

7th Grade

Week #	Priority RL or RI & Anchor Text Type	Supporting RL &/or RI & Linking Texts Types	Priority Written or Spoken Outcomes	Research Project	Notes
Two weeks <i>throughout</i> school year FLEX	Syllabus, getting-to-know-you, schedule changes, testing, assemblies, reteach, etc.	Suggested standard-based activities: Establish classroom culture/rules/procedures, close reading and annotating short pieces that leads to discussion, enact a scene from a play, interpretive reading, analyzing art /music/photography, view and discuss TEDTalks, word/vocabulary games, read graphic novel excerpts, poetry read, etc.			
<p>CF1 Foundations of Text</p> <p>This framework is designed to introduce students to skills that they will be using for the rest of the school year. They should be engaged with multiple types of text, both literary and informational, to learn how to read closely, respond with textual evidence, have collaborative discussions, and write various forms of analysis. Language standards are included so they can be taught early and used/expected for the remainder of the year.</p>					
1-5	<p>Foundations of Text</p> <p>Possible anchor texts:</p> <ul style="list-style-type: none"> • Rikki-Tikki-Tavi (Holt) • India’s History (Holt) • The Smallest Dragonboy (Holt) • Here Be Dragons (Holt) • Text from Odell unit 	<p>After selecting an anchor text, bundle supplemental materials from the following list:</p> <ul style="list-style-type: none"> • Memoir • Biography • Historical fictional text • Poetry • Media/Audio <p><i>-Link according to topic, theme, genre</i></p>	<ul style="list-style-type: none"> • Analysis <p>Whole class and small group discussion</p>	Short	<p>Formative Assessment Ideas</p> <ul style="list-style-type: none"> • Objective summary • Read closely and annotate text • Cite evidence • Short selected response questions <p>Summative Assessment Idea</p> <ul style="list-style-type: none"> • Using both informational and literary text on a common subject, students can write a short narrative demonstrating comprehension. • Students can write an informational piece based on subject matter within a literary text (setting, animals, process, etc)

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CF2 Literary Analysis

This framework is designed to dive deeper into the literary analysis as a continuation of the work done in Framework One. This is a good place to teach a trade book or short story from the textbook, along with historical informational text or poetry that follows the theme, setting, and/or characterization found in the literature. It is important in this unit to draw on other sources of text rather than only literary texts. Students should be evaluating and strengthening understanding of how literary texts and informational, poetry, and other forms of texts interact.

6-9	<p>Literary Analysis</p> <p>Possible anchor texts:</p> <ul style="list-style-type: none"> • Tuck Everlasting • The Giver (Louisiana Believes unit) • Three Skeleton Key (Holt) • Freak the Mighty 	<p>After selecting an anchor text, bundle supplemental materials from the following list:</p> <ul style="list-style-type: none"> • Trade books • Related historical informational text • Related poetry based on theme 	<ul style="list-style-type: none"> • Narrative • Whole class and small group discussion 	Short	<p>Formative Assessment Ideas</p> <ul style="list-style-type: none"> • Objective summaries • On-demand writing • Writing journals • Socratic seminars • Presentations <p>Summative Assessments</p> <ul style="list-style-type: none"> • Writing Portfolio Piece (Narrative) • Teacher Created Exams
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<p>CF3 Introduction to Interpreting Poetry</p> <p>Poetry is now a heavily emphasized standard in seventh grade; therefore there is a need to take the time to really delve into it. This framework does include RI3 as a standard. The purpose behind this placement is to bring in text that illustrates the historical context that influenced the author at the time of the poem’s creation. All language standards have also been included as a priority in order to make a final emphasis on grammar before they are moved to supporting standards for the remainder of the year. It is also important to incorporate media, audio, art, etc. as a way to emphasize the mood, tone, and overall effect of the techniques within this framework.</p>					
10-13	<p>Poetry</p> <p>Possible anchor texts: Literary</p>	<p>After selecting an anchor text, bundle supplemental materials from the following list:</p> <ul style="list-style-type: none"> • Media/Audio clips 	<ul style="list-style-type: none"> • Analysis/Synthesis • Narrative 		<p>Formative Assessment Ideas</p> <ul style="list-style-type: none"> • Cite text evidence • Written analysis of text structure • Compose poetry • Read closely and annotate for figurative language <p>Summative Assessment Ideas</p> <ul style="list-style-type: none"> • Teacher created framework exam • Poetry collection

