7.6, RI.7.9, W.7.2, W.7.8, SL.7.2, SL.7.9, and L.7.3 are assessed in post assessment. Revise based on final project(s) chosen - some standards may need to be assessed informally and/or formally throughout the unit.

Places to publish the final product. Also suggest a "gallery walk" of student projects for all students to review.

Unit Name: 7th Grade Unit 3- Literature Reading and Analysis **(Unit 3)**

Approximate instructional days: *(How many days for instruction and how many for summative assessment?)* ***Please note: While there are seventeen distinct lessons for this unit, students may need additional time, practice and support. This unit of study is intended to span eight to ten weeks.***

Standards Covered in Unit RI.7.2, 7.4, 7.6, 7.7, and 7.9 (Reading Literacy)

W.7.3, 7.4, and 7.9 (Writing) SL. 7.1 and 7.4 (Speaking and Listening) L.7.1 and 7.4 (Language)

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
Reading RL.7.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	1. Students will be able to determine the theme or central idea of the text by analyzing the development. 2. Students will be able to create a objective of the text.	Time period Primary source Secondary source Plot structure	Essential Question: How do stories help us understand a time and place in history? Supporting Questions to help students address the Essential Question include the following: ● How do fictional portrayals of a moment in history compare with historical accounts? ● How does an author's perspective shape how they use or alter history?
RL.7.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of	1. Students will be able to determine the meaning of words and	Exposition Conflict protagonist Antagonist Rising action Climax Falling action	

	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.	phrases within the text. 2. Students will be able to analyze figurative/connotative meanings and the impact they have. 3. Students will be able to analyze the impact of rhymes and repetition using the stanza of a poem or section of a story/drama.	Resolution Theme	● How do writers craft stories that connect readers with another time and place? ● How does discussion of a book support readers' understanding and engagement?
RL.7.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	1. Students will be able to analyze how an author develops different characters or narrators within the text. 2. Students will be able to compare and contrast characters/na	Exposition Conflict protagonist Antagonist Rising action Climax Falling action Resolution Theme	

		rrators within the text.		
RL.7.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	1. Students will be able to compare and contrast written literacy with the multimedia version.	Multimedia Lighting Sound Color Camera focus Angles Film	
RL.7.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	1. Students will be able to compare and contrast fictional literacy with a historical account or event. 2. Students will analyze how authors of historical fiction portray a particular time/place.	Time Place Historical Event Time period	
Writing W.7.3:	Write narratives to develop real or imagined experiences or events	1. Students will engage and orient the	Narrative Sequence of Events Context	

| | using effective technique, relevant descriptive details, and well-structured event sequences. | 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.

2. Students will be able to narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

3. Students will be able to use a variety of transition words, phrases, and | Point of view
Logical order
Transitions (words, Phrases, and clauses)
Technique (dialogue, Pacing, description)
Precise words and Phrases descriptive Details Sensory Language
Conclusion
Variety of sentences (simple, compound, complex, compound-complex)
Note: the terms explicitly addressed in a particular mini-lesson depend on the topics selected. | |

		clauses to convey sequence and signal shifts from one time frame or setting to another. 4. Students will be able to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 5. Students will be able to provide a conclusion that follows from and reflects on the narrated experiences or events.		

W.7.4:	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.)	1. Students will be able to produce clear and coherent writing by organization and development. 2. Students will be able to identify a writing purpose by knowing their audience. 3. Students will be able to identify style and task appropriate towards an academic setting.	Context Point of view Logical order Transitions (words, Phrases, and clauses) technique (dialogue, pacing, description) Precise words and Phrases descriptive Details sensory Language Conclusion Variety of sentences (simple, compound, complex, compound-complex) Note: the terms explicitly addressed in a particular mini-lesson depend on the topics selected.	
W.7.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research.	1. Students will be able to apply grade 7 Reading standards to literature	Literary text Informational text Reflection Research	

		(e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). 2. Students will be able to 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. 3. Students will be able to follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 4. Students will be able to 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.		

		5. Students will be able to acknowledge new information expressed by others and, when warranted, modify their own views.		
Speaking and Listening SL.7.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	1. Students will be able to present claims and findings of importance.	Feedback Discussions Collaboration	

SL.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.	1. Students will be able to stay focused presenting facts and details that are applicable to the particular matter. 2. Students will be able to use eye contact, clear pronunciation and an acceptable voice when presenting.	Claims Findings Facts Details Eye contact Voice volume Pronunciation	
Language **L.7.1:**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Students will be able to explain the function of phrases and clauses in general and their function in specific sentences. 2. Students will be able to choose among simple, compound, complex, and compound-complex sentences to	Context Point of view Logical order Transitions (words, phrases, and clauses) technique (dialogue, pacing, description) Precise words and Phrases descriptive Details sensory Language Conclusion Variety of sentences (simple, compound, complex, compound-complex) Note: the terms explicitly addressed in a particular mini-lesson	

		signal differing relationships among ideas. 3. Students will be able to place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	depend on the topics selected.	
L.7.4:	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.	1. Students will be able to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 2. Students will be able to	Word families Prefixes Suffixes Synonyms Antonyms	

		common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 3. Students will be able to consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		

		4. Students will be able to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
Print Resources	Click unit below for mentor books, classroom titles and printable materials.			
Digital Resources	7th Grade ELA Units - Google Docs 7th Grade Literature Reading & Analysis Unit Suggested Lessons - Google Docs			
Summative Assessment	7th Grade Book Club Summative Rubric			

Each book club group will prepare for and engage in a [fishbowl discussion](#) demonstrating skills described in the summative rubric. Other students may be directed to watch and listen for one particular element listed on the rubric and/or observe one particular student, in order to provide feedback. Note: this can occur at any point during the unit, as long as each book club group feels adequately prepared. Engaging in this fishbowl activity at several points during the unit will provide students with multiple opportunities to observe others and reflect on their progress toward goals.

