

GR 7 Schoolwide Unit 3 (Book Reviews)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **Jan. - Feb.**
Status: **Published**

Unit Overview

Unit Title: Nonfiction: Book Reviews

Essential Question: What is the purpose and importance of book reviews?

Standards

Language Domain

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| ELA.L.SS.7.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| 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.C | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| ELA.L.SS.7.1.E | Recognize spelling conventions. |
| ELA.L.KL.7.2 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 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 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| ELA.L.VL.7.3.A | 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. |
| ELA.L.VL.7.3.D | Consult 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. |

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| ELA.L.VL.7.3.E | 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). |
| ELA.L.VI.7.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| 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.D | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |

Writing Domain

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| ELA.W.AW.7.1 | Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. |
| 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.D | Establish and maintain a formal style/academic style, approach, and form. |
| ELA.W.AW.7.1.E | Provide a concluding statement or section that follows from and supports the argument presented. |
| 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.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. |

Speaking and Listening

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| ELA.SL.PE.7.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 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. |

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| 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

Core materials:

- Schoolwide Writing

Web Site Resources:

- Schoolwide Writing
- Lexia
- Amira (K-3)

Technology

- Screencastify
- Full list on district teacher page
- YouTube videos of mentor texts readings

Assessment

Formative Assessment

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

- Student Performance Checklist

Summative Assessment

- Process Pieces
- Schoolwide Rubrics
- Student Publishing
- Student Self-Reflection

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

At-Risk of Failure

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- PEP/GEM class

Interdisciplinary Connections

Social Studies Connections: The Arts

Science Connections: Conservation

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Problem Solving, Noticing, Seeking Challenges, Purpose, Growth Mindset, Grit

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- 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.