

# GR 7 Schoolwide Unit 4 (Photo Essay)

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Marking Period 4**  
Length: **Mar. - Apr.**  
Status: **Published**

## Unit Overview

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Unit Title: Nonfiction: Photo Essay

Essential Question: What are the basic characteristics and elements present in photo essay?

## 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.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
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.C	Analyze the impact of a specific word choice on meaning and tone.

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.
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.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.IW.7.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELA.W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
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.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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.E	Establish and maintain a formal style/academic style, approach, and form.
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.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.

## 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.
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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:**

- 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: Contemporary and Global Issues

Science Connections: The Natural World

## **Social and Emotional Learning Connections**

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

## **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.