<table>
<thead>
<tr>
<th>Course</th>
<th>Unit Objectives/ Big Ideas</th>
<th>Basic Outline/ Structure</th>
<th>Materials/ Text</th>
<th>Content Vocabulary</th>
<th>CCSS</th>
<th>Assessments &amp; Activities</th>
<th>Introductions &amp; Activities</th>
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<tbody>
<tr>
<td>August-May</td>
<td>Vocabulary: Students will increase 7th grade ELA academic vocabulary use, knowledge, etc. Students will increase knowledge &amp; use of common Greek and Latin roots. Students will increase recognition of Greek and Latin roots in the English language.</td>
<td>1. Students will be introduced to a new Greek/Latin root via a vocabulary slideshow (10 words). 2. Students will participate in daily activities using these new vocabulary words (word sorts, games, alphabetization, vocabulary choice board activities, etc.) 3. Students will take a quiz over the 10 vocabulary words for the particular Greek/Latin root approximately every 5 days 4. Students will take a Vocabulary Review Test approximately</td>
<td>Action Magazine &amp; other informational text resources; Greek and Latin Roots: Teaching Vocabulary to Improve Reading Comprehension</td>
<td>(Academic Vocabulary): acquire, analogy, analyze, broaden, depict, differentiate, discriminate, distinguish, elaborate, expand, initiate, justify (Greek/Latin Roots): ped, man/manu, spec, dict, ject, sect, port, miss/mit, graph, scrib/script, cred, jur/jus/jud, ben/bene/bon, mal/male, bio, vit/viv, flect/flex, frail/fract/frag, junct/join/jug, rupt)</td>
<td>RI.7.4</td>
<td>Vocabulary Slideshows</td>
<td>Vocabulary “I Have, Who Has”</td>
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<td>L.7.4.A</td>
<td>Vocabulary Choice Board Assignments</td>
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<td>L.7.4.B</td>
<td>Vocabulary Illustrations Booklets</td>
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<td>L.7.4.C</td>
<td>Interative Notebook Inserts</td>
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<td>L.7.4.D</td>
<td>Various Vocabulary</td>
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| August (2 weeks) | Author’s Purpose/Bias | 1. Students will take notes on the various author’s purposes. 2. Students will make an author’s purpose interactive notebook insert with examples of each type of author’s purpose. 3. Students will read/identify author’s purpose using a variety of informational texts. 4. Students will complete author’s purpose homework. 5. Students will complete author’s purpose quiz. | Action Magazine and various informational text examples | persuade inform entertain explain describe | RI.7.6 | Notes/interactive notebook insert  
Author’s purpose worksheets  
Author’s purpose quiz  
Various student writing experiences |
| 1 project per quarter | Genius Hour: Students will be asked to work on a passion project 20% of their school week. This project will be based on a driving 1. Each student will generate at least 2-3 topic ideas & a | internet books magazines | driving force question inch question foot question | RI.7.1 RI.7.2 RI.7.3 | Topic/driving force question wk. |
force question, promoting them to seek the answer to this question through question development, research, product development, & presentation of their findings.

driving force question for each. Teacher will give final approval for 1 topic for the quarter.
2. Students will be given one class period per week to research their approved topic.
3. Each student will produce a product for their topic (slideshow, poster, etc.) by the presentation date.
4. Each student will present his/her research findings & present his/her product on the assigned presentation date.

interviews letters emails etc.

