



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 1 — Belonging & Identity: Social Life, Empathy & Perspective Anchor Text: <i>The Outsiders</i> by S. E. Hinton Writing Genre: Narrative Writing														
Spark														
Unit 1	Lesson 1	Spark	"A Decade of Change: The 1960s in America"; "Cool, Chrome and Rock 'n' Roll: America after World War II"	Students will explore the social and cultural complexity of the 1960s, learning that the decade was not defined by a single youth experience but by many different ways of being young in America. This prepares students to understand how social context can contribute to individual identity.	Students will analyze how the 1960s contained multiple, often contradictory realities for American youth culture.	Students will describe and compare different aspects of 1960s youth culture by stating a clear claim about a specific group or subculture, using evidence from two nonfiction sources.	Students will build knowledge of vocabulary words in historical context and learn the concept of historical complexity.	RI.7.1 RI.7.2 RI.7.3	RI.7.7 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	Launch: Students activate prior knowledge about the 1960s, question whose stories are centered in a familiar historical narrative, and learn the idea of historical complexity. Learning in Action: Part A: The 1960s You Already Know (RI.7.1, RI.7.2, RI.7.3) Students read "A Decade of Change: The 1960s in America" and identify central ideas about activism, division, and counterculture. Part B: The 1960s You Might Not Know (RI.7.1, RI.7.2, RI.7.3, RI.7.7) Students analyze photographs and excerpts from Cool, Chrome and Rock 'n' Roll through a Jigsaw routine to build a more complex picture of youth identity in the era. Look Back: Students synthesize both texts by reflecting on how two very different truths can exist at the same time in the same historical period.	subculture counterculture	conformity historical complexity	Turn and Talk Think-Pair-Share Jigsaw Reading/Viewing
Unit 1	Lesson 2	Spark	"Who's Poor in America? 50 Years into the 'War on Poverty,' a Data Portrait"	Students will use what they learn about economic inequality in the United States as a foundation to examine deeper ideas of how class divides affect belonging.	Students will review a video and an informational article to analyze how poverty and economic inequality impacted Americans in the 1960s and beyond.	Students will summarize ideas from an informational text and use these summaries to develop original ideas.	Students will explore the relationship between two vocabulary words and connect these words to informational texts.	RI.7.3 RI.7.7 L.7.4.a	RI.7.1 RI.7.2 L.7.5.b	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	Launch: Students will explore the setting of the anchor text by reviewing photos of Tulsa, Oklahoma, in the 1960s and learning how class divides impacted Tulsa. Learning in Action: Part A: Build Knowledge of the 1960s (RI.7.7, L.7.4.a) Students will watch a video summarizing the intent of Johnson's "War on Poverty" and discuss how it connects to their knowledge of the decade from Lesson 1 and how it impacts their understanding of class divides. Part B: Analyze Data about Inequality (RI.7.7) Students will read and summarize data from an informational article and make inferences about the challenges of addressing poverty and poverty's impact on belonging. They will share their findings with their peers using the Give One, Get One routine. Look Back: Students will reflect on what they learned about belonging and inequality.	inequality poverty	demographics	Turn-and-Talk Give One, Get One
Unit 1	Lesson 3	Spark	Students will learn more about how <i>The Outsiders</i> relates and responds to social issues of its time.	Students will explore and discuss the 1960s subculture that informed <i>The Outsiders</i> and the perspective of author S. E. Hinton, using instruction, text, images, and/or video.	Students will use academic question forms and purpose language to frame and refine curiosity-driven questions about 1960s youth subcultures and <i>The Outsiders</i> (author perspective + title meaning), using era-specific academic vocabulary and at least one detail from images/video or an author text to justify what they want to understand.	Students will learn two terms related to the book's historical context and background and use these terms to build knowledge about the text.	RI.7.2 RI.7.7 SL.7.1.a SL.7.1.c SL.7.1.d	RI.7.1	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.1.Em ELD.PII.7.1.Ex ELD.PII.7.1.Br	Launch: Students will review what they learned about the 1960s and discuss their predictions about the novel's main character. Learning in Action: Part A: Explore 1960s Subcultures (RI.7.7, SL.7.1.a, SL.7.1.c, SL.7.1.d) Students will learn more about the greaser working-class subculture and use an Academic Talk routine to discuss how it may have emerged as a response to social issues in the 1960s. Part B: Prepare to Read: <i>The Outsiders</i> (RI.7.2) Students will be introduced to the anchor text, learn more about its origins and author, and discuss what the title might mean in the context of the 1960s. Look Back: Students will reflect on what they want to learn about 1960s youth culture from the anchor text.	working class subculture		Turn and Talk Academic Talk Stems/Moves Think-Pair-Share	
Investigation 1														



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Unit 1	Lesson 4	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 1	Students will explore how a narrative point of view can shape a story and how an author can use this point of view to communicate a theme.	Students will annotate the beginning of Chapter 1, focusing on how Ponyboy's narration reveals important details about character and theme.	Students will explain how Ponyboy's first-person narration reveals perspective and identity by citing evidence (This shows that), using morphology to unpack vocabulary (roots, affixes), and using cohesive connectors (for example, therefore).	Students will identify roots and analyze how affixes change word meanings.	RL.7.2 RL.7.6 L.7.4.b	RL.7.1 RL.7.3 RL.7.10 SL.7.1.a SL.7.1.b L.7.6	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PI.7.12.b.Em ELD.PI.7.12.b.Ex ELD.PI.7.12.b.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will use talk moves to engage in a discussion about how <i>The Outsiders</i> reflects events and trends of the 1960s, such as social tension and awareness of poverty.</p> <p>Literacy Lab: Students will be introduced to two new vocabulary words using morpheme instruction.</p> <p>Learning in Action: Part A: Identify Key Details and Point of View (RL.7.2, RL.7.6) Students will learn how to annotate a text for key details about character, setting, and narrative point of view.</p> <p>Part B: Annotate Text to Learn About Character (RL.7.2, RL.7.6) Students will work in pairs to practice annotating a text for details about character and discuss questions related to character, setting, and theme.</p> <p>Look Back: Students will engage in a Turn and Talk routine to discuss what the opening of the book reveals about the narrator and how he understands himself.</p>			Academic Talk Stems/Moves Morphology & Vocabulary Turn and Talk
Unit 1	Lesson 5	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 1	Students will examine how authors give insights into identity and belonging by building complex characters and character relationships.	Students will annotate the rest of Chapter 1 and analyze character connections and relationships, including common ground between characters.	Students will compare groups and explain belonging by using compare/contrast connectors (both, however, in contrast), evidence language (In the text), and academic vocabulary for identity and social groups.	Students will compare two words with similar pronunciations but different spellings and meanings.	RL.7.3 RL.7.6	RL.7.1 RL.7.4 RL.7.10 SL.7.1.d	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will engage in a Turn and Talk discussion and begin a character chart to organize the book's characters and identify their distinguishing traits.</p> <p>Literacy Lab: Students will examine important slang terms in the book using fluency instruction.</p> <p>Learning in Action: Part A: Analyze Character Relationships (RL.7.3) Students will practice annotating Chapter 1 for details that show how characters connect or do not connect with one another.</p> <p>Part B: Evaluate Character Connections (RL.7.3, RL.7.6) Students will annotate and answer text-dependent questions about Chapter 1, focusing on common ground between characters and the factors that keep characters from connection.</p> <p>Look Back: Students will use the Write-Pair-Share routine to evaluate the main character's sense of belonging.</p>			Turn and Talk Fluency Practice Think-Pair-Share Quick Write
Unit 1	Lesson 6	Reading	Reading	Examine how stereotypes form, how they are perpetuated, and how they prevent connection and contribute to discrimination.	Students will read an article about stereotypes, discuss the author's purpose, and relate its content to <i>The Outsiders</i> .	Students will explain how authors use word choice and examples to convey purpose and perspective, using evaluation language, contrastive connectors, and evidence-based claims.	Students will identify roots and cognates and analyze how affixes change word meanings.	RI.7.4 RI.7.6 L.7.4.b	RI.7.1 RI.7.10 L.7.3.a L.7.4.c L.7.4.d L.7.6	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will engage in a Turn and Talk discussion reflecting on how characters in <i>The Outsiders</i> have both common and uncommon ground.</p> <p>Literacy Lab: Students will be introduced to two vocabulary words using morpheme instruction, including cognate connections.</p> <p>Learning in Action: Part A: Identify Author's Purpose (RI.7.6) Students will engage with Why Stereotypes Should Be Avoided by reading and annotating the text in pairs.</p> <p>Part B: Analyze the Effect of Stereotypes (RI.7.4, RI.7.6, RI.7.10) Students will re-engage with Why Stereotypes Should Be Avoided, examining connotative language and stereotype threat in depth.</p> <p>Look Back: Students will engage in a Quickwrite about how characters in <i>The Outsiders</i> hold stereotypes.</p>	perspective stereotype	generalization stereotype threat	Turn and Talk Morphology & Vocabulary Partner Reading & Discussion Think-Pair-Share Quickwrite



