

	Campus: Clark Middle School and Southard Middle School	
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Six Weeks Period: 1 st	Grade Level & Course: 7 th ELAR	
Timeline: 15 days	Unit Title: Literacy Essentials	Lesson # 1
Stated Objectives: TEK # and SE	<p>7.1(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas</p> <p>7.1(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems</p> <p>7.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</p> <p>7.2(B) use context such as contrast or cause and effect to clarify the meaning of words</p> <p>7.1(D) engage in meaningful discourse and provide and accept constructive feedback from others</p> <p>7.3(A) adjust fluency when reading grade level text based on the reading purpose</p> <p>7.4(A) self-select text and read independently for a sustained period of time</p> <p>7.5(A) establish purpose for reading assigned and self-selected texts</p> <p>7.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>7.5(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</p> <p>7.5(D) create mental images to deepen understanding</p> <p>7.5(E) make connections to personal experiences, ideas in other texts, and society</p> <p>7.5(F) make inferences and use evidence to support understanding</p> <p>7.5(G) evaluate details read to determine key ideas</p> <p>7.5(H) synthesize information to create new understanding</p> <p>7.5(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>7.6(A) describe personal connections to a variety of sources including self-selected texts</p> <p>7.6(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres</p> <p>7.6(C) use text evidence to support an appropriate response</p> <p>7.6(D) paraphrase and summarize texts in ways that maintain meaning and logical order</p> <p>7.6(E) interact with sources in meaningful ways such as notetaking, annotating, free writing, or illustrating</p> <p>7.6 (F) Respond using newly acquired vocabulary as appropriate</p> <p>7.6(G) discuss and write about the implicit and explicit meanings of text</p> <p>7.6 (H) Respond orally or in writing with appropriate register, vocabulary, and voice</p> <p>7.9(A) explain the author's purpose and message within a text</p> <p>7.10 (A) Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</p> <p>7.10 (B) Develop drafts into a focused structured, and coherent piece of writing by:</p> <p>7.10 (Bi) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p> <p>7.10 (Bii) Developing an engaging idea reflecting depth of thought with specific facts, details, and examples.</p> <p>7.10 (C) Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p>7.10 (D) edit drafts using standard English conventions including:</p> <p>7.10 (i) complete complex sentences with subject-verb agreement and avoidance of splices,</p>	

run-ons, and fragments.
 7.10 (Dvi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor.
 7.10(Dviii) punctuation, including commas to set off words, phrases, and clauses, and semicolons.
 7.10 (Dvii) correct capitalization.
 7.10 (Dix) correct spelling
 7.11 (A) Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

See Instructional Focus Document (IFD) for TEK Specificity

Key Understandings

Reading is the act of interpreting written communication in order to deepen our understanding about the world and learn about the thoughts and experiences of others as well as ourselves.

- Why read?
- Why is it important to read a variety of texts?
- How does reading impact my thoughts and perspectives?

Readers use comprehension strategies to construct meaning.

- How do I understand what I read?
- What practices/skills help me understand texts?

Readers/Listeners can convey their understanding through a variety of responses.

- What types of responses can demonstrate my understanding?
- How can I construct a response that clearly demonstrates my understanding?

Effective oral language helps me express ideas, thoughts, and feelings with others and understand what others think and feel.

- Why do I speak?
- Why do I listen?
- How do I effectively communicate my ideas, thoughts, and feelings?

Readers can enhance understanding of a text by examining and analyzing the author's craft.

- How do I examine and analyze the author's craft when reading a text?
- How does a writer's choices in craft impact meaning?

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- What practices/skills help me understand texts?

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- How can I construct a response that clearly demonstrates my understanding?

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- How do a writer's choices in craft impact meaning?

Writing is the act of using language to communicate our thoughts, the meaning of our experiences, and our understanding of the world.

- Why am I writing? What is my purpose, audience, topic?
- How do I write clearly and effectively using the conventions of language?
- What do I want to say? Why is it important?
- What can others learn from my writing?