Students will review their Writers Notebook and select and annotate writing excerpts that demonstrate the skills described in the rubric.
[Narrative Single Point Rubric Pilot 2021](#)

In order to assess students' increased skill with standards RL.7.9 and W.7.9, have each student complete a short, written reflection comparing fictionalized elements of a story to corresponding nonfiction text. This may be done either with an anchor text used for modeling or students' book club books.

Unit Name: 7ᵗʰ Grade Unit 4- Argument Reading and Writing **(Unit 4)**

Approximate instructional days: *(How many days for instruction and how many for summative assessment?)* *Please note: While there are sixteen distinct lessons for this unit, students may need additional time, practice and support. This unit of study is intended to span eight to ten weeks.*

Standards Covered in Unit RI.7.1, 7.7, and 7.8 (Reading Informational)

W.7.1, 7.5, 7.6 and 7.9 (Writing) SL. 7.3 and 7.6 (Speaking and Listening) L.7.2 (Language)

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
Reading RI.7.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Students will be able to cite several pieces of evidence. 2. Students will be able to support their analysis of what the text says explicitly from the cited evidence. 3. Students will be able to analyze text and evidence to identify inferences	Rhetorical devices Anecdote Call to action appeal Claims	Essential Question: How do speeches inspire us to make a change? Supporting Questions to help students address the Essential Question include the following: ● How have people used speech as a way to effect change? ● What are the elements of craft that support writing and

		drawn from the text.		delivering an inspiring speech?
RI.7.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	1. Students will be able to analyze how the delivery of a speech affects the impact of the words.	Transition words Speech Medium Multimedia Effects	● How do speakers choose a topic? ● How do speakers adapt their speech based on context and audience? ● How do people sustain their commitment to change over time?
RI.7.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	1. Students will be able to trace and evaluate an argumentative speech. 2. Students will be able to identify specific claims in the text to determine if the evidence is relevant and sufficient to support the claim.	Medium Claim Counterclaim, Evidence	How do writers defend their claims?

Writing W.7.1:	Write arguments to support claims with clear reasons and relevant evidence.	1. Students will be able to Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Claim Counterclaim Evidence Purpose Audience Logical reasoning	
W.7.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a	1. Students will be able to support claim(s) with logical reasoning and relevant evidence,	Adjectives Coordinate Audience Revision	

	new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)	using accurate, credible sources and demonstrating an understanding of the topic or text. 2. Students will be able to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. 3. Students will be able to establish and maintain a formal style. 4. Students will be able to provide a concluding statement or section that follows from and supports		

		the argument presented.		
W.7.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	1. Students will be able to develop and strengthen writing by planning, revising, editing, rewriting and trying new approaches from feedback. 2. Students will be able to focus on their own author's purpose and how the audience should be addressed. 3. Students will edit conventions and demonstrate growth in writing at grade level.	Audience Cited Sources Publish Writing	

W.7.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. **b.** Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	1. Students will use technology to produce and publish writing. 2. Students will link cited sources and collaborate with others by linking to cited sources.	Evidence Citation Purpose Audience	
Speaking and Listening SL.7.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	1. Students will draw evidence from literary and informational text to support their reflection and research. 2. Students will identify arguments and specific claims in the text	Argument Speech Valid reasoning	

		assessing the reasoning to determine whether the evidence is relevant and sufficient to support the claims. 3. Students will describe or portray a speaker's argument and specific claim. 4. Students will evaluate the speakers' valid reasons using evidence.		
SL.7.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)	1. Students will be able to adapt speeches to a variety of contexts and tasks. 2. Students will be able to identify formal and informal language.	Adapt Formal and Informal language	

Language L.7.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.	1. Students will be able to use conventions to revise speeches and writing.	Adjectives Coordinate Audience Revision	
Print Resources	Click the google doc below to print needed resource for each lesson and unit.			
Digital Resources	7th Grade ELA Units - Google Docs 7th Grade Argument Suggested Lessons - Google Docs			

Summative Assessment	In our investigation of what makes an inspiring speech, we are also thinking through the ways speeches differ from other types of argument, such as letters. Over the course of our unit, you will create two pieces on the same topic. 1. An inspirational speech that introduces claims, makes an argument, and ends with a call to action. 2. A letter to your future self that encourages you to keep going with your call to action, and expresses the hopes you have for the future. [7th Grade ELA: Argument Unit](#)			

	Summative Assessment Rubric			