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Unit 1	Lesson 7	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 2	Students will learn how authors use story elements such as point of view to communicate broader ideas.	Students will annotate a chapter of the text to analyze how the author develops characters' points of view and how characters' perspectives evolve, then use this evidence to identify story themes.	Students will explain how dialogue reveals shifting perspective by quoting/paraphrasing and, using reporting/thinking verbs, interpretation stems, and cause-and-effect connectors.	Students will identify roots and analyze how affixes change word meanings.	RL.7.2 RL.7.6 L.7.4.a L.7.4.b	RL.7.1 RL.7.10 SL.7.1.a L.7.6	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br	<p>Launch: Students will engage in a Turn-and-Talk discussion reflecting on how characters challenge each other's stereotypes.</p> <p>Literacy Lab: Students will be introduced to two new vocabulary words in the text using morpheme instruction.</p> <p>Learning in Action: Part A: Analyze Point of View (RL.7.6, L.7.4.a) Students will annotate Chapter 2 for moments when the author shows characters' points of view and changes in characters' perspectives.</p> <p>Part B: Identify Theme (RL.7.2) Students will use evidence from their text analysis to identify words related to the story's theme, using a Graffiti/Table Talk routine.</p> <p>Look Back: Students will engage in a Think-Pair-Share about how characters' perspectives on others change.</p>		Turn-and-Talk Morphology & Vocabulary Think-Pair-Share Graffiti/Table Talk	
Unit 1	Lesson 8	Writing	<i>The Outsiders</i> by S. E. Hinton; "What Is Social Identity?"	Students will practice using text evidence to support an idea and to explore how an author develops a theme.	Students will write an evidence-based paragraph to explain how the experiences of <i>The Outsiders</i> ' main character develop ideas about belonging and not belonging.	Students will write an evidence-based explanation of Ponyboy's belonging and not belonging by using a claim–evidence–explanation structure, integrating quotations/paraphrases with citing/reporting verbs (states, explains, shows), and using academic transitions (for example, however, this shows) to connect evidence to their reasoning.		RI.7.1 RL.7.1 W.7.1.a W.7.2.a W.7.2.b W.7.2.c W.7.2.d W.7.4 SL.7.1.a	RL.7.2 RL.7.3 W.7.2 W.7.2.e W.7.9.a W.7.10 L.7.1.b L.7.3.a L.7.6	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.1.Em ELD.PII.7.1.Ex ELD.PII.7.1.Br	<p>Launch: Students briefly review major themes in the text and discuss a prompt about belonging and community.</p> <p>Literacy Lab: Students expand a kernel sentence related to group identity and create complex, compound, and/or compound/complex sentences about the topic.</p> <p>Learning in Action: Part A: Planning an Evidence-Based Paragraph: Explanatory Writing (RL.7.1, RL.7.2, RL.7.3, RI.7.1, SL.7.1.a) Teacher models gathering text-based evidence to respond to a writing prompt, and students collect related evidence on their own from the text.</p> <p>Part B: Write an Evidence-Based Paragraph (RL.7.1, RL.7.2, RL.7.3) Teacher models writing an evidence-based paragraph using evidence from Part A, and students adapt this model to write their own paragraph with evidence of their choosing.</p> <p>Look Back: Students will complete a Quick Write response to explain why text-based evidence is important in writing.</p>		Turn and Talk Sentence Expansion Think-Pair-Share Quick Write	
Unit 1	Lesson 9	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 3	Students will examine how authors develop characters and use story elements to communicate ideas about identity, belonging, and connection.	Students will analyze and discuss how authors use narration, dialogue, and voice to develop point of view and express ideas about belonging and identity.	Students will explain how Ponyboy's narration and dialogue reveal feelings and misunderstanding by using emotional vocabulary and intensity adverbs, sentence expansion for nuance, and evidence frames ("The text shows" "This suggests") to support analysis of belonging and identity.	Students will use context to identify new word meanings and form word associations.	RL.7.3 RL.7.6 L.7.4.a L.7.5.b	RL.7.1 RL.7.10 L.7.4.b L.7.6	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br ELD.PII.7.5.Em ELD.PII.7.5.Ex ELD.PII.7.5.Br	<p>Launch: Students will engage in a Retell and Paraphrase Partner Check to confirm understanding of major plot events and character development in Chapter 3.</p> <p>Literacy Lab: Students will be introduced to two new vocabulary words and use their understanding of these words to build word associations.</p> <p>Learning in Action: Part A: Identify How Authors Build Point of View (RL.7.3, RL.7.6) Students will explore how narration, dialogue, and voice can advance point of view and reveal more about a main character.</p> <p>Part B: Analyze How Authors Build Point of View (RL.7.6, RL.7.3) Students will further examine how the author develops point of view in the text, with a focus on moments of connection and disconnection and what these reveal about the main character.</p> <p>Look Back: Students will briefly explain a character's perspective using text evidence from their lesson discussions.</p>		Retell and Paraphrase Partner Check Word Associations Turn-and-Talk Think-Pair-Share Annotation Spot Check Lesson Vocabulary:	



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Unit 1	Lesson 10	Writing	<i>The Outsiders</i> by S. E. Hinton	Students will learn or review elements of narrative craft to become more informed readers and confident writers.	Students will learn about the craft of narrative writing, including choosing words with precise connotations, and write a paragraph from a character's point of view.	Students will analyze narrative craft choices (direct address, connotation, and point of view) and write a short first-person paragraph from a non-narrator character's perspective, using precision analysis verbs (demonstrates, reveals), expanded sentences with clauses, and strong connectors (therefore, consequently) to strengthen reasoning about belonging and identity.		RL.7.6 W.7.3.a W.7.3.b W.7.3.d W.7.4 W.7.9.a L.7.5.c	RL.7.2 W.7.10 SL.7.1.a	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br	<p>Launch: Students will practice using direct address in a Quick Write and learn more about how and why Hinton uses this narrative technique.</p> <p>Literacy Lab: Students will explore the distinction between denotations and connotations of words using examples from the text.</p> <p>Learning in Action: Part A: Explore Narrative Writing (W.7.3.a, W.7.9.a, RL.7.6) Students will discuss how the absence of certain characters' perspectives impacts the story's themes. Then, they will learn about narrative writing and observe an example of writing from another character's point of view.</p> <p>Part B: Student Practice with Narrative Writing (W.7.3.a, W.7.9.a, RL.7.6) Students will work in pairs to write a paragraph from a character's point of view (other than the narrator's) in <i>The Outsiders</i>, using elements of narrative craft.</p> <p>Look Back: Students will review what they learned in a 3–2–1 Summary about narrative writing.</p>	narrative writing	Quick Write Think-Pair-Share 3–2–1 Summary	
Unit 1	Lesson 11	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 3	Students will learn how authors use comparisons and contrasts to build deeper story elements such as theme.	Students will compare and contrast two social groups in the novel and use these details to analyze how authors contrast points of view and build themes.	Students will compare Socs and Greasers using comparative connectors and expanded noun phrases to describe group traits.	Students will deepen their understanding of previously taught vocabulary words by building word relationships.	RL.7.2 RL.7.6 L.7.5.b L.7.6	RL.7.1 RL.7.10 L.7.4.a	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will work collaboratively to identify similarities and differences between the novel's two main social groups using a Venn diagram.</p> <p>Literacy Lab: Students will use four previously taught vocabulary words to build word associations.</p> <p>Learning in Action: Part A: Use Comparisons/Contrasts to Analyze Point of View (RL.7.6, L.7.6) Students will use their Venn diagrams and previous analysis of Chapter 3 to analyze how similarities and differences impact characters' perspectives.</p> <p>Part B: Use Comparisons/Contrasts to Analyze Theme (RL.7.2) Students will engage in a Give One, Get One activity to discuss how the author uses similarities and differences to develop theme.</p> <p>Look Back: Students will write a brief summary of an important similarity between the two groups and what it means.</p>		Collaborative Idea Board Word Relationships Think-Pair-Share Give One, Get One Quick Write Lesson Vocabulary:	
Unit 1	Lesson 12	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 4	As students discuss character motivations and reactions, they will learn more about how authors bring story elements together for maximum effect.	Students will read and analyze the opening of Chapter 4 with a focus on how plot events and conflict shape, and reveal, characters' identities.	Students will explain character actions under stress using emotion + motivation verbs and cause/effect connectors, supported with text evidence.	Students will learn two new vocabulary words using morpheme instruction.	RL.7.3 L.7.4.b	RL.7.1 RL.7.6 RL.7.10	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PII.7.5.Em ELD.PII.7.5.Ex ELD.PII.7.5.Br	<p>Launch: Students will reflect on how fear affects identity and relationships: themes addressed in <i>The Outsiders</i>.</p> <p>Literacy Lab: Students will be introduced to two new vocabulary words through morpheme instruction.</p> <p>Learning in Action: Part A: Prepare to Read (RL.7.3) Students will analyze the relationship between conflict and identity in <i>The Outsiders</i>.</p> <p>Part B: Read, Discuss, and Analyze (RL.7.3) Students will read the opening of Chapter 4 as a group and discuss text-dependent questions about characters' reactions and motivations.</p> <p>Look Back: Students will write a brief response to a prompt about how first-person narration reveals a character's feelings and identity.</p>	contemptuously ruefully unceasingly apprehensive premonition	Turn and Talk Think-Pair-Share	



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Unit 1	Lesson 13	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 4	Students will build knowledge about how authors reveal changes in character perspectives and how characters' actions and choices can show what matters to them.	Students will annotate sections of Chapter 4 to answer text-dependent questions about characters' points of view and the author's choices and then share their responses with their peers.	Students will explain what matters most to a character during crisis using evidence-based inference verbs (indicates, suggests), cause/effect connectors, and collaborative talk stems.	Students will determine the meanings of two new vocabulary words through context.	RL.7.3 RL.7.6 L.7.4.a	RL.7.1 RL.7.10 W.7.4 W.7.9.a SL.7.1	ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will review the plot of Chapter 4 by retelling and paraphrasing sections to a partner. They will also share reflections from their homework assignment in pairs.</p> <p>Literacy Lab: Students will use context clues to determine the meanings of two new vocabulary words.</p> <p>Learning in Action: Part A: Analyze How Change Impacts Character (RL.7.6) Students will form groups and analyze text-dependent questions about an assigned section of text and then summarize their responses and prepare to present them to others.</p> <p>Part B: Share and Present (RL.7.3, RL.7.6) Students will use the Jigsaw Reading routine to share their questions and answers with other students who analyzed different questions and sections.</p> <p>Look Back: Students will independently respond to a reflection prompt about how characters reveal their values during a crisis.</p>	defiance sheepish	self-preservation	Retell & Paraphrase Partner Check Context Clues in Action Jigsaw Reading
Unit 1	Lesson 14	Reading	<i>The Outsiders</i> by S. E. Hinton "Nothing Gold Can Stay" by Robert Frost	Students will learn or build on previous knowledge of literary devices and explain how they are used in a poem.	Students will analyze the imagery and symbolism in the Frost poem "Nothing Gold Can Stay" and discuss its relevance to <i>The Outsiders</i> .	Students will interpret the poetic devices and themes of "Nothing Gold Can Stay" by explaining figurative language with precise verbs (represents, symbolizes), using expanded noun phrases to name abstract ideas (the fleeting innocence of youth), and citing specific words/lines from the poem and <i>The Outsiders</i> to justify their interpretations.	Students will learn a new vocabulary word and build knowledge of the word by generating examples and non-examples.	RL.7.4 RL.7.5 L.7.4.b L.7.5.a	RL.7.1 RL.7.2 RL.7.7 RL.7.10 L.7.5.c L.7.6	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will discuss their responses to the Lesson 13 homework assignment using a turn-and-talk routine.</p> <p>Literacy Lab: Students will learn and build knowledge of the term <i>subsidies</i> by identifying examples and non-examples.</p> <p>Learning in Action: Part A: Preparing to Interpret Poetry (RL.7.5, L.7.5.a) Students will learn about Robert Frost, his use of poetic forms, and the poetic devices of imagery, symbolism, and metaphor. They will consider ideas or feelings associated with the word "gold."</p> <p>Part B: Interpreting a Poem (RL.7.4, RL.7.5) Students will hear the poem, identify memorable images, and discuss text-dependent questions about topics such as symbolism and sound devices.</p> <p>Look Back: Students will use their knowledge of the poem and the anchor text to discuss what the poem might mean to Ponyboy and Johnny.</p>	subsidies eden	hue eden	Turn and Talk Morphology & Vocabulary Graffiti/Table Talk Think-Pair-Share
Unit 1	Lesson 15	Writing	<i>The Outsiders</i> by S. E. Hinton, "Nothing Gold Can Stay" by Robert Frost	Learn how pacing and sentence length impact narrative writing and build knowledge about the revision process.	Students will review a passage in <i>The Outsiders</i> to learn about narrative craft elements and practice revising a narrative nonfiction paragraph.	Students will strengthen a narrative nonfiction paragraph by using varied sentence structures (simple/compound/complex), clear narrative sequencing, precise sensory detail, and accurate modifier placement to improve clarity, pacing, and meaning.	Students will practice combining simple sentences to produce compound, complex, and compound/complex sentences and learn to recognize and fix misplaced modifiers.	W.7.3.c W.7.3.d W.7.4 W.7.5 W.7.9.a L.7.1.b L.7.1.c L.7.3.a	RL.7.3 W.7.3.b W.7.10 SL.7.1.a SL.7.1.d L.7.6	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.1.Em ELD.PII.7.1.Ex ELD.PII.7.1.Br ELD.PII.7.5.Em ELD.PII.7.5.Ex ELD.PII.7.5.Br	<p>Launch: Students will review previously discussed craft elements of narrative writing using a Retell and Paraphrase Partner Check.</p> <p>Literacy Lab: Students will practice combining kernel sentences and learn how to identify and correct misplaced modifiers.</p> <p>Learning in Action: Part A: Review Examples of Craft Elements (RL.7.3, W.7.9.a) Students will close-read parts of a passage from <i>The Outsiders</i> with teacher guidance, focusing on how the author uses sentence length and pacing to express ideas.</p> <p>Part B: Revise a Narrative Paragraph (W.7.5, L.7.1, L.7.3.a) Students will use previous knowledge of craft and grammar to revise a narrative nonfiction paragraph after teacher modeling.</p> <p>Look Back: Students will reflect on their feelings about revising for specific elements in their own writing.</p>			Language Study Retell and Paraphrase Partner Check Think-Pair-Share Quick Write