Misconceptions	<ul style="list-style-type: none"> Some students may think there is one way to be a “good” reader or writer rather than understanding that personalized habits and routines support their identities as readers and writers. Some students may not think that their out-of-school literacy experiences develop them as readers and writers. Some students may not understand that active listening benefits both the listener and the speaker by improving comprehension for the listener and positively affecting the speaker’s delivery. Students should understand that their body language may be interpreted by a speaker and can influence the speaker’s choice of content, volume, and speaking rate. Students may be confused about the expectations of purposeful annotation and may have developed the habit of simply highlighting or underlining texts without thinking about what and why they are annotating. It can be helpful to remind students that annotations should be purposeful in helping them interact more meaningfully with the text such as in noting important details or observing personal connections to a text. 	
Key Vocabulary	<ul style="list-style-type: none"> Annotating — marking a text with notes and/or comments Explicit meaning — an idea that is clearly stated, unambiguous, and leaves little room for interpretation Implicit meaning — an idea that must be inferred through an analysis of details, actions, tone, dialogue, body language, visuals, etc. Inference — a logical guess made by connecting bits of information Key ideas — important ideas throughout a work that support the central message, theme, tone, etc. Notetaking — the study skill of outlining or summarizing the ideas of a lecture, a book, or another source of information to aid in the retention of ideas Paraphrase — restate the meaning of something in different words. Paraphrasing alters the exact wording of the source and transmits its ideas or information without evaluation or interpretation. Prediction — a form of inference in which the reader gathers and analyzes details in order to anticipate and foresee forthcoming events and information Summarize — to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source. 	
Suggested Day 5E Model	Instructional Procedures (Engage, Explore, Explain, Extend/Elaborate, Evaluate)	Materials, Resources, Notes
Day 1 Thursday, August 11 <i>Engage</i> <i>Explore</i> <i>Explain</i> <i>Extend/Evaluate</i>	7.1A 7.1B	Lesson: <ul style="list-style-type: none"> Introduction <ul style="list-style-type: none"> Classroom rules/procedures Collect materials Explain contract Send home any notices to parents/classroom rules Interactive “Welcome” activity (teacher’s choice) Teacher’s choice <ul style="list-style-type: none"> Ex: get to know you stations; investigate the teacher
		-Syllabus -Rules -Procedures -Contract

<p>Day 2 Friday, August 12 Engage Explain Evaluate</p>	<p>7.2A 7.6E 7.6F</p>	<p>Objective: Students will be able to use print resources to determine the meaning, syllabication, pronunciation, word origin, and parts of speech. Warm Up: Lowman</p> <p>Lesson:</p> <ul style="list-style-type: none"> ● Continue Introduction <ul style="list-style-type: none"> ○ Introduce Hand Illustration project and students will begin the project ○ Collect contracts ○ Review classroom rules/procedures ○ Set Up Interactive Notebook ○ Skip 2 pages (Welcome, contracts, passwords, 3 goals) ○ Table of Contents (1-200) ○ Number Pages (1-200) ● "How to use "Dictionary" Power Point & practice <ul style="list-style-type: none"> ○ Distribute a dictionary to each student ○ Students follow along with the PPT and fill out notes <ul style="list-style-type: none"> ■ key 	<p>Hand Project</p>
<p>Day 3 Monday, August 15 Engage Explore Evaluate</p>	<p>7.3 7.4 7.5A 7.5B 7.5C 7.5E</p>	<p>Objective: Students will analyze a text using literary signposts. Warm Up:Lowman</p> <p>Lesson:</p> <ul style="list-style-type: none"> ● Literary Signposts <ul style="list-style-type: none"> ○ Go over PPT with students ○ Read HMH Pages FM26-28 aloud/students follow along Explain what fiction "signposts" are (HMH FM41) and how students need to annotate text with "signposts" ○ Discuss FM 29 "Notice & Note Signposts", put in reading section of notebook ● Dove Lesson <ul style="list-style-type: none"> ○ READ "Dove" with students ○ Analyze the first three signposts ● Identifying Root Words worksheet <ul style="list-style-type: none"> ○ have students complete and then call on students for answers 	<p>Literary Signposts Presentation</p> <p>Dove Lesson</p>
<p>Day 4 Tuesday, August 16 Engage Explore Explain</p> <p>BEGINNING OF YEAR TESTING</p>	<p>7.3 7.4 7.5A 7.5B 7.5C 7.5E 7.10D</p>	<p>Objective: Students will be able to identify parts of speech. Warm Up:Lowman</p> <p>Lesson:</p> <ul style="list-style-type: none"> ● Dove Lesson <ul style="list-style-type: none"> ○ Read Dove with students ○ Analyze the next three signposts ● Parts of speech 	<p>Literary Signposts Presentation</p> <p>Dove Lesson</p> <p>Interactive Parts of</p>

