

# GR 7 Unit 4 (Inspired by Nature)

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Marking Period 3**  
Length: **6 weeks**  
Status: **Published**

## Unit Overview

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**Unit Title:** Inspired by Nature

**Essential Question:** What does it mean to be in harmony with nature?

## Standards

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ELA.L.SS.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
ELA.L.SS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ELA.L.SS.7.1.E	Recognize spelling conventions.
ELA.L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
ELA.L.KL.7.2.C	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
ELA.L.VL.7.3.C	Analyze the impact of a specific word choice on meaning and tone.
ELA.L.VI.7.4.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
ELA.L.VI.7.4.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
ELA.L.VI.7.4.C	Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
ELA.L.VI.7.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
ELA.RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections

and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

ELA.RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELA.RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
ELA.RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
ELA.RI.AA.7.7	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.
ELA.RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
ELA.W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
ELA.W.AW.7.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
ELA.W.AW.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
ELA.W.AW.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
ELA.W.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
ELA.W.IW.7.2.D	Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
ELA.W.IW.7.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
ELA.W.NW.7.3.A	Engage and orient the 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.
ELA.W.NW.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
ELA.W.NW.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
ELA.W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
ELA.W.WR.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ELA.W.SE.7.6	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 and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELA.W.RW.7.7	Write routinely over extended time frames (time for research, reflection,

	metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL.PE.7.1.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 probe and reflect on ideas under discussion.
ELA.SL.PE.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
ELA.SL.PE.7.1.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.
ELA.SL.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
ELA.SL.II.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
ELA.SL.ES.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
ELA.SL.PI.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.
ELA.SL.UM.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
ELA.SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Materials/Activities/Resources

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### Core Materials:

- HMH Into Literature
- Schoolwide Writing

### Alternate Website Resources:

- Ed Your Friend in Learning
- Schoolwide Writing
- Newsela
- Lexia
- Reading A-Z

## Technology

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CS.6-8.8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users.
CS.6-8.8.1.8.CS.3	Justify design decisions and explain potential system trade-offs.
CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.

CS.6-8.8.2.8.ITH.3	Evaluate the impact of sustainability on the development of a designed product or system.
CS.6-8.8.2.8.ITH.4	Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
CS.6-8.8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

## **Assessment**

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### **Formative Assessment**

- Teacher Observation
- Comprehension Quizzes
- Selection Tests
- Running Records
- Daily Lesson Checks
- Correct & Redirect Opportunities in the Teacher's Guide

### **Summative Assessment**

- Unit Test
- On Demand Pieces

### **NWEA MAPS**

- District Benchmarks
- F&P Benchmark (special education)

### **Alternate Assessment**

- Student Portfolios

## **Accommodations and Modifications**

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### **Special Education**

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides

- Mixed Ability Grouping

## **504**

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

## **ELL**

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

## **At-Risk of Failure**

- Additional time during intervention time
- Newsela/Readworks/Reading A-Z level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

## **Gifted and Talented**

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

## Interdisciplinary Connections

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- Social Studies Connections: Map the Mississippi River
- Science Connections: Research Humans' Impact on Nature; Research Humans' Impact on Earth; Researching Storms

SOC.6.2.8.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
SOC.6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
SCI.MS.ESS2.D	Weather and Climate
SCI.MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
SCI.MS.ESS3.B	Natural Hazards

## Social and Emotional Learning Connections

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**Learning Mindset:** Self-Management, Social Awareness, Self-Awareness, Responsible Decision-Making, Relationship Skills

## Career Readiness, Life Literacies, and Key Skills

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PFL.9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
PFL.9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.
PFL.9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
PFL.9.1.8.A.6	Explain how income affects spending decisions.
PFL.9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.

## Career Ready Practices

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