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Unit 1	Lesson 16	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 5	Build knowledge of how setting, theme, character, plot, and point of view work together to develop a story; they will also deepen their understanding of some of the book's themes.	Students will discuss and analyze character development in Chapter 5, connecting character changes to setting, point of view, and theme.	Students will explain how the church setting affects Ponyboy's and Johnny's sense of belonging and identity by using cause/effect connectors, emotional language, and evidence frames with inference verbs (demonstrates, suggests, indicates).	Students will form word associations, including synonyms and antonyms, to deepen their understanding of two new vocabulary words.	RL.7.2 RL.7.3 L.7.5.b	RL.7.1 RL.7.4 RL.7.6 RL.7.10 SL.7.1.b SL.7.1.c SL.7.1.d L.7.5.a L.7.6	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PII.7.5.Em ELD.PII.7.5.Ex ELD.PII.7.5.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will check their understanding of Chapter 5 by retelling/paraphrasing its events with a partner.</p> <p>Literacy Lab: Students will learn the words sullenly and gallant and practice forming word associations, including synonyms and antonyms.</p> <p>Learning in Action: Part A: Discuss How Setting Impacts Character (RL.7.3, SL.7.1.b, SL.7.1.c, SL.7.1.d) Students will use an Academic Talk Stems/Moves routine to discuss how isolation in the church impacts Ponyboy's and Johnny's senses of belonging and identity.</p> <p>Part B: Connect Character Development to Theme (RL.7.6, RL.7.2, L.7.5.a) Students will further analyze characterization in Chapter 5 by discussing questions related to theme, point of view, and vocabulary.</p> <p>Look Back: Students will use a Quick Write to reflect on how moments of disconnection or uncertainty develop the characters.</p>	sullenly gallant	eluded indignant wistfully	Retell and Paraphrase Partner Check Context Clues in Action Academic Talk Stems/Moves Think-Pair-Share Quick Write
Unit 1	Lesson 17	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 6	Build knowledge of how character and plot developments can illuminate themes in a text.	Students will use their annotations of Chapter 6 to analyze how major plot events and character changes develop themes of belonging, identity, and loss.	Students will justify claims about heroism in Chapter 6 by using a claim-evidence-reasoning structure, modal language (might, could, should), and complex sentences (because/although), citing at least one text detail to support their reasoning.	Students will analyze how affixes and roots impact word meaning by examining the word conviction.	RL.7.2 RL.7.3 RL.7.6	RL.7.1 RL.7.10 L.7.4.b L.7.4.c L.7.4.d L.7.6	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br	<p>Launch: Students will build knowledge of the prefix con- and the root word vict to understand the word conviction.</p> <p>Literacy Lab: Students will learn the word bewilderment and practice identifying examples and non-examples.</p> <p>Learning in Action: Part A: Discuss How Story Elements Connect (RL.7.2, RL.7.3) Students will use their annotations from Chapter 6 to discuss how character choices, relationships, and word choice develop plot and themes.</p> <p>Part B: Analyze Development of Theme (RL.7.2, RL.7.3, RL.7.6) Students will discuss traits of heroism using a Graffiti/Table Talk routine and then analyze how the characters' actions show heroism, challenge stereotypes, develop themes, and are interpreted differently from different perspectives.</p> <p>Look Back: Students will assess how Ponyboy evolves from the beginning to the end of Chapter 6 and explain why that change is important.</p>	bewilderment conviction	doggedly	Daily Warm-Up: Morphology and Vocabulary Think-Pair-Share Close Read and Annotation Protocol Graffiti/Table Talk Turn and Talk Quick Write
Unit 1	Lesson 18	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 6	Build knowledge of how narrative techniques are used purposefully in film and writing.	Students will compare and contrast a scene in a book to an adaptation of the same scene in a film and explore how each medium conveys ideas.	Students will compare how the book and film versions of the church fire scene shape meaning by using media-analysis verbs (emphasizes, highlights, omits, conveys), evidence-based comparison frames, and evaluative language to justify which version is more powerful.	Students will review previously taught vocabulary words and build knowledge of the words by using them in sentences.	RL.7.7 SL.7.2	RL.7.1 RL.7.6 RL.7.10 W.7.9 SL.7.1.a L.7.6	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will discuss how film or television adaptations of books compare to and contrast with written narratives.</p> <p>Literacy Lab: Students will review six previously taught vocabulary words using a Cloze Vocabulary routine.</p> <p>Learning in Action: Part A: Prepare to Evaluate Film (RL.7.7, SL.7.2) Students will review narrative techniques and themes in Chapter 6, learn about film techniques, and watch a scene from a film adaptation of <i>The Outsiders</i>.</p> <p>Part B: Discuss, Compare, and Contrast Two Mediums (RL.7.7, SL.7.2) Students will answer questions about how the film and the book each develop an important scene and compare their responses with classmates using a Give One/Get One routine.</p> <p>Look Back: Students will complete a 3–2–1 summary to share an evidence-based opinion about which version of the scene they found more powerful.</p>	disgrace perspective stereotype incredulous aloofness apprehensive		Turn and Talk Cloze Vocabulary Give One, Get One 3–2–1 Summary



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Unit 1	Lesson 19	Writing	<i>The Outsiders</i> by S. E. Hinton	Use a narrative planning strategy to build a text-based paragraph from a fictional character's point of view.	Students will develop a narrative paragraph from a character's perspective by organizing ideas and drawing on events from <i>The Outsiders</i> .	Students will use first-person narration, time and sequence transitions, precise descriptive details, and concise sentences to draft a narrative paragraph.	Students will combine sentences and revise redundant wording to improve clarity and concision.	W.7.3.a W.7.3.b W.7.3.c W.7.3.d W.7.3.e W.7.4 W.7.5 L.7.3.a	RL.7.1 RL.7.3 W.7.9.a W.7.10 L.7.6	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Activate prior thinking about how economic situations shape characters and connect that thinking to today's narrative writing task.</p> <p>Literacy Lab: Explicitly teach sentence combining and concision so students can draft clear sentences that avoid redundancy.</p> <p>Learning in Action: Part A: Analyze Model Narrative Writing (W.7.3) Students will study a mentor paragraph and identify how a writer plans character, conflict, effect, and conclusion. Part B: Plan and Draft Narrative Writing (W.7.3, W.7.5) Students will complete an outline and draft the opening of a first-person narrative paragraph using evidence-based events, transitions, descriptive details, and concise sentences.</p> <p>Look Back: Reflect on the elements of a narrative paragraph.</p>	<p>redundancy transition sensory detail</p> <p>point of view concision conflict</p>	<p>Academic Talk Stems/Moves Sentence Combining Modeled Writing Plan Writing Retell and Paraphrase Partner Check</p>	
Unit 1	Lesson 20	Writing	<i>The Outsiders</i> by S. E. Hinton	Build knowledge of revising and editing techniques, as well as techniques for giving positive feedback.	Students will Revise, edit, and receive peer feedback on the paragraph they drafted in the previous lesson before producing a final version.	Students will Revise and strengthen a narrative paragraph by connecting ideas with conjunctions and transition words, expanding sentences with descriptive clauses, and incorporating dialogue that reveals character perspective.	Students will Practice using conjunctions to form compound, complex, and compound-complex sentences.	W.7.3.a W.7.3.b W.7.3.c W.7.3.d W.7.3.e W.7.4 W.7.5 L.7.1.b L.7.2.a	RL.7.3 W.7.9.a W.7.10 L.7.3.a	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br	<p>Launch: Students will use a Think-Write-Pair-Share routine to set and share goals for their narrative paragraph writing.</p> <p>Literacy Lab: Students will use a sentence-combining routine to practice forming compound, complex, and compound-complex sentences.</p> <p>Learning in Action: Part A: Write, Give Feedback, and Revise (W.7.3, W.7.5, L.7.1.b) Students will use a narrative checklist to continue drafting their paragraphs from Lesson 19 and give each other positive, constructive feedback.</p> <p>Part B: View and Respond to Others' Work (W.7.3) Students will review and respond to each other's work using a Gallery Walk routine.</p> <p>Look Back: Students will complete a 3–2–1 summary reflecting on what they learned about narrative writing and how they progressed toward goals.</p>	<p>complex sentence compound sentence compound-complex sentence</p>	<p>Think-Write-Pair-Share Gallery Walk 3–2–1 Summary Sentence Combining Lesson Vocabulary:</p>	
Unit 1	Lesson 21	Academic Discussion	<i>The Outsiders</i> by S. E. Hinton	Practice using evidence to orally respond to others' ideas by supporting, challenging, and/or expanding these ideas.	Students will participate in an academic discussion about how the anchor text develops themes of belonging, using a Reflect and Respond routine.	Students will sustain an evidence-based discussion about belonging by using discussion stems to build on peers' ideas, citing chapter-based evidence, and using precise academic verbs to explain how relationships shape identity.	Students will develop a list of conversational norms they can use as a class in future discussions.	SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d SL.7.6	RL.7.2 RL.7.6 L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will use a turn-and-talk routine to discuss moments in the text that helped them understand the Essential Question.</p> <p>Literacy Lab: Students will establish conversational discussion norms about listening, using evidence, using vocabulary, and responding to ideas.</p> <p>Learning in Action: Part A: Preparing for Discussion (SL.7.1, SL.7.6) Students will be introduced to the Reflect and Respond Dialogue routine and practice it with teacher modeling. They will also set group and individual goals for the discussion.</p> <p>Part B: Reflect and Respond Dialogue (SL.7.1, RL.7.2) Students will participate in group discussions of questions related to the theme of belonging in <i>The Outsiders</i>, including the unit Essential Question.</p> <p>Look Back: Students will reflect on how well they met their individual goals and how they can continue to work on these goals.</p>	<p>perspective stereotype social identity</p>	<p>Turn and Talk Reflect and Respond Dialogue</p>	



