

7th Grade Quarter 3

A Starry Home (Pearson Unit 2)

Unit Overview: Whether they involve observations made by astronauts or imagined journeys to other planets, stories about space travel have always fascinated us. However, not everyone supports devoting the enormous time and money required for further space exploration. This unit has been designed to allow students to consider different perspectives on space travel, both imagined and real.

ESSENTIAL QUESTION: Should we make a home in space?

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand knowledge and use of academic and concept vocabulary.
- Write argumentative essays that effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Demonstrate command of the proper use of verb tenses.
- Collaborate with a team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Desired Literacy Capacities

Stage 1 - Desired Results

Note: Stage 1, which identifies the goals of the unit, is a **required element**. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame instruction and assessment.

Overarching Goal Statements

Note: These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
RL.7.2 Examine a grade-appropriate literary text.	RI.7.2 Examine a grade-appropriate informational text.	W.7.2 Write informative/explanatory texts to examine a topic	SL.7.1 Engage effectively in a range of collaborative	L.7.2 Demonstrate command of the conventions of

● Provide an objective summary. ● Determine a theme of a text and analyze its development over the course of the text. ELP Standard 6-8.1	● Provide an objective summary. ● Determine a central idea in a text and analyze its development over the course of the text. ELP Standard 6-8.1	and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ELP Standard 6-8.3	discussions ● one-on-one ● in groups ● teacher-led with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. ELP Standard 6-8.2	standard English capitalization, punctuation, and spelling as appropriate for Grade 7 when writing.
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELP Standard 6-8.1	RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELP Standard 6-8.1	W.7.9 Draw evidence from literary and/or informational texts to support analysis, reflection, and research. ELP Standard 6-8.5		
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		

ELP Standard 6-8.8	ELP Standard 6-8.8	ELP Standard 6-8.9		
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Arkansas ELA Standards 6-12

Unpacked Standards

Note: The following focus and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the 6th-12th Grade ELA Standards Map.

Focus Standards: These are a carefully selected subset of the total list of the grade-specific and course-specific standards that students must know and be able to do by the end of each school year. The following standards will be prioritized in instruction and assessments.	ELP Standards: There are 10 English Language Proficiency (ELP) standards that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in English language arts. ELPs have been aligned with the priority standards of the unit.	Supporting Standards: These standards support, connect to, or enhance the Focus Standards. They are taught within the context of the priorities and often serve as instructional scaffolds.
RL.7.4	ELP 6-8.8	RL7.3,4,7
W.7.2	ELP6-8.3	RI.7.4,6,8
L.7.2	N/A	W7.1,2,3,8,10
L.7.4.b	ELP6-8.8	L.7.1

Essential Questions Students will keep considering:	Understandings Student will understand that:
Standards-Based	
How can using clues from the text help understand words with multiple meanings? (R.L.7.4)	Understanding how the meaning of the words change, depending on the context of the sentence, helps the reader interact with the text to encourage thinking and response.
What are necessary components of an effective informative piece of text? (W.7.2)	Reading informational text allows students to develop sophisticated comprehension skills, build critical content knowledge and vocabulary, and apply higher-order thinking skills.

What effect does using figurative language have on the reader? (L.7.5)	Authors often employ figurative language to make unfamiliar objects, settings and situations more relatable.
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Knowledge	Skills
Students will acquire knowledge of: RL.7.2 & RI.7.2 • Theme/Central idea • Objective Summary RL.7.1 & RI.7.1 • Textual evidence • Inference RL.7.4 & RI.7.4 • Tone • Technical meaning • Simile • Metaphor • Personification RL.7.3 • Conflict • Resolution RI.7.5 • Informative Writing • Text Structure W.7.2 • Introductions • Organization (definition, classification, comparison/contrast, cause and effect) • Text features (headings, charts, tables) • L.7.1 • Degrees of comparison • Action verbs • Linking verbs • Verb form • Simple/compound subjects • Simple/compound predicates	Students will be able to: Demonstrate the ability to: ○ Comprehend, analyze, and critique a variety of increasingly complex texts, ○ Develop appropriate grade level skills in writing, ○ Develop appropriate grade level skills in language, and ○ Develop appropriate grade level skills in speaking and listening based on the standards at or above 7th grade level.

L.4 • Latin suffixes • Multiple-meaning words Grade 7 Tool Kit	
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Stage 2 - Assessment Evidence

Note: Stage 2, which provides the unit assessments, is also a required element. The following Common Formative Assessments (CFAs) are collaboratively designed by grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning. Pearson offers these assessments in both digital and paper-based forms. If possible it is recommended that students take the digital version because it provides the student and teacher instant feedback. Currently, LRSD secondary ELA policy is for pre/post assessments to be mirrored, so a teacher will give the same assessment for both pre- and post assessment.

Pre/Post Assessments

[Grade 7 Quarter 2 Pre/Post Test #1](#) (Day 1/Day 13)

[Grade 7 Quarter 2 Pre/Post Test #2](#) (Day 13/Day 25)

[Grade 7 Quarter 2 Pre/Post Test #3](#) (Day 25/Day 36)

PERFORMANCE-BASED ASSESSMENT (Day 39-40)

Stage 3 - Learning Activities

Note: Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the **standards** and **requirements** of [Stages 1 and 2](#).

Instructional Resources	Prerequisite ELA Skills Charts Reading DOK Definitions LAUNCHING INDEPENDENT READING
Suggested Timeline Note: Highlighted Text = Standard on a Post Assessment	
Overview	

[G7Q1 Map](#)

[G7Q2 Map](#)

[G7Q4 Map](#)

<u>Week 1</u>
<u>Week 2</u>
<u>Week 3</u>
<u>Week 4</u>
<u>Week 5</u>
<u>Week 6</u>
<u>Week 7</u>
<u>Week 8</u>