

**Grades 7**

**Unit 2: Thinking About Stories**

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<b>Read Aloud</b>	Choose from: <u>The Skin I'm In</u> by Sharon Flake	<u>Jeremy Fink and the Meaning of Life</u> by Wendy Mass	<u>Hugging the Rock</u> by Susan Taylor Brown	During RA, discuss literary elements, make connections that contribute to meaning,.	share questions and visualizations, and make inferences about the story.
<b>Readers' Workshop</b>	<p><b>Analyze Plot</b></p> <ul style="list-style-type: none"> <li>- use excerpts from read aloud or begin reading "Seventh Grade" (ML pg. 20)</li> <li>- analyze point of view:               <ul style="list-style-type: none"> <li>o 1<sup>st</sup> vs. 3<sup>rd</sup> person</li> <li>o limited vs. omniscient</li> <li>o connections between point of view and understanding (how does knowing point of view help us understand?)</li> </ul> </li> <li>- identify the exposition, rising action, climax, and resolution</li> <li>- recognize and describe any subplots</li> <li>- summarize/paraphrase the text (text or a portion of it)               <ul style="list-style-type: none"> <li>- provide text support</li> <li>- IR/conferring</li> <li>- Share</li> </ul> </li> </ul> <p>VSC: 7.3.A.</p>	<p><b>Analyze Plot</b></p> <ul style="list-style-type: none"> <li>- use excerpts from read aloud or continue reading "Seventh Grade" (ML pg. 20)</li> <li>- analyze information about the setting               <ul style="list-style-type: none"> <li>o Time and place of action (in text or part of it)</li> <li>o How does setting effect mood?</li> <li>o How does the setting effect the characters and their actions?</li> </ul> </li> <li>- identify the exposition, rising action, climax, and resolution</li> <li>- recognize and describe any subplots</li> <li>- summarize/paraphrase the text (text or a portion of it)               <ul style="list-style-type: none"> <li>- provide text support</li> <li>- model a response/BCR</li> <li>- IR/conferring</li> <li>• Share</li> </ul> </li> </ul> <p>VSC: 7.3.A</p>	<p><b>Analyze Plot</b></p> <ul style="list-style-type: none"> <li>- use excerpts from read aloud or continue reading "Seventh Grade" (ML pg. 20)</li> <li>- analyze author's approach to time               <ul style="list-style-type: none"> <li>o Flashback</li> <li>o Foreshadowing</li> <li>o Parallel episodes/events</li> </ul> </li> <li>- identify the exposition, rising action, climax, and resolution</li> <li>- recognize and describe any subplots</li> <li>- summarize/paraphrase the text (text or a portion of it)               <ul style="list-style-type: none"> <li>- provide text support</li> <li>- independent response/BCR</li> <li>- IR/conferring</li> <li>• Share</li> </ul> </li> </ul> <p><b>*Teacher created/selected assessment</b></p> <p>VSC: 7.3.A</p>		
<b>Word Study</b>	<b>Greek Roots and Word Families</b> ML Lesson #14	<b>Greek Roots and Word Families</b> WTW Lesson 8.6	<b>Greek Roots and Word Families</b> WTW Lesson 8.7	<b>Greek Roots and Word Families</b> WTW Lesson 8.5 <b>*Teacher created/selected assessment</b>	<b>Analyzing Roots, Base Words, and Affixes</b> ML Lesson # 16
<b>Writers' Workshop</b>				*Uncovering life topics	*writing small about big topics
<b>Notes</b>	Setting, point of view, approach to time, and elements of plot should be identified at the start of any new piece of text, even as a review if the piece of text was previously used for another purpose.	<b>Read Aloud happens each day!</b>			