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Unit 1	Lesson 22	Mid-Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RL.7.1 RL.7.2 RL.7.3 RL.7.6 L.7.1.b L.7.2 L.7.4.a L.7.4.b L.7.5.a L.7.5.b L.7.5.c			<p>Launch: The teacher will establish the testing environment for students to take their assessment.</p> <p>Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical stuck points with multi-select and fill-in-the-blank item formats.</p> <p>Look Back: Students will self-assess their ability to demonstrate the skills assessed.</p>			No routines/protocols are used today
Unit 1	Lesson 23	Flex Day	<i>The Outsiders</i> by S. E. Hinton	Revisit how class, loyalty, and outsider identity shape meaning in <i>The Outsiders</i> and other unit texts.	Students will analyze theme, character responses, and point of view in a literary text.	Students will explain literary analysis using evidence, contrast language, and point-of-view frames in speaking and writing.		RL.7.2 RL.7.3 RL.7.6	RL.7.1 RL.7.10 SL.7.1	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br	<p>Launch: Students self-assess confidence on RL.7.2, RL.7.3, and RL.7.6 to help the teacher form huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on theme, character analysis, and point of view; other students engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning from independent work.</p>			Quick Write
Investigation 2														
Unit 1	Lesson 24	Research	<i>The Outsiders</i> by S. E. Hinton	Use the historical context of 1960s youth culture and social class to build questions that deepen understanding of <i>The Outsiders</i> beyond Ponyboy's single point of view.	Students will narrow a broad topic about 1960s youth culture and social class into a focused, researchable question.	Students will explain why a question is researchable using precise academic language such as broad, narrow, researchable, and relevant and using complex sentences with because, although, and while.		W.7.7	W.7.8 W.7.10 SL.7.1.a-c	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br	<p>Launch: Students connect prior unit learning about class and belonging to the work of asking focused research questions.</p> <p>Literacy Lab: Students learn and practice the Inquiry Protocol: Focus & Frame using a shared model topic and complete a brief checkpoint on narrowing.</p> <p>Learning in Action: Part A: Develop and Refine Your Question (W.7.7) Students independently apply Focus & Frame to draft and revise a focused research question. Part B: Choose a Starting Source (W.7.8) Students skim the source set to identify one relevant source and explain why it is a strong starting point.</p> <p>Look Back: Students reflect on how they refined their topic and name next steps for the next research lesson.</p>	broad narrow researchable	relevant source	Think-Pair-Share Quick Write
Unit 1	Lesson 25	Research	<i>The Outsiders</i> by S. E. Hinton	Deepen historical understanding of 1960s youth culture and social class by testing whether sources truly support research questions.	Students will evaluate whether a source is relevant and accurate for answering a research question about 1960s youth culture and social class.	Students will distinguish among quoting, paraphrasing, and attribution to record source-based evidence and explain why a source is useful.		W.7.6 W.7.8 W.7.9.b	W.7.10 SL.7.1.a SL.7.1.b SL.7.1.c	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Students reopen the research question and source they developed in the previous lesson and preview today's work of testing source usefulness and accuracy.</p> <p>Literacy Lab: Students learn how to evaluate a source for relevance and accuracy and how to choose between quoting, paraphrasing, and basic attribution.</p> <p>Learning in Action: Part A: Test Your Source (W.7.8) Students use the Evaluating News/CARP organizer to decide whether to keep, keep with caution, or replace their source. Part B: Take Notes Without Copying (W.7.8, W.7.9) Students use the Research Notes organizer to record one paraphrase, one quote, and basic attribution connected to their research question and the unit text.</p> <p>Look Back: Students reflect on what they learned about source usefulness and accuracy and name a next step for their research process.</p>			Turn and Talk Think-Pair-Share Quick Write



newsela Threads & Themes

ELA | Grade 7 Scope & Sequence

Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 1	Lesson 26	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 7; "Maslow's Hierarchy of Needs"	Investigate how character relationships help authors build themes and expand characters' perspectives.	Students will analyze significant character relationships using a graphic organizer, explore themes related to empathy and chosen family, and begin reading Chapter 7.	Students will explain how word choice reveals character relationships in <i>The Outsiders</i> by using interpretation verbs (reveals, suggests, indicates), evidence frames, and expanded sentences with adverbials for clarity.	Students will use a morphology routine to learn two new vocabulary words and explore the connotative relationship between these words.	RL.7.2 RL.7.3 RL.7.6 L.7.4.b	RL.7.1 RL.7.10 SL.7.1.a L.7.5.c L.7.6	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.5.Em ELD.PII.7.5.Ex ELD.PII.7.5.Br	Launch: Students will consider how people connect to others across divides and will be introduced to the Essential Question of Investigation 2. Literacy Lab: Students will use a morphology routine to learn two new vocabulary words and then consider the words' connotations and relationships. Learning in Action: Part A: Analyze Main Character Relationships (RL.7.2, RL.7.3, RL.7.6) Students will identify text evidence that explains the relationships between the Curtis brothers and use a triple Venn diagram to analyze their family connections and divisions. Part B: Read and Discuss (RL.7.3, RL.7.6) Students will begin reading Chapter 7 of <i>The Outsiders</i> and answer text-dependent questions related to themes and character perspectives. Look Back: Students will reflect on the role empathy plays in building chosen families in the text.	delinquent juvenile	chosen family manslaughter	Quick Write Morphology & Vocabulary Turn and Talk Think-Pair-Share Quick Write
Unit 1	Lesson 27	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 7; "Maslow's Hierarchy of Needs"	Apply ideas from an informational text to themes in a literary text as they examine the importance of relationships and empathy.	Students will read an informational article about Maslow's hierarchy of needs and apply this framework to analyze relationships and the theme of empathy in <i>The Outsiders</i> .	Students will use cause/effect connectors (because, therefore, as a result), academic verbs (reveals, suggests, demonstrates), and comparative language (similarly, in contrast) to explain how empathy bridges social divides.	Students will apply knowledge of high-utility roots/affixes to understand vocabulary related to physical and relational needs.	RI.7.2 RI.7.3 RI.7.2 RI.7.3 RI.7.6	L.7.4.b L.7.5.b L.7.4.c L.7.4.d RI.7.1 W.7.4 RL.7.10	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	Launch: Students will build knowledge of the prefix physio- and the suffixes -logy and -logical. Literacy Lab: Students will use a word matrix to explore words that can be formed with the root act and build this knowledge to understand the term self-actualization. Learning in Action: Part A: Discuss Informational Text: "Maslow's Hierarchy of Needs" (RI.7.2, RI.7.3, L.7.4.c, L.7.4.d) Students will read and explore central ideas in an informational article and relate concepts in the article to their prior knowledge of key themes/topics in the text. Part B: Close Read, Write, and Share (RL.7.2, RL.7.3, RL.7.6) Students will use a Think-Write-Pair-Share routine to discuss text-dependent questions about Chapter 7 and explore key themes further. Look Back: Students will respond to a text-dependent reflection prompt about how empathy can bridge divides.	physiological self-actualization		Daily Warm-Up: Morphology and Vocabulary Word Matrix Academic Talk Stems/Moves Think-Write-Pair-Share
Unit 1	Lesson 28	Academic Discussion	<i>The Outsiders</i> by S. E. Hinton, Chapter 8	Connect the themes of family and loyalty to discuss how characters can build connections.	Students will discuss the relationships among characters in <i>The Outsiders</i> to analyze how people can change perspective and build bridges across divides.	Students will make and support claims about how characters bridge divides by building on peers' ideas, using academic discussion stems and counterpoint stems, and citing evidence from <i>The Outsiders</i> to justify their reasoning.	Students will prepare for whole-group academic discussions by practicing speaking and listening skills in smaller groups.	SL.7.1.c SL.7.1.d L.7.5	RL.7.1 SL.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	Launch: Students will compare two primary family units in <i>The Outsiders</i> for use in a future discussion. Literacy Lab: Students will make word associations to deepen their understanding of the words loyalty and division. Learning in Action: Part A: Discussion Practice (SL.7.6) Students will use sentence frames to practice conversations with partners. Part B: Fishbowl Conversation (SL.7.1) Students will participate in a large-group Fishbowl Conversation to make comments, generate feedback, and ask questions. Look Back: Students will reflect on the value of speaking and listening strategies.	loyalty division		Turn and Talk Word Associations Fishbowl Conversations Quick Write



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Unit 1	Lesson 29	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 8; "Overcoming the 'Us' vs. 'Them' Mentality"	Connect mindset to relationships among key characters.	Students will analyze how mentality affects characters in <i>The Outsiders</i> and influences relationships in real life.	Students will explain symbolism and relationship shifts by using interpretation verbs, compare/contrast transitions, and textual evidence as they analyze the perspectives of Ponyboy, Cherry, and Randy.	Students will develop vocabulary related to mindset and group behavior (mentality, mob mentality) to support discussion of characters and conflicts.	RL.7.2 RL.7.3 RL.7.6 RI.7.2	RL.7.1 RL.7.10 RI.7.1 L.7.1 L.7.3 L.7.5 L.7.6	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will participate in a Four Corners debate, in which they use details from Chapter 8 to predict what may happen next to Johnny.</p> <p>Literacy Lab: Students will examine the ideas of mentality and mob mentality to explain relationships among characters in <i>The Outsiders</i>.</p> <p>Learning in Action: Part A: Loyalty Mentality: Chapter 8 (RL.7.2, RL.7.3) Students will explore how a loyalty mentality impacted characters at the end of Chapter 8 of <i>The Outsiders</i>.</p> <p>Part B: An "Us vs. Them" Mentality (RL.7.3, RL.7.6, RI.7.2) Students will read an article about an "us vs. them" mentality and apply the concept to the relationships among Randy, Ponyboy, and Cherry in Chapter 8.</p> <p>Look Back: Students will reflect on symbolism to explain the relationship between two main characters in <i>The Outsiders</i>.</p>	mentality mob mentality		Four Corners Debate Generating Situations, Context, and Examples Quick Write
Unit 1	Lesson 30	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 9; "Nothing Gold Can Stay" by Robert Frost	Extend understanding of how pacing shapes meaning across texts and genres.	Students will analyze how pacing shapes hesitancy and urgency and compare how these ideas are developed within and across texts.	Students will explain how pacing shapes meaning across poems and narrative scenes, compare and contrast how urgency and hesitancy are developed in different parts of <i>The Outsiders</i> , and use sequencing language, evaluative language, and text-structure language in discussion and writing.	Students will use academic vocabulary (e.g., pacing, sequence, hesitancy, urgency) to support comprehension and analysis.	RL.7.1 RL.7.2 RL.7.3 RL.7.4 L.7.4.a	L.7.5 RL.7.10	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PII.7.1.Em ELD.PII.7.1.Ex ELD.PII.7.1.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will revisit key moments from <i>The Outsiders</i> to analyze contrasting attitudes (hesitancy vs. urgency) and preview how pacing (the speed of events) shapes meaning in Chapter 9.</p> <p>Literacy Lab: Students will revisit "Nothing Gold Can Stay" to analyze how poets use prosody to create tones such as hesitancy and urgency.</p> <p>Learning in Action: Part A: Sequencing Hesitancy and Urgency (RL.7.1, RL.7.2, RL.7.3) Students will analyze the pacing of the rumble scene through the lenses of hesitancy and urgency.</p> <p>Part B: Comparing and Contrasting Urgency (RL.7.1, RL.7.2, RL.7.3) Students will compare the urgency in the rumble scene to the urgency in the scene at the hospital.</p> <p>Look Back: Students will return again to "Nothing Gold Can Stay" to connect the allusion to the poem to Johnny's final words.</p>	<p>pacing prosody</p> <p>sequence hesitancy urgency</p>		Quick Write
Unit 1	Lesson 31	Writing	<i>The Outsiders</i> by S. E. Hinton, Chapter 9	Examine how a point of view and a storytelling medium can shape a story's message.	Students will analyze similarities and differences between a film version of Chapter 9 and the text and prepare to rewrite a scene from a character's perspective, using information from both mediums.	Students will compare how book and film present character perspective and then plan and outline a rewritten Chapter 9 scene from a new first-person point of view using dialogue, sequencing, and varied sentence types to show what a character wants, feels, and notices.	Students will examine how simple, complex, compound, and compound-complex sentence structures affect meaning and can be used in their own narrative writing.	RL.7.7 W.7.3.a W.7.3.b W.7.3.c W.7.3.d W.7.3.e W.7.4 W.7.9 W.7.10 L.7.1.b	RL.7.2 RL.7.6 SL.7.1.a L.7.1.c L.7.6	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.1.Em ELD.PII.7.1.Ex ELD.PII.7.1.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br	<p>Launch: Students will use an Academic Talk Stems/Moves routine to discuss how elements of <i>The Outsiders</i> shape readers' views of "us" and "them."</p> <p>Literacy Lab: Students will break down a compound-complex sentence from Chapter 9 to examine its structure and layers of meaning.</p> <p>Learning in Action: Part A: Compare Ideas Across Mediums (RL.7.7, W.7.9) Students will watch a film version of a scene from Chapter 9 and compare the effects on the reader and audience between the book and the film, particularly how each medium shows character perspectives.</p> <p>Part B: Plan Outline of Narrative Passage (W.7.3.a, W.7.3.b, W.7.3.c, W.7.3.d, W.7.3.e, W.7.4, W.7.10, RL.7.6) Students will choose and outline a scene from Chapter 9 to rewrite from another character's perspective, using the PLACE strategy to generate ideas, showing character perspective and how it shapes meaning.</p> <p>Look Back: Students will reconsider the question they discussed in the Launch by comparing and contrasting two mediums.</p>			Academic Talk Stems/Moves Turn and Talk Language Study Lesson Vocabulary: n/a