yard question research product presentation


Genius Hour contract
Exit tickets
Summarization of tasks completed/trouble spots/hilites, etc.
Genius Hour work/product/presentation rubric
| August-September (2 weeks) | Primary Sources/Secondary Sources | 1. Students will take notes on primary/secondary sources.  
2. Students will practice identifying primary/secondary sources via card game, worksheets, constructed response writings using primary &/or secondary sources.  
3. Students will create a “Me Museum” which contains 5 primary sources about themselves & then present their “Me Museums” to the class. | Action magazine, various informational texts | primary source secondary source | RI.7.1  
RI.7.3  
RI.7.5  
RI.7.6  
RI.7.7  
RI.7.8  
RI.7.9  
RI.7.10  
W.7.1  
W.7.1.A  
W.7.1.B  
W.7.1.C  
W.7.1.D  
W.7.1.E  
W.7.2  
W.7.2.A  
W.7.2.B  
W.7.2.C  
W.7.2.D  
W.7.2.E  
W.7.2.F  
W.7.4  
W.7.5  
W.7.7  
W.7.8 | Primary/Secondary Source Card Game  
Notes/interactive notebook insert  
Problems with Primary Sources Wks.  
Constructed Response Writings using Primary/Secondary Sources  
“Me Museum” |
<table>
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<tr>
<th>September (2-3 weeks)</th>
<th>Text Features</th>
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<tbody>
<tr>
<td>1. Students will take notes on text features.</td>
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<tr>
<td>2. Students will identify text features in various informational texts.</td>
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<tr>
<td>3. Students will complete a Text Feature Poster or Text Feature Book Activity.</td>
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<tr>
<td>4. Students will complete an Informational Text Feature Scavenger Hunt.</td>
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<tr>
<td>5. Students will complete a text feature quiz</td>
<td></td>
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<tr>
<td>Action Magazine, various informational texts</td>
<td></td>
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<tr>
<td>title table of contents heading subheading bullet special font/print pronunciation guide comparison cutaway or cross-section close-up photograph illustration caption label fact box sidebar parentheses map overlay graph table diagram timeline glossary index bibliography magnification flow chart appendix preface</td>
<td></td>
</tr>
<tr>
<td>RI.7.1 RI.7.2 RI.7.5 RI.7.7 RI.7.8 RI.7.9 RI.7.10 W.7.2 W.7.2A W.7.2B W.7.5 W.7.6 W.7.7 W.7.8 W.7.9 W.7.9A W.7.9B W.7.10</td>
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<tr>
<th>August-May (4-5 days/wk)</th>
<th>Language/Grammar</th>
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<tr>
<td>1. Students will complete daily</td>
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<tr>
<td>7th Grade 5-a-Day Language Review</td>
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<tr>
<td>Dangling/Misplaced Modifiers Word Connotation</td>
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<td>Daily Language Review</td>
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<td>Daily Language Review</td>
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<tr>
<td>October-May</td>
<td>Text Structures</td>
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| 1. Students will complete text structure notes.  
2. Students will practice identifying text structures after reading/viewing an informational text.  
3. Students will identify/use signal words for each text structure.  
4. Students will use graphic organizers to examine, organize, and identify text structures after |
| Context Clues  
Synonyms  
Antonyms  
Morphology  
Wordiness/Redundancies  
Spelling  
Literary Figures of Speech  
Phrases & Clauses  
Greek & Latin  
Roots/Affixes  
Comma Usage  
Multiple Meaning Words  
Simple, Compound, Complex, Compound-Complex Sentences  
Analogies |
| L.7.1.C  
L.7.2  
L.7.2.A  
L.7.2.B  
L.7.3  
L.7.3.A  
L.7.4  
L.7.4.A  
L.7.4.B  
L.7.4.C  
L.7.4.D  
L.7.5  
L.7.5.A  
L.7.5.B  
L.7.5.C  
L.7.6 |
| Action Magazine, various informational texts, Gallery Walk: Text Structure and Organization, Paragraph of the Week, Various Text Structure games and activities  
description compare/contrast order/sequence problem/solution cause & effect |
| RI.7.1  
RI.7.2  
RI.7.3  
RI.7.5  
RI.7.6  
RI.7.7  
RI.7.8  
RI.7.9  
RI.7.10  
W.7.1  
W.7.1.A  
W.7.1.B  
W.7.1.C  
W.7.1.D  
W.7.1.E  
W.7.2  
W.7.2A |
| Text Structure pre/post test  
Text Structure quiz  
Paragraph of the Week  
Writing Text Structure articles  
Text Structure Gallery Walk |