		<ul style="list-style-type: none"> ○ Interactive Parts of Speech Lesson 	Speech Lesson
<p>Day 5 Wednesday, August 17 <i>Engage</i> <i>Extend/Elaborate</i></p> <p>BEGINNING OF YEAR TESTING</p>	<p>7.3 7.4 7.5A 7.5B 7.5C 7.5D 7.5E 7.6A</p>	<p>Objective: Students will apply their knowledge of signposts in order to deepen their understanding of a text. Warm Up: Lowman</p> <p>Lesson:</p> <ul style="list-style-type: none"> ● Pre-reading: “Thank You M’am” by Langston Hughes Pre- reading [Fiction] <ul style="list-style-type: none"> ○ Pre Reading ○ Genre Elements: Short Story pg. 59 ○ Analyze Character Qualities pg. 59 ○ Critical Vocabulary pg. 60 ○ Annotation Model pg. 60 ○ Background – Langston Hughes pg. 61 ● READ “Thank You M’am” pgs. 61-65 <ul style="list-style-type: none"> ○ Explain the importance of imagining what is happening in the story while reading (especially for fiction) and re-reading any confusing or unclear parts ○ Stop while reading to complete annotations for character, setting and conflict, and language conventions ○ While reading – be on the lookout for “Memory Moment” signpost 	
<p>Day 6 Thursday, August 18 <i>Extend/Elaborate</i> <i>Evaluate</i></p>	<p>7.3 7.4 7.5A 7.5B 7.5C 7.5D 7.5E</p>	<p>Objective: Students will apply their knowledge of signposts in order to deepen their understanding of a text. Warm Up: Lowman</p> <p>Lesson:</p> <ul style="list-style-type: none"> ● READ “Thank You M’am” [Fiction] <ul style="list-style-type: none"> ○ Continue Reading from stopping point ○ Check for Understanding pg. 67 ○ Analyze the Text pg. 68 ○ Vocabulary Strategy: Suffixes pg. 68 ○ Language Conventions: Capitalization pg. 69 ● Extension Activity: Each group will have an anchor chart paper and illustrate the Sign post they noticed in Thank You Ma’am. They should have: <ul style="list-style-type: none"> ○ Title of story (Thank You Ma’am) ○ The sign post they identified ○ The Anchor Question ○ The answer to the anchor question ○ Illustration of short story in color 	
<p>Day 7 Friday, August 19 <i>Engage</i></p>	<p>7.6E</p>	<p>Objective: Students will create simple sentences. Warm Up: Lowman</p>	Sentence Types Presentation

<p><i>Explore</i></p>		<p>Lesson:</p> <ul style="list-style-type: none"> ● Sentence Types <ul style="list-style-type: none"> ○ Go over PPT with students ○ Students work on guided notes ○ On an index card students will create simple sentences that answer the question: What is one thing you wish your teacher knew? 	<p>Guided Notes: Have students follow along filling in the guided notes.</p>
<p>Day 8 Monday, August 22 <i>Engage</i> <i>Explore</i> <i>Evaluate</i></p>	<p>7.3 7.4 7.5A 7.5B 7.5C 7.5D 7.5E 7.6A</p>	<p>Objective: Students will analyze plot elements, and create a plot diagram. Warm Up: Lowman</p> <p>Lesson:</p> <ul style="list-style-type: none"> ● Pre-reading: Seventh Grade” by Gary Soto [Fiction] <ul style="list-style-type: none"> ○ Review signposts with students ○ Go over pre-reading nearpod ○ Pre-Reading Activities <ul style="list-style-type: none"> ■ View the Plot Structure PowerPoint as review ■ Anticipatory Set – discuss how having a “crush” might cause a young person to change his or her behavior ■ Pre Reading Vocabulary – give students definitions for the words on Pre-Reading Vocabulary worksheet. Save sentences for independent Practice. ● READ “Seventh Grade” <ul style="list-style-type: none"> ○ Read Story together ○ Stop to answer the Questions for Thought 	<p>Seventh Grade (PDF +questions) 7th grade pre-reading Nearpod</p>
<p>Day 9 Tuesday, August 23</p>	<p>7.3 7.4 7.5A 7.5B 7.5C 7.5D 7.5E</p>	<p>Objective: Students will analyze plot elements, and create a plot diagram. Warm Up: Lowman</p> <p>Lesson:</p> <ul style="list-style-type: none"> ● READ: “Seventh Grade” <ul style="list-style-type: none"> ○ Independent Practice ○ Students complete Plot Diagram (referring back to PowerPoint as needed) ○ Critical Thinking 	
<p>Day 10 Wednesday, August 24 <i>Explore</i> <i>Evaluate</i></p>	<p>7.5F 7.5G 7.5H 7.6G 7.9A</p>	<p>Objective: Students will analyze verbs to determine author’s purpose. Warm Up: Lowman</p> <p>Lesson:</p> <ul style="list-style-type: none"> ● Author’s Purpose Mini-lesson <ul style="list-style-type: none"> ○ Watch video with students ○ Go over PPT <ul style="list-style-type: none"> ■ Students will be introduced to the PIE strategy. ■ During the practice section of the PPT, have students go to a designated area marked as P, I or 	<p>Author’s Purpose PowerPoint Author’s Purpose Video</p>