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Unit 1	Lesson 32	Writing	<i>The Outsiders</i> by S. E. Hinton	Practice weaving multiple elements into narrative writing, including pacing, dialogue, voice, and theme.	Students will analyze how authors use dialogue and narrative voice to reveal character identity and apply these techniques as they write and revise a narrative scene.	Students will combine sentences, use consistent verb tenses, and apply punctuation to improve clarity and flow in their narrative writing.	Students will build and revise sentences to connect ideas clearly while eliminating repetition and unnecessary wordiness.	W.7.3.a W.7.3.b W.7.3.c W.7.3.d W.7.3.e W.7.4 W.7.5 W.7.9.a L.7.3.a	RL.7.3 RL.7.6 L.7.1.c W.7.10 L.7.6	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.1.Em ELD.PII.7.1.Ex ELD.PII.7.1.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br	<p>Launch: Students will use text evidence from <i>The Outsiders</i> to discuss how a narrative expresses character identities through plot and dialogue.</p> <p>Literacy Lab: Students will practice combining phrases and clauses to express ideas concisely while eliminating wordiness and improving clarity in their narrative writing.</p> <p>Learning in Action: Part A: Learn About Dialogue and Voice: <i>The Outsiders</i>, Chapter 9 (W.7.3.b, W.7.3.d, W.7.4, RL.7.3, RL.7.6) Students will analyze how S.E. Hinton uses dialogue and narrative voice to reveal character identity, relationships, and tension in Chapter 9.</p> <p>Part B: Write and Revise (W.7.3.a, W.7.3.b, W.7.3.c, W.7.3.d, W.7.3.e, W.7.4) Students will write and revise their narrative scene from Chapter 9, using their outlines from Lesson 31 and applying their understanding of dialogue, voice, and sentence clarity to show a character's aim, challenge, and emotional response.</p> <p>Look Back: Students will reflect on what makes a story worth telling and how dialogue, voice, and perspective help convey meaningful ideas.</p>		Think-Pair-Share Turn and Talk Language Study	
Unit 1	Lesson 33	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 10	Explore how authors use figures of speech and repeated language to express complex ideas and shape readers' emotional responses.	Students will analyze how word choice, figurative language, and extended comparisons create emotional impact and develop ideas about identity, loyalty, and belonging in the novel.	Students will analyze how word choice, figurative language, and extended comparisons shape emotional impact and develop ideas about identity, loyalty, and belonging, using expanded sentences and precise academic language.	Students will draw connections between previously taught vocabulary words and use these relationships to explain character thinking and motivations.	RL.7.2 RL.7.4 L.7.5.b	RL.7.3 RL.7.6 L.7.5.a RL.7.10	ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.5.Em ELD.PII.7.5.Ex ELD.PII.7.5.Br	<p>Launch: Students will analyze how the author's craft choices create emotional impact in Chapter 10 using a Turn and Talk routine.</p> <p>Literacy Lab: Students will identify relationships between two previously taught vocabulary words and connect these word relationships to characters in <i>The Outsiders</i>.</p> <p>Learning in Action: Part A: Analyze Word Choice and Figurative Language: <i>The Outsiders</i>, Chapter 10 (RL.7.2, RL.7.3, RL.7.4, L.7.5.a) Students will analyze impactful word choices and figurative language in Chapter 10 and explain how they develop ideas about identity, loyalty, and belonging.</p> <p>Part B: Analyze Extended Comparison (RL.7.2, RL.7.3, RL.7.4, RL.7.6) Students will analyze the author's extended comparison and explain how it develops important ideas about identity, loyalty, and belonging.</p> <p>Look Back: Students will synthesize their understanding of character, word choice, and theme by writing a sentence-long epitaph that reflects ideas about identity, loyalty, or belonging.</p>	conviction mentality loyalty defiance gallant	Turn and Talk Jigsaw Reading Quick Write Word Relationships	



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Unit 1	Lesson 34	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 11	Learn more about how authors use narrative techniques to develop and contrast characters' points of view.	Students will investigate how authors reveal information in narration versus in dialogue and how pivotal character actions connect to established themes.	Students will analyze what <i>The Outsiders</i> reveals through narration versus dialogue, make inferences about character perspectives and choices, and express conclusions using compare/contrast language, clear pronoun reference, and inference verbs in discussion and writing.	Students will practice identifying the meaning of a new vocabulary word from context.	RL.7.1 RL.7.2 RL.7.6 W.7.3.b W.7.3.d W.7.4 L.7.4.a	RL.7.3 W.7.3.a W.7.3.c L.7.4.c L.7.4.d W.7.3.e RL.7.10	ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.2.a.Em ELD.PII.7.2.a.Ex ELD.PII.7.2.a.Br	<p>Launch: Students will use a Quick Write routine to make text-based inferences about Randy's thoughts and feelings during his conversation with Ponyboy.</p> <p>Literacy Lab: Students will use context clues to define a new vocabulary word and confirm their definition using a dictionary.</p> <p>Learning in Action: Part A: Analyze and Practice Narrative and Dialogue: <i>The Outsiders</i>, Chapters 7 and 11 (RL.7.6, W.7.3.b, W.7.3.d, W.7.3.e, W.7.4) Students will analyze how scenes in two chapters convey different information using narration and dialogue. They will practice using narration and dialogue to share information about a character's point of view in a brief writing exercise.</p> <p>Part B: Describe How Character Choices Support Theme (RL.7.2, RL.7.3) Students will discuss how Ponyboy's choice at the end of Chapter 11 supports themes such as loyalty, heroism, and identity.</p> <p>Look Back: Students will use their knowledge of the text to write advice to the main character.</p>	liable		Quick Write Think-Pair-Share Using Context Clues Quick Write
Unit 1	Lesson 35	Writing	<i>The Outsiders</i> by S. E. Hinton	Learn how to develop a purpose in narrative writing and practice goal-based revision.	Students will review elements of narrative writing and tips to improve each element. Then they will set goals for a revision that includes focus on purpose and audience.	Students will revise and explain narrative craft choices using evidence from their own writing, combining ideas clearly and using text-structure language to strengthen purpose, audience awareness, and clarity.	Students will edit a paragraph to correct misplaced and dangling modifiers, connect related ideas in sentences, and choose precise words.	W.7.3.a W.7.3.b W.7.3.c W.7.3.d W.7.3.e W.7.4 W.7.5 W.7.10 L.7.1.c L.7.3.a	W.7.9 L.7.1.b L.7.6	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PII.7.1.Em ELD.PII.7.1.Ex ELD.PII.7.1.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will paraphrase important events on their Timeline graphic organizer with a partner and then discuss how the author's use of pacing affected their reading experience.</p> <p>Literacy Lab: Students will revise a sample paragraph to correct misplaced and dangling modifiers, combine ideas, eliminate redundancy, and choose precise words.</p> <p>Learning in Action: Part A: Review Narrative Elements and Choose a Revision Focus (W.7.3.a, W.7.3.b, W.7.3.c, W.7.3.d, W.7.3.e, W.7.4, W.7.5) Students will use a Collaborative Idea Board routine to record tips for improving different narrative writing elements, learn why purpose and audience are important, and choose three revision goals for an earlier narrative writing assignment.</p> <p>Part B: Revise and Edit (W.7.3.a, W.7.3.b, W.7.3.c, W.7.3.d, W.7.3.e, W.7.4, W.7.5, L.7.3.a) Students will revise and edit their work, including editing for sentence structure and word choice as needed, and then give and receive peer feedback.</p> <p>Look Back: Students will reflect on how thinking about purpose and audience as they write can improve narrative writing.</p>	dangling modifier purpose		Retell and Paraphrase Partner Check Collaborative Idea Board Quick Write