Fund for Educational Excellence: Scope and Sequence

	<b>Lesson 6</b>	<b>Lesson 7</b>	<b>Lesson 8</b>	<b>Lesson 9</b>	<b>Lesson 10</b>
<b>Read Aloud</b>	During RA, discuss literary elements, make connections that contribute to meaning,.	share questions and visualizations, and make inferences about the story.			
<b>Readers' Workshop</b>	<p><b>Analyzing Character Impact</b></p> <ul style="list-style-type: none"> <li>- use excerpts from read aloud or begin reading “Thank You, Ma’am” (ML pg. 29)</li> <li>- analyze and describe characters (stated and implied) based on                             <ul style="list-style-type: none"> <li>o what they say, do, or think</li> <li>o their motivations</li> <li>o what others say about them</li> <li>o how others react to them</li> </ul> </li> <li>- identify conflicts between or within characters                             <ul style="list-style-type: none"> <li>o Man vs. man</li> <li>o Man vs. self</li> <li>o Man vs. nature/other</li> </ul> </li> <li>- how does conflict influence the story?                             <ul style="list-style-type: none"> <li>o Conflicts that influence characters’ actions</li> <li>o Conflicts that advance the action of the plot</li> </ul> </li> <li>- provide text support                             <ul style="list-style-type: none"> <li>- IR</li> <li>- Groups begin</li> <li>- Share</li> </ul> </li> </ul> <p>VSC: 7.3.A.</p>	<p><b>Analyzing Character Impact</b></p> <ul style="list-style-type: none"> <li>- use excerpts from read aloud or continue reading “Thank You, Ma’am” (ML pg. 29)</li> <li>- analyze the relationship between characters</li> <li>- analyze the relationship between events (cause and effect)</li> <li>- analyze the relationship between character actions and the events that follow (cause and effect)</li> <li>- analyze the actions of characters and how they impact the plot                             <ul style="list-style-type: none"> <li>- provide text support</li> <li>- modeled response/BCR</li> <li>- IR</li> <li>- Groups begin</li> <li>• Share</li> </ul> </li> </ul> <p>VSC: 7.3.A.</p>	<p><b>Analyzing Character Impact</b></p> <ul style="list-style-type: none"> <li>- use excerpts from read aloud or continue reading “Thank You, Ma’am” (ML pg. 29)</li> <li>-connections among all narrative elements</li> <li>-how does setting influence events/character/conflict?</li> <li>- how do character’s actions effect mood/conflict/events?</li> <li>- how do these elements help create meaning/help us understand?</li> <li>- provide text support</li> <li>- independent response/BCR                             <ul style="list-style-type: none"> <li>- IR</li> <li>- Groups begin</li> <li>• Share</li> </ul> </li> </ul> <p>VSC: 7.3.A.</p> <p><b>*Teacher created/selected assessment</b></p>		
<b>Word Study</b>	<b>Analyzing Roots, Base Words, and Affixes</b> ML Lesson #17	<b>Analyzing Roots, Base Words, and Affixes</b> ML Lesson # 18	<b>Analyzing Roots, Base Words, and Affixes</b> WTW Lesson 8.4	<b>Analyzing Roots, Base Words, and Affixes</b> WTW Lesson 8.10	<b>Analyzing Roots, Base Words, and Affixes</b> <b>*Teacher created/selected assessment</b>
<b>Writers' Workshop</b>				* Expecting depth from our writing	* Reading literature to inspire writing

	<b>Lesson 11</b>	<b>Lesson 12</b>	<b>Lesson 13</b>	<b>Lesson 14</b>	<b>Lesson 15</b>
<b>Read Aloud</b>	During RA, discuss literary elements, make connections that contribute to meaning,.	share questions and visualizations, and make inferences about the story.			
<b>Readers' Workshop</b>	<p><b>Analyze Theme</b></p> <ul style="list-style-type: none"> <li>- use excerpts from read aloud or reread portions of “Amigo Brothers” (ML pg. 361)</li> <li>- identify main idea/theme in text or portion of it (implied or stated)</li> <li>- what experiences, emotions, issues, and ideas support/lead to the theme</li> <li>- what implications for the reader/society are created by the issues/ideas/themes in the text</li> <li>- IR</li> <li>- Groups meet</li> <li>- Share</li> </ul> <p>VSC: 7.3.A.</p>	<p><b>Analyze Theme</b></p> <ul style="list-style-type: none"> <li>- use excerpts from read aloud or reread portions of “Amigo Brothers” (ML pg. 361)</li> <li>- identify main idea/theme in text or portion of it (implied or stated)</li> <li>- what experiences, emotions, issues, and ideas support/lead to the theme</li> <li>- what implications for the reader/society are created by the issues/ideas/themes in the text</li> <li>-compare themes across texts</li> <li>- IR</li> <li>- Groups meet</li> <li>- Share</li> </ul> <p><b>*Teacher created/selected assessment</b></p> <p>VSC: 7.3.A.</p>	<p><b>Analyzing Author’s Use of Language</b></p> <ul style="list-style-type: none"> <li>- use excerpts from previous texts or begin reading “An Hour with Abuelo” (ML pg. 591)</li> <li>- identify language choices and explain how they contribute to meaning</li> <li>- identify language choices that create tone (humorous, mysterious, serious, etc.)</li> <li>-identify language choices that create style</li> <li>→ significant words or phrases</li> <li>→ figurative language (including idioms)</li> <li>→ dialect</li> <li>→ understatement</li> <li>→hyperbole</li> <li>→ rhetorical questions</li> <li>- use text support</li> <li>- shared response/BCR</li> <li>- IR</li> <li>- Groups meet</li> <li>- share</li> </ul> <p>VSC: 7.3.A.</p>		
<b>Word Study</b>	<b>Multiple Meaning Words</b> ML Lesson #22	<b>Multiple Meaning Words</b> ML Lesson # 22 <b>* Collect student product</b>	<b>Multiple Meaning Words</b> ML Lesson #22	<b>Multiple Meaning Words</b> <b>*Teacher created/selected assessment</b>	<b>Synonyms</b> ML Lesson # 23
<b>Writers' Workshop</b>					
<b>Notes</b>	<b>Read Aloud happens each day!</b>				