		<p>E, based on how they would categorize the titles.</p> <ul style="list-style-type: none"> ● Verb Activity- Author's purpose <ul style="list-style-type: none"> ○ Verb sort <ul style="list-style-type: none"> ■ Students will sort verbs based on author's purpose. 	
<p>Day 11 Thursday, August 25 <i>Explain</i> <i>Extend/Elaborate</i> <i>Evaluate</i></p>	<p>7.5H 7.6F 7.6G 7.9A</p>	<p>Objective: Students will revise a grammar passage. Warm Up: Author's Purpose Review</p> <p>Lesson:</p> <ul style="list-style-type: none"> ● Editing and Revising <ul style="list-style-type: none"> ○ CUPS bookmark ○ Everyday edit <ul style="list-style-type: none"> ■ Call students to the board, and have them use CUPS to fix the mistakes. ● Introduce revising and editing passages <ul style="list-style-type: none"> ○ Review ELF strategy ○ Introduce ELF passage #1 <ul style="list-style-type: none"> ■ Key ■ Work on passage as a class ■ Discuss testing strategies with students 	
<p>Day 12 Friday, August 26 <i>Explain</i> <i>Extend/Elaborate</i> <i>Evaluate</i></p>	<p>7.5H 7.6F</p>	<p>Objective: Students will be able to use print resources to determine the meaning, syllabication, pronunciation, word origin, and parts of speech. Warm Up: Lowman</p> <p>Lesson:</p> <ul style="list-style-type: none"> ● How to Use a Thesaurus PPT <ul style="list-style-type: none"> ○ Thesaurus Practice WS ● Review <ul style="list-style-type: none"> ○ WIN time 	
<p>Day 13 Monday, August 29</p>	<p>7.5F 7.5H 7.5I 7.6B 7.6C 7.6D 7.6E 7.10</p>	<p>Objective: Students will write responses that demonstrate understanding of texts. Warm Up: Lowman</p> <p>Lesson:</p> <ul style="list-style-type: none"> ● RACE or ACE <ul style="list-style-type: none"> ○ Introduce the strategy ○ RACE practice ○ ACE practice ● Introduce Literary non-fiction <ul style="list-style-type: none"> ○ Notes ○ Worksheet 	<p>Literary Nonfiction Worksheet</p> <p>Literary Nonfiction Notes</p> <p>ACE Guided Lesson ACE Practice</p>
<p>Day 14 Tuesday, August 30 <i>Extend/Elaborate</i></p>	<p>7.3 7.4 7.5A 7.5B</p>	<p>Objective: Students will develop and deepen comprehension of complex texts. Warm Up: Lowman</p>	<p>"Eat Dirt" assessment, graphic organizer</p>

	7.5C 7.5D 7.5E	Lesson: <ul style="list-style-type: none"> ● READ “Eat Dirt” by Rich Wallace <ul style="list-style-type: none"> ○ Review Literary Nonfiction notes ○ Read “Eat Dirt” ○ Complete Assessment ○ Complete Four-Square Graphic Organizer ○ Prove the story is literary nonfiction by giving examples from the story. ○ (i.e. 1st person POV, moment in time, highly emotional, author’s thoughts and feelings) 	
Day 15 Wednesday, August 31 <i>Explain</i> <i>Extend/Elaborate</i> <i>Evaluate</i>	7.2A 7.6F 7.11A	Objective: Students will publish written work for appropriate audiences. Warm Up: Lowman Lesson: <ul style="list-style-type: none"> ● Dictionary and thesaurus review <ul style="list-style-type: none"> ○ Dictionary race ○ Alphabetical order practice ● Writing a Narrative <ul style="list-style-type: none"> ○ Pass out ARMS bookmark ○ The Memory Text Structure ○ Students write a narrative ○ Prompt: Write about an experience you had this summer. 	
Day 16 Thursday, September 1		Refer to Unit 1, Lesson #2	
Day 17 Friday, September 2		Refer to Unit 1, Lesson #2	
Day 18 Tuesday, September 6		Refer to Unit 1, Lesson #2	
Day 19 Wednesday, September 7		Refer to Unit 1, Lesson #2	
Day 20 Thursday, September 8		Refer to Unit 1, Lesson #2	
Day 21 Friday, September 9		Refer to Unit 1, Lesson #2	
Day 22 Monday, September 12		Refer to Unit 1, Lesson #2	
Day 23 Tuesday, September 13		Refer to Unit 1, Lesson #2	
Day 24 Wednesday, September 14		Refer to Unit 1, Lesson #2	

Day 25 Thursday, September 15		Refer to Unit 1, Lesson #2	
Day 26 Friday, September 16		Refer to Unit 1, Lesson #2	

Accommodations for Special Populations	Accommodations for instruction will be provided as stated on each student's (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.
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