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Unit 1	Lesson 36	Reading	<i>The Outsiders</i> by S. E. Hinton, Chapter 12	Explore how narrative writing can build and strengthen themes through character development and imagery.	Students will discuss how Chapter 12 builds important themes and shows character growth. Then they will analyze and practice using imagery to represent thematic concepts.	Students will explain character change and thematic development using evidence from the text, inference verbs, and cause/effect reasoning and will apply these same language structures when writing with imagery and discussing how abstract ideas are represented.	Students will review previously taught vocabulary words and use them in sentences connected to the text.	RL.7.2 RL.7.3 RL.7.4 W.7.3.b W.7.3.c W.7.3.d W.7.4	RL.7.6 RL.7.7 L.7.5.a RL.7.10	ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br	<p>Launch: Students will discuss their opinions about the novel's conclusion using an Academic Talk Stems/Moves routine.</p> <p>Literacy Lab: Students will review the definitions of six previously taught vocabulary words using a Cloze Vocabulary routine.</p> <p>Learning in Action: Part A: Analyze Character Growth and Theme Development: The Outsiders, Chapter 12 (RL.7.2, RL.7.3, RL.7.6, RL.7.7) Students will analyze how Ponyboy has and has not changed during the book and discuss how Chapter 12 develops themes and perspectives.</p> <p>Part B: Write Using Imagery (RL.7.4, W.7.3.b, W.7.3.c, W.7.3.d, W.7.4) Students will analyze the imagery in Johnny's letter to Ponyboy and rewrite a part of the letter using images to express abstract concepts.</p> <p>Look Back: Students will complete a 3-2-1 summary to reflect on key events, important character interactions, and what the main character learns.</p>	subsidies sullenly premonition bewilderment liable physiological	acquitted	Academic Talk Stems/Moves Cloze Vocabulary Close Read and Annotation Protocol Graffiti/Table Talk 3-2-1 Summary
Unit 1	Lesson 37	Academic Discussion	<i>The Outsiders</i> by S. E. Hinton, Chapters 7–12	Practice using evidence to respond to others' ideas by supporting, challenging, and/or expanding these ideas.	Students will participate in an academic discussion about how the anchor text develops ideas about empathy across social divides and the meaning of being an "outsider" using a Socratic Seminar routine.	Students will discuss how empathy can enhance a sense of belonging by exchanging ideas in discussion, supporting claims with text evidence, responding to counterpoints respectfully, and using clear academic language and cohesive transitions.	Students will practice using Socratic Seminar protocols in a small group, including speaking and listening techniques.	SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d SL.7.6	RL.7.2 RL.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will use a Turn and Talk routine to discuss text-based examples that show how empathy can create a sense of belonging.</p> <p>Literacy Lab: Students will review conversational norms and practice responding to a text-based prompt using Socratic Seminar protocols.</p> <p>Learning in Action: Learning in Action: Socratic Seminar (SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d) Students will set an individual discussion goal and use Socratic Seminar protocols to discuss questions related to empathy across divides, differences as strengths, and empathy's impact on perspective.</p> <p>Look Back: Students will reflect on how a sense of belonging can help someone feel responsibility to a community.</p>			Turn and Talk Socratic Seminar Quick Write
Unit 1	Lesson 38	End of Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RL.7.1 RL.7.2 RL.7.3 RL.7.6 RL.7.7 RI.7.2 RI.7.3 L.7.1.b L.7.1.c L.7.2 L.7.3.a L.7.4.a L.7.4.b L.7.5.a L.7.5.b L.7.5.c			<p>Launch: The teacher will establish the testing environment for students to take their assessment.</p> <p>Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical stuck points with item formats such as multiple select, sorting, and fill-in-the-blank spelling items.</p> <p>Look Back: Students will self-assess their ability to demonstrate the skills assessed.</p>			
Unit 1	Lesson 39	Flex Day	Teacher-selected short informational passage connected to 1960s youth culture, social class, belonging, or empathy	Return to the unit's informational context by reading about 1960s youth culture, class, and social divides.	Students will determine two central ideas and analyze their development in an informational text.	Students will explain ideas using precise sentence types and revise sentences by placing phrases and clauses clearly.		RI.7.2 L.7.1.b L.7.1.c	RI.7.1 SL.7.1 W.7.10	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br	<p>Launch: Students self-assess confidence on RI.7.2, L.7.1.b, and L.7.1.c to help the teacher form huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on finding central ideas, choosing sentence types, and placing phrases carefully; other students engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning from huddles or independent work.</p>			Quick Write



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 1	Lesson 40	Writing	<i>The Outsiders</i> by S. E. Hinton	Synthesize understanding of identity, loyalty, innocence, and belonging developed across the novel.	Students will analyze how <i>The Outsiders</i> develops theme and begin planning an original narrative that reflects one of the novel's central themes.	Students will plan and begin narrating an original personal experience inspired by a theme from <i>The Outsiders</i> by using narrative sequencing, reflection language, cohesive transitions, and clear dialogue to show how events develop a theme. Students will also eventually plan a brief author's note connecting their experience to <i>The Outsiders</i> .	Students will use precise vocabulary to articulate theme and conflict relationships.	W.7.3.a W.7.3.b	RL.7.2 W.7.4 W.7.10	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.1.Em ELD.PII.7.1.Ex ELD.PII.7.1.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will be introduced to the Performance Task writing prompt and discuss themes in <i>The Outsiders</i> with a partner.</p> <p>Literacy Lab: Students will read an exemplar narrative, discuss how it fits the prompt, and be introduced to the Performance Task Rubric that their own narratives will be scored against.</p> <p>Learning in Action: Part A: Pre-writing and Planning (W.7.3.b) Students will examine how the exemplar narrative builds upon an outline, and they will rate how comfortable they feel with the writing skills they have learned so far in the unit.</p> <p>Part B: Outlining (W.7.3.b) Students will begin outlining their own narratives using the same 3-column graphic organizer that was used for planning the exemplar.</p> <p>Look Back: Students will reflect on what they like most about their outlining so far.</p>			
Unit 1	Lesson 41	Writing	<i>The Outsiders</i> by S. E. Hinton	Apply understanding of theme and character development from <i>The Outsiders</i> to original narrative writing.	Students will draft the introduction and rising action of their narrative performance task writing.	Students will draft and revise a narrative introduction by using dialogue, transitions, clause combining, consistent verb tense, and precise verbs to establish context, mood, and conflict.	Students will correctly punctuate dialogue and use transitions to signal shifts in time.	W.7.3.a W.7.3.b W.7.3.c	W.7.4 W.7.10 L.7.1 L.7.2	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will discuss what makes the opening of <i>The Outsiders</i> memorable to prepare for drafting their own introduction.</p> <p>Literacy Lab: Students will discuss how dialogue and transitions can make writing feel real and engaging.</p> <p>Learning in Action: Part A: Modeling an Introduction (W.7.3.a) Students will examine and discuss a model introduction and ways it can be improved to include dialogue and transitions.</p> <p>Part B: Drafting the Introduction (W.7.3.a) Students will begin drafting their introductions using their outlines from the previous lesson and the Narrative Writing Checklist.</p> <p>Look Back: Students will reflect on and read the introduction of a partner to gain an understanding of various ways to introduce a narrative.</p>		Turn and Talk Think-Pair-Share	
Unit 1	Lesson 42	Writing	<i>The Outsiders</i> by S. E. Hinton	Deepen thematic development through revision.	Students will revise their draft narratives to strengthen sensory detail, pacing, and thematic reflection.	Students will use precise verbs, sensory imagery, and reflective language to deepen meaning.	Students will revise word choice for precision and clarity.	W.7.3.d W.7.3.e	W.7.4 W.7.5 L.7.3 W.7.10 L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Students will analyze vivid descriptions in <i>The Outsiders</i>.</p> <p>Literacy Lab: Students will revise vague language into precise imagery.</p> <p>Learning in Action: Part A: Revising for Sensory Details (W.7.3.d) Students will examine exemplars that show how sensory details can replace vague language.</p> <p>Part B: Strengthening Reflections (W.7.3.e) Students will create their own draft reflections on the theme of their narratives by incorporating sensory details and precise language.</p> <p>Look Back: Students will review and reflect on their writing using the Narrative Writing Rubric in the Performance Task Handout.</p>		Think-Pair-Share Turn and Talk	
Unit 1	Lesson 43	Flex Day	<i>The Outsiders</i> by S. E. Hinton	Students build on prior work about point of view, empathy, and social divides by shaping how an outsider moment is told and shared.	Students will strengthen narrative sequence using transitions, develop reflective endings, and rehearse clear oral presentation of a narrative moment.	Students will use temporal transitions, and precise spoken phrasing to clarify sequence, meaning, and emphasis in a narrative performance.		W.7.3.c W.7.3.e SL.7.4	W.7.4 W.7.5 W.7.10 SL.7.1 SL.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br	<p>Launch: Students self-assess confidence on W.7.3.c, W.7.3.e, and SL.7.4 to help the teacher form huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on sequencing with transitions, reflective endings, and clear oral delivery; other students complete independent reading or knowledge-building work connected to belonging and empathy.</p> <p>Look Back: Students reflect on growth in confidence and identify how today's work moved their narrative or presentation forward.</p>		Quick Write	



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 1	Lesson 44	Writing	<i>The Outsiders</i> by S. E. Hinton	Strengthen theme and character development through revision.	Students will engage in peer review and revise their narrative drafts using feedback.	Students will give and receive constructive feedback to guide their revision process.	Students will edit for clarity while incorporating vivid details.	W.7.5	W.7.3.a W.7.3.b W.7.3.c W.7.2.d W.7.3.e W.7.4 W.7.10 L.7.1 L.7.2.a L.7.2.b	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.5.Em ELD.PI.7.5.Ex ELD.PI.7.5.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br	<p>Launch: Students will review the Performance Task Rubric and then discuss with their partners which parts of the performance task they feel they need support with.</p> <p>Literacy Lab: Students will review and practice editing passages for clarity and vivid details.</p> <p>Learning in Action: Part A: Peer Review (W.7.5) Students will engage in a peer review of one another's work.</p> <p>Part B: Revisions (W.7.5) Students will use the feedback they received in the peer review process to revise and write their final drafts, finishing them for homework if necessary.</p> <p>Look Back: Students will reflect on how their partner's feedback helped them to improve their writing.</p>		Think-Pair-Share Turn and Talk	
Unit 1	Lesson 45	Presentation		Synthesize themes from <i>The Outsiders</i> through original narrative writing.	Students will apply their presentation skills to present their finished narratives.	Students will present their narratives clearly, using appropriate pacing, volume, and reflection language.		SL.7.4 SL.7.6	SL.7.1 W.7.4	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.4.Em ELD.PI.7.4.Ex ELD.PI.7.4.Br ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br ELD.PI.7.5.Em ELD.PI.7.5.Ex ELD.PI.7.5.Br	<p>Launch: Students will discuss how they feel about the performance task they will present today with a partner.</p> <p>Literacy Lab: Students will practice their presentations using the Speaking and Listening checklist.</p> <p>Learning in Action: Learning in Action: Presenting (SL.7.4 & SL.7.6) Students will present their narratives to a small group of peers.</p> <p>Look Back: Students will use a graphic organizer to reflect on the Performance Task they just completed.</p>		Think-Pair-Share Quick Write	
Unit 2 — Witness, Testimony & Argument: Reading the Historical Record Anchor Text: <i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki Writing Genre: Informational / Explanatory														
Spark														
Unit 2	Lesson 1	Spark	"Before Pearl Harbor, L.A. Was Home to Thriving Japanese Communities. Here's What They Were Like"; "Daily Life on the Homefront"	The items in this lesson's Resource Set describe the communities that were destroyed by the internment policy and, in many cases, never rebuilt.	Students will engage with an article and photo collection that provide context for the wartime experiences of Japanese Americans and people on the home front generally. The photos also provide a way to introduce Dorothea Lange, one of three photographers whose work at Manzanar is covered in <i>Seen and Unseen</i> .	Students will build historical context by describing and interpreting details from an informational article and a photo collection, using observation and interpretation verbs (depicts, represents, suggests) and the sentence starters "I notice..." "I wonder..." to explain how perspective and bias shape what gets remembered about Japanese American life before World War II.	Students will learn the meanings of perspective and bias, two words fundamental to understanding both the anchor text and the history of Japanese American internment.	RI.7.1 RI.7.6 RI.7.7	RI.7.2 W.7.4 SL.7.1.c	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br	<p>Launch: Students will read a newspaper article describing Japanese American communities in Los Angeles before World War II and reflect on the struggles and opportunities these communities encountered.</p> <p>Learning in Action: Part A: Compare Media: Life on the Homefront (RI.7.6, RI.7.7) Students will build background knowledge about the war by examining photographs from the American home front and will continue to discuss the situation of Japanese Americans on the eve of the war.</p> <p>Part B: Preview Themes (RI.7.6) Students will discuss the meaning of key thematic terms for this unit such as perspective and bias and will relate them to the work of documentary photographers.</p> <p>Look Back: Students will use a 3–2–1 Summary to consolidate what they have learned from the article and photo set.</p>	Perspective Bias	Idyll	Turn-and-Talk 3–2–1 Summary Collaborative Idea Board



