

# 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

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Unit Title: Nonfiction: Book Reviews

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

## Standards

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### 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**

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### **Core materials:**

- Schoolwide Writing

### **Web Site Resources:**

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

## **Technology**

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

## **Assessment**

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### **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**

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### **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**

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Social Studies Connections: The Arts

Science Connections: Conservation

## **Social and Emotional Learning Connections**

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

## **21st Century Life Literacies & Key Skills**

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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**

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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.