	<b>Lesson 16</b>	<b>Lesson 17</b>	<b>Lesson 18</b>	<b>Lesson 19</b>	<b>Lesson 20</b>
<b>Read Aloud</b>	During RA, discuss literary elements, make connections that contribute to meaning,.	share questions and visualizations, and make inferences about the story.			
<b>Readers' Workshop</b>	<p><b>Analyzing Author's Use of Language</b></p> <ul style="list-style-type: none"> <li>- use excerpts from previous text or continue reading "An Hour with Abuelo" (ML pg. 591)</li> <li>- identify language choices and explain how they contribute to meaning</li> <li>- identify language choices that create tone (humorous, mysterious, serious, etc.)</li> <li>- identify language choices that create style                             <ul style="list-style-type: none"> <li>→ significant words or phrases</li> <li>→ figurative language (including idioms)</li> <li>→ dialect</li> <li>→ understatement</li> <li>→ hyperbole</li> <li>→ rhetorical questions</li> </ul> </li> <li>- use text support</li> <li>- shared response/BCR</li> <li>- IR</li> <li>- Groups meet</li> <li>- share</li> </ul> <p><b>*Teacher created/selected assessment</b></p> <p>VSC: 7.3.A.</p>	<p><b>Plausibility</b></p> <ul style="list-style-type: none"> <li>- use excerpts from previously read text</li> <li>- are the events believable?</li> <li>- are the characters' actions believable?</li> <li>- is the conflict believable?</li> <li>- is the solution plausible?</li> <li>- is the characterization realistic?</li> <li>- what if the text continued:                             <ul style="list-style-type: none"> <li>○ questions and predictions about events</li> <li>○ situations and conflicts that might occur</li> </ul> </li> <li>- questions about the characters/events not fully developed</li> <li>- use text support</li> <li>- modeled response/BCR</li> <li>- IR</li> <li>- Groups meet</li> <li>- Share</li> </ul> <p>VSC: 7.3.A.</p>	<p><b>Plausibility</b></p> <ul style="list-style-type: none"> <li>- use excerpts from previously read text</li> <li>- are the events believable?</li> <li>- are the characters' actions believable?</li> <li>- is the conflict believable?</li> <li>- is the solution plausible?</li> <li>- is the characterization realistic?</li> <li>- what if the text continued:                             <ul style="list-style-type: none"> <li>○ questions and predictions about events</li> <li>○ situations and conflicts that might occur</li> </ul> </li> <li>- questions about the characters/events not fully developed</li> <li>- use text support</li> <li>- modeled response/BCR</li> <li>- IR</li> <li>- Groups meet</li> <li>- Share</li> </ul> <p><b>*Teacher created/selected assessment</b></p> <p>VSC: 7.3.A.</p>		
<b>Word Study</b>	<p><b>Antonyms</b></p> <p>ML Lesson # 24</p>	<p><b>Synonyms and Antonyms</b></p> <p>WTW Lesson 8.12</p>	<p><b>Synonyms and Antonyms</b></p> <p>* Teacher created/selected assessment</p>	<p><b>Denotation and Connotation</b></p> <p>ML Lesson # 25</p>	<p><b>Denotation and Connotation</b></p> <p>ML Lesson # 25</p>
<b>Writers' Workshop</b>					