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 2	Lesson 2	Spark	"I Am an American; Powers of Persuasion" Uncle Sam Poster	The items in this lesson's Resource Set show the political stakes of defining Americanness and related concepts such as patriotism and loyalty.	Students will consider the question "What makes an American?" in light of two visual appeals to Americanness: a sign put up by a Japanese American grocer in 1942 and a recruitment poster that predates the United States' entry into World War II.	Students will analyze how public messages shape perception by interpreting two wartime images ("I Am An American" sign and Uncle Sam poster), using evidence-based language and cause/effect connectors (because, as a result, therefore) plus academic interpretation verbs (suggests, communicates, portrays) to explain how fear can influence how audiences understand "Americanness."	Students will reflect on the many definitions that a political and geographic term such as American can have in different contexts.	RI.7.6 RI.7.7 SL.7.1.a	RI.7.1 SL.7.1.c L.7.4	ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br	<p>Launch: Students will summarize and reflect on their observations from the last class with a focus on representation and cultural attitudes.</p> <p>Learning in Action: Part A: What Makes an American? (SL.7.1a) Students will review the history of the term American and discuss how the term is, or should be, defined today.</p> <p>Part B: Analyze Media (RI.7.6, RI.7.7) Students will examine two iconic images from World War II: the "I Am an American" sign displayed by Tatsuro Matsuda, whose family owned a grocery store in Oakland, and the Uncle Sam recruitment poster from 1940. They will analyze both pictures in terms of the messages they convey about Americanness.</p> <p>Look Back: Students will work together to complete a Check for Understanding question that summarizes their analysis of the two images.</p>		Turn-and-Talk Collaborative Idea Board Check for Understanding	
Unit 2	Lesson 3	Spark	"In Response to Executive Order 9066"; "Exposing Injustice" photo series	The items in this lesson's Resource Set illustrate specific aspects of Japanese American incarceration, such as the issue of determining who was a "loyal American" and the effect of the policy on children and families.	Students will read Dwight Okita's poem "In Response to Executive Order 9066" and compare its portrayal of Japanese American incarceration with Dorothea Lange's photos from the period.	Students will interpret how Okita's poem and Lange's photographs bear witness to Japanese American incarceration by using comparative language (both, similarly, unlike), academic interpretation verbs (reveals, highlights, emphasizes), and source-transition language (In the poem..., In the image...) to connect imagery and visual details to the historic facts and impacts of Executive Order 9066.	Students will consider the different meanings and parts of speech that the word witness can have, choosing the most relevant meanings to discuss Japanese American incarceration.	RI.7.7 RI.7.2 RI.7.6	RI.7.1 RI.7.3 SL.7.1.c SL.7.2 L.7.4.a	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will explore definitions of the word witness in order to build an understanding of what it means to bear witness.</p> <p>Learning in Action: Part A: Executive Order 9066 (RI.7.6, RL.7.7) Students will learn about the content and effect of Executive Order 9066. They will read and analyze a poem and examine a set of photographs showing how the order and resultant incarceration policy affected Japanese Americans.</p> <p>Part B: Compare Media (RI.7.2, RI.7.6, RL.7.7) Students will reflect on the poem and photos in terms of their perspective and purpose. They will discuss who is "seen and unseen" in these works.</p> <p>Look Back: Students will complete a Check for Understanding question that applies the concept of bearing witness to the photos and the poem they have just explored.</p>	Bear witness Incarceration	Turn and Talk Check for Understanding	
Investigation 1														
Unit 2	Lesson 4	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki; "Photos: 3 Very Different Views of Japanese Internment"	Students will learn how different photographers approached the task of documenting a historic injustice and gain background knowledge about the central figures in Seen and Unseen.	Students will read an article about historical photographs and discuss how the author develops his claims through specific examples.	Students will explain how a photographer's perspective and intent shape meaning by using interpretive academic verbs and textual and visual evidence from the article. Foundational Skills: Students will use examples to test, confirm, and apply the meaning of a newly learned vocabulary word.	Students will use examples to test, confirm, and apply the meaning of a newly learned vocabulary word.	RI.7.2 RI.7.3 L.7.4.b	RI.7.1 RI.7.4 RI.7.7 RI.7.10 SL.7.1.b L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br	<p>Launch: Students will engage in a Quick Write exercise exploring the structure of nonfiction books that integrate images, illustrations, and primary sources.</p> <p>Literacy Lab: Students will be introduced to a new vocabulary word relevant to both the article and the anchor text. They will generate examples of correct use and relate the word to the work that photographers do.</p> <p>Learning in Action: Part A: Determine Central Ideas (RI.7.2) Students will engage with the article by reading and annotating the text in pairs.</p> <p>Part B: Analyze Connections (RI.7.3) Students will engage in a Think-Pair-Share about the article, responding to questions about the text.</p> <p>Look Back: Students will develop a 3–2–1 Summary about the article.</p>		Quick Writes Generating Situations, Context, and Examples Think-Pair-Share 3–2–1 Summary	



Threads & Themes

ELA | Grade 7 Scope & Sequence

Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 2	Lesson 5	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki, pp. 1-7; "Instructions to Persons of Japanese Ancestry"	Students will learn how the US entry into World War II led to the incarceration of Japanese Americans in 1942 and understand the sudden nature and traumatic effects of the incarceration policy.	Students will read an illustrated nonfiction description of the events leading to Japanese American incarceration and discuss how the author and illustrator offer a specific perspective on these events.	Students will summarize key events and explain their impact by using sequencing language, academic explanation verbs, and time/place phrases, while referencing both text and illustrations.	Students will identify roots and analyze how known roots combine to create words with inferable meanings.	RI.7.5.a RI.7.6 RI.7.7 L.7.4.b	RI.7.1 RI.7.10 L.7.6	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.2.Em ELD.PI.7.2.Ex ELD.PI.7.2.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br	<p>Launch: Students will engage in a Turn-and-Talk discussion reflecting on what they have learned about Japanese American incarceration so far and what they expect to learn in upcoming lessons.</p> <p>Literacy Lab: Students will be introduced to three new vocabulary words relevant to the anchor text using morpheme instruction.</p> <p>Learning in Action: Part A: Identify Purpose (RI.7.6) Students will engage with the first pages of the text through annotation and discussion. They will connect the writing and illustrations to the author's and illustrator's purpose and position.</p> <p>Part B: Compare Media (RI.7.7) Students will compare the text in <i>Seen and Unseen</i> with previously encountered media about Japanese American incarceration.</p> <p>Look Back: Students will write a brief answer to a Check for Understanding question about themes of citizenship and belonging.</p>	forced removal incarceration	alien furnish	Turn-and-Talk Morphology & Vocabulary Check for Understanding
Unit 2	Lesson 6	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki, pp. 8-15; "Instructions to Persons of Japanese Ancestry"	Students will engage with the language of a primary source document detailing how the incarceration policy would be implemented in one area.	Students will read an official government document enacting the policy of Japanese American incarceration.	Students will summarize and interpret a government document by citing text evidence, using contrastive language to name omissions, and using evaluative verbs to explain how official documents show point of view.	Students will use Latin roots and affixes to support acquisition of a domain-specific vocabulary word.	RI.7.2 RI.7.3 RI.7.5.a RI.7.6 L.7.4.b L.7.4.d L.7.6	RI.7.1 RI.7.9 RI.7.10 W.7.4 SL.7.1.c L.7.4.c L.7.4.d	ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.2.Em ELD.PI.7.2.Ex ELD.PI.7.2.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br	<p>Launch: Students will use a turn-and-talk discussion to activate their homework reading of <i>Seen and Unseen</i> pp. 8-15 and compare it to their knowledge of the word forced removal.</p> <p>Literacy Lab: Students will be introduced to the morphology and etymology of the vocabulary word incarceration.</p> <p>Learning in Action: Analyzing Perspectives of "Instructions to All Persons of Japanese Ancestry" (RI.7.6) Students will summarize and identify key ideas of a local order implementing incarceration, identify its point of view based on text evidence, and consider its likely effects on Japanese Americans.</p> <p>Look Back: Students will write a brief answer to a Check for Understanding question about the perspectives embodied in official documents such as executive orders.</p>	forced removal incarceration	alien furnish	Turn-and-Talk Morphology & Vocabulary Check for Understanding
Unit 2	Lesson 7	Writing	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki; "Instructions to Persons of Japanese Ancestry"	Students continue building understanding of how two sources can describe the same event in very different ways.	Students will draft an explanatory paragraph comparing how an official notice and <i>Seen and Unseen</i> portray the forced removal of Japanese Americans.	Students will use comparative connectors and evidence-based explanation to describe differences in perspective across two sources.		W.7.2.b W.7.2.c W.7.2.e	RI.7.6 RI.7.1 W.7.2.a W.7.4 SL.7.1.a W.7.10 L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br	<p>Launch: Activate prior learning from the previous lesson and focus students on one clear writing task: comparing how two sources portray the same event.</p> <p>Literacy Lab: Teach students how to build a comparative analysis sentence that names both sources, uses evidence, and explains perspective.</p> <p>Learning in Action: Part A: Model the Paragraph (W.7.2.b, W.7.2.c, W.7.2.e) Students study a teacher model and identify how an explanatory paragraph compares perspective across two sources.</p> <p>Part B: Draft Your Paragraph (W.7.2.b, W.7.2.c, W.7.2.e) Students draft one focused explanatory paragraph comparing the official notice with <i>Seen and Unseen</i>.</p> <p>Look Back: Students reflect on which source details most strengthened their explanation of perspective.</p>			Turn and Talk Language Study Modeled Writing Quick Write