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<p>CF4 Argumentative Research</p> <p>This framework is designed to be the foundation for the Defend a Position (CF 5) framework. The emphasis here needs to be on students being exposed to various forms of text that discuss double sided issues. This framework will focus on short research, consisting of one topic with multiple sources. This does not necessarily mean that students need to be in the computer lab doing extensive research on a topic. Research texts could include a piece of art, articles, memoirs, biographies, etc. that discuss similar topics. It is also important to note that argumentation is different than persuasion, which has previously been our focus. A portion of instruction should focus on how to prepare a counter-argument.</p>					
14-16	<p>Argumentative Research</p> <p>Possible anchor texts: Informational</p>	<p>After selecting an anchor text, bundle supplemental materials from the following list:</p> <ul style="list-style-type: none"> • Argumentative articles showing both sides of the issue • Research time in the lab • Time period/historical informational articles • Informational packet on appropriate resources—Ex: citelighter.com 	<ul style="list-style-type: none"> • Argument • Whole class and small group discussion 	On-going	<p>Formative Assessment Ideas</p> <ul style="list-style-type: none"> • Evidence based claims • Cite evidence • Evaluate arguments • Socratic seminar <p>Summative Assessment</p> <ul style="list-style-type: none"> • Argumentative Writing Task

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CF5 Defend a Position The focus of this framework is on the extended research project. In other words, students should be in the computer lab or using technology of some sort in order to prepare their argument. Students will write arguments which support claims after analysis of substantive texts using reasoning and evidence. Research will be properly cited avoiding plagiarism.					
17-20	Defend a Position Possible anchor texts: Informational	After selecting an anchor text, bundle supplemental materials from the following list: <ul style="list-style-type: none"> • Media/Audio clip of inspirational speeches as well as past student examples—located on the district portal • Movie clips—Ex: Great Debaters 	<ul style="list-style-type: none"> • Argument • Whole class and small group discussion 	Short	Formative Assessment Ideas <ul style="list-style-type: none"> • Evidence based claims • Cite evidence • Evaluate arguments • Socratic seminar • Debates • Speeches • Peer evaluations Summative Assessment Ideas <ul style="list-style-type: none"> • Patriotic Speech Contest • Formal debate

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<p>CF6 Drama</p> <p>The focus of this framework is the use of drama within the standards. The students should be engaged reading a play, while also focusing on historical or informational text supporting a common theme or idea. Students should be analyzing figurative and connotative meanings and how text structure of a drama contributes to its meaning. It is also important to continue emphasizing central ideas, how characters interact with each other, and the use of point of view in a variety of dramas and texts.</p>					
21-25	<p>Drama</p> <p>Possible anchor texts: Literary</p>	<p>After selecting an anchor text, bundle supplemental materials from the following list:</p> <ul style="list-style-type: none"> • Teleplays • Plays • Memoir/Informational/Biography text providing historical background • Poems that fit thematic unit 	<ul style="list-style-type: none"> • Writing outcome is teacher’s discretion • Visual/ artistic interpretation with an explanation • Analysis/Synthesis • Whole class and small group discussion 	Short	<p>Formative Assessment Ideas</p> <ul style="list-style-type: none"> • Skits • Character Interviews • Graffiti Walls • Text Structure • Socratic Circles • Collaborative Discussions • Concept Maps <p>Summative Assessment Ideas</p> <ul style="list-style-type: none"> • Written character analysis • Eulogize a character from the drama • Write a diary or journal from a character’s perspective

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<p>CF7 Informational Analysis</p> <p>This frameworks focus is the foundation for the following framework (CF8 Informational Research). The emphasis here is reading closely, citing text, determination of central ideas, interaction of text elements, text structure, and objective summaries. Students will also write real or imagined narratives based on their research.</p>					
26-30	<p>Informational Analysis</p> <p>Possible anchor texts: Informational</p>	<p>After selecting an anchor text, bundle supplemental materials from the following list:</p> <ul style="list-style-type: none"> • Articles • Media/Audio clips of debates • Memoirs • Speeches • Short stories/Poems that fit themes and major concepts discussed 	<ul style="list-style-type: none"> • Informative/Explanatory Essay • Evidence based claims • Peer Evaluation • Outline of ideas, events, evidence from text 	Short	<p>Formative Assessment Ideas</p> <ul style="list-style-type: none"> • Objective summaries • Graphic organizers • On-demand writing • Selected response quizzes <p>Summative Assessment Ideas</p> <ul style="list-style-type: none"> • Writing Portfolio Piece (Informative/Explanatory)

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CF8 Informational Research This framework is designed to be the written task/extended research project. Students will be examining complex text and writing information clearly. Writing will be strengthened by using multiple print and digital sources which are credible and accurate. Students will be participating in collaborative discussions and presenting information to targeted audiences using digital media and/or visual displays.					
31-37	Informational Research Possible anchor texts: Informational	After selecting an anchor text, bundle supplemental materials from the following list: <ul style="list-style-type: none"> • Internet resources • Articles 	<ul style="list-style-type: none"> • Narrative-description or story based on factual evidence from research • Presentations • Analysis/Synthesis • Whole class and small group discussion 	On-going	Formative Assessment Ideas <ul style="list-style-type: none"> • Paraphrase research • Peer evaluation • Self –evaluation • Graffiti walls • Subway Art • Learning Logs • Short quizzes • Quick writes Summative Assessment Ideas <ul style="list-style-type: none"> • Narrative based on research • Presentations