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 2	Lesson 8	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki, pp. 16–21	In the previous lesson, students examined how public language and media shaped support for forced removal. Today, they compare Partridge's writing and Lange's photographs across the same historical moment.	Students will determine a central idea and analyze how Partridge's written account and Lange's photographs represent Japanese American forced removal and incarceration.	Students will interpret written and visual representations by citing visible details, naming what is outside the frame, and using descriptive academic verbs such as conveys, suggests, and emphasizes.	Students will read a short excerpt fluently by using punctuation to guide phrasing and pace.	RI.7.2 RI.7.6 RI.7.7	RI.7.1 W.7.4 L.7.6 SL.7.1	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.2.Em ELD.PI.7.2.Ex ELD.PI.7.2.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will activate prior knowledge of the words humane and inhumane and connect those ideas to the unit's study of forced removal and incarceration.</p> <p>Literacy Lab: Students will practice fluency with a key excerpt from p. 19 and connect punctuation, phrasing, and tone to Lange's perspective.</p> <p>Learning in Action: Part A: Questions for Reading Photos (RI.7.6, RI.7.7) Students will learn and apply a five-question framework for analyzing photographs across pp. 18–33.</p> <p>Part B: Visible and Unseen (RI.7.2, RI.7.7) Students will compare written and visual representations in a T-chart and identify a central idea across the section.</p> <p>Look Back: Students will complete one brief written response about whose stories are shown and missing, then begin a short witness-response reflection if time remains.</p>	humane inhumane perspective visible	impounded incarceration conveys	Think-Pair-Share Fluency Practice Turn and Talk Close Read & Annotation Vocabulary
Unit 2	Lesson 9	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Students will learn how those who carried out the incarceration policy tried to shape impressions of their actions.	Students will read an anchor text passage that focuses on efforts to censor and control the way that the incarceration camps were documented.	Students will introduce and support an opinion about censorship by citing evidence from pp. 36–39 and using opinion frames ("I think . . .," "It seems . . .," "Based on the text . . ."), power-analysis verbs (restricts, controls, prevents), and cause/effect connectors (because, as a result).	Students will break down challenging words phonetically and practice using them in context.	RI.7.3 RI.7.6 SL.7.1.a L.7.2.b L.7.4.b	RI.7.1 RI.7.10 W.7.9 SL.7.4 L.7.6	ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.2.Em ELD.PI.7.2.Ex ELD.PI.7.2.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br	<p>Launch: Students will engage in a Think-Pair-Share reflecting on censorship from the perspective of the people who eventually view photographs or other media.</p> <p>Literacy Lab: Students will be introduced to three new vocabulary words relevant to the opinion article using syllable-based instruction.</p> <p>Learning in Action: Part A: Analyze Documents (RI.7.3, RI.7.6) Students will identify specific censorship practices described in <i>Seen and Unseen</i> and reason about their purpose and effects.</p> <p>Part B: Discuss Key Ideas (RI.7.3, SL.7.1a) Students will engage in a Graffiti/Table Talk exercise to analyze and reflect on the censorship rules in more detail.</p> <p>Look Back: Students will develop a 3–2–1 Summary about the camp rules discussed in this lesson's anchor text passage.</p>			Think-Pair-Share Morphology & Vocabulary Graffiti/Table Talk 3–2–1 Summary
Unit 2	Lesson 10	Writing	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Students deepen understanding of how censorship and power shape public memory.	Students will analyze how the WRA's written and unwritten rules about photography shaped what the public understood about Manzanar in <i>Seen and Unseen</i> .	Students will explain cause-and-effect relationships using reporting verbs, contrastive language, and cause-effect connectors in an explanatory paragraph.		RI.7.3 RI.7.1 W.7.2.d W.7.2.e W.7.5 W.7.9.b L.7.1.b	RI.7.6 W.7.2.a W.7.2.b W.7.2.c W.7.4 SL.7.1.a L.7.6 W.7.10	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br	<p>Launch: Activate prior learning and push students to take a critical stance on how the WRA used photography rules to control visibility and public understanding.</p> <p>Literacy Lab: Teach students how to combine related ideas into precise sentences that show cause, contrast, and control.</p> <p>Learning in Action: Part A: Power, Visibility, and Control (RI.7.3) Students analyze how specific rules shaped what became seen, unseen, and misunderstood about Manzanar.</p> <p>Part B: Writing an Explanatory Paragraph (W.7.2a-b,d,f, W.7.9b) Students use the RACE strategy to draft a paragraph explaining how the WRA used photography rules to control the narrative about Manzanar.</p> <p>Look Back: Students reflect on how evidence helped them explain the connection between power, photography, and public memory.</p>			Turn and Talk Language Study Think-Pair-Share Modeled Writing Quick Write



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Unit 2	Lesson 11	Reading	"A Picture Is Worth a Thousand Words: Why Photojournalism Matters Now More Than Ever"	Students learn about Miyatake's clandestine photography and his unique perspective as an incarcerated community member.	Students will learn about Toyo Miyatake, a photographer imprisoned at Manzanar, and analyze his motivation to create a photographic record of camp life.	Students will explain how perspective shapes what gets recorded and remembered by using analytical verbs (documents, records, emphasizes), evidence-based explanation ("the text shows", "the photos suggest . . ."), and synthesis transitions (similarly, in contrast) when discussing Miyatake's work in <i>Seen and Unseen</i> and the photojournalism article.	Students will distinguish and apply multiple meanings of the word record in practice sentences and within <i>Seen and Unseen</i> .	RI.7.6 RI.7.9 SL.7.1.a L.7.4.a	RI.7.1 RI.7.4 RI.7.10 SL.7.1.c SL.7.2 L.7.6	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br	<p>Launch: Students will discuss the responsibilities of photographers and writers in portraying people and documenting events.</p> <p>Literacy Lab: Students will learn two related meanings of record. They will relate these words to conditions in the incarceration camps and discuss the importance of accurate word choice in a nonfiction narrative.</p> <p>Learning in Action: Part A: Read Analytically (RI.7.6, SL.7.1.a) Students will closely read and analyze the opening pages of the anchor text section on Toyo Miyatake. They will analyze the unique circumstances he faced as a prisoner-photographer and consider his self-appointed mission to "record everything." Part B: Compare Perspectives (RI.7.6, RI.7.9, SL.7.1.a) Students will compare the points made in the article "A Picture Is Worth a Thousand Words: Why Photojournalism Matters . . ." with the description of Toyo Miyatake's work and aims in <i>Seen and Unseen</i>. They will discuss the limitations and responsibilities that condition a photographer's efforts to record history.</p> <p>Look Back: Students will write a brief answer to a Check for Understanding question on the topic of "documenting history." Students will synthesize learning in a concise written reflection.</p>			Think-Pair-Share Generating Situations, Context, and Examples Collaborative Idea Board Check for Understanding
Unit 2	Lesson 12	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki; "The 'Loyalty Questionnaire' of 1943 Opened a Wound That Has Yet to Heal"	Students examine the protest and shooting at Manzanar, the absence of photographic evidence, and the loyalty questionnaire, a public document that created impossible choices for families.	Students will analyze how Elizabeth Partridge and Lauren Tamaki present the Manzanar protest, the shooting, and the loyalty questionnaire.	Students will explain how sequence, visual design, and contrastive connectors shape a comparison of perspectives and purposes.	Students will read long, complex questions fluently by chunking punctuation and phrasing units.	RI.7.5.a RI.7.6 RI.7.9 L.7.1.a	RI.7.1 W.7.4 W.7.9.b SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will activate prior knowledge from Lesson 11 and frame today's focus on what Miyatake could record and what remained unseen.</p> <p>Literacy Lab: Students will use a Language Study routine to examine the actual wording of Questions 27 and 28 on the loyalty questionnaire and analyze how sentence structure intensifies the pressure of the choice.</p> <p>Learning in Action: Part A: Reading What Was Left Unseen Students will close-read pp. 60–65 to analyze Partridge's sequencing and Tamaki's illustration choices during the protest and shooting. Part B: Impossible Choices Students will analyze the loyalty questionnaire on pp. 66–74 .</p> <p>Look Back: Students will write a brief evidence-based response explaining how Partridge and Tamaki help readers bear witness even when part of the record is missing.</p>	allegiance	chaotic	Annotation Spot-Check Language Study Turn and Talk Quick Write



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Unit 2	Lesson 13	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki; "The 'Loyalty Questionnaire' of 1943 Opened a Wound That Has Yet to Heal"	With the loyalty questionnaire, a government form forced painful choices.	Students will analyze how "The 'Loyalty Questionnaire' of 1943 Opened a Wound That Has Yet to Heal" and <i>Seen and Unseen</i> , pp. 66–74, present the loyalty questionnaire and its lasting impact on Japanese American families.	Students will synthesize evidence using compare/contrast connectors and cause-and-effect language to explain how each source shapes contested memory.	Students will use morphemes and syllable chunking to analyze and discuss the meanings of loyalty and disloyalty.	RI.7.6 RI.7.9 L.7.4.b	RI.7.1 RI.7.2 W.7.4 SL.7.1.c	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br	<p>Launch: Students will activate prior knowledge from Lesson 12 and frame the questionnaire as a source of contested memory.</p> <p>Literacy Lab: Students will learn the morphology of loyalty and disloyalty to help them track how labels shape judgment and memory.</p> <p>Learning in Action: Part A: Tracing the Wound (RI.7.6) Students will read and annotate the article "The 'Loyalty Questionnaire' of 1943 Opened a Wound That Has Yet to Heal" to analyze how the author presents the questionnaire's human impact.</p> <p>Part B: Two Sources, Two Emphases (RI.7.9) Students will compare "The 'Loyalty Questionnaire' of 1943 Opened a Wound That Has Yet to Heal" with <i>Seen and Unseen</i>, pp. 66–74, to explain how each source shapes the same topic.</p> <p>Look Back: Students will write a witness-response reflection using evidence from both sources.</p>			Think-Pair-Share Introduce New Words Using Morphology Partner Reading & Discussion Whole Class Discussion Quick Write
Unit 2	Lesson 14	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki; Excerpt from "Bearing Witness and Creative Activism"	In the previous lesson, students compared how Dorothea Lange and Toyo Miyatake documented Manzanar. In this lesson, they add the concept of bearing witness before evaluating Adams's work.	Students will analyze how the concept of bearing witness helps readers evaluate Ansel Adams's photographs of Manzanar.	Students will explain how Adams emphasizes, frames, and omits aspects of life at Manzanar using interpretive verbs, cause-and-effect connectors, and evidence-based explanations from an article excerpt and photographs.	Students will analyze the morphemes in resettlement to determine meaning and explain how the word shapes interpretation.	RI.7.6 RI.7.9 W.7.9.b L.7.4.b	RI.7.1 RI.7.10 SL.7.1.c L.7.6	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will activate prior learning from Lange and Miyatake and be introduced to the need for a new lens—bearing witness—for evaluating Adams's photographs.</p> <p>Literacy Lab: Students will learn the morphology and connotation of resettlement so they can notice how word choice shapes historical memory.</p> <p>Learning in Action: Part A: Defining Bearing Witness (RI.7.6) Students will discuss a short article excerpt to define bearing witness and explain how images can create moral responsibility.</p> <p>Part B: Evaluating Adams Through a Witness Lens (RI.7.6, RI.7.9, W.7.9.b) Students will analyze Adams's photographs and accompanying text to evaluate what his images reveal, what they conceal, and what they teach viewers about the incarcerated community.</p> <p>Look Back: Students will synthesize what the photographer analysis taught them about the people in the photographs and support their thinking with evidence.</p>	resettlement	witness loyalty	Think-Pair-Share Introduce New Words Using Morphology Think-Pair-Write-Share Quick Write Student Text Sets



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Unit 2	Lesson 15	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki; "Surviving Poston's Desert Heat: Cellars, Fans, Ponds, and Gardens" by Roy Kakuda	In Lesson 14, students examined how a visiting photographer shaped public memory of Manzanar. In this lesson, they shift to an essay created by a person who was himself incarcerated at Poston.	Students will analyze how Roy Kakuda's survivor-authored essay and Ansel Adams's photographs in <i>Seen and Unseen</i> shape what readers see and understand about Japanese American incarceration.	Students will compare how Kakuda and Adams present camp life by using comparison connectors, tone and intent adjectives, and evidence-based explanation of what becomes visible or omitted.	Students will distinguish among words with similar denotations by comparing the connotations of resilient to similar words in context.	RI.7.6 RI.7.9, L.7.5.c	RI.7.1 RI.7.10 SL.7.1.a SL.7.1.c W.7.4 L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	Launch: Students will activate prior learning about Adams and frame the shift from a visiting photographer's lens to a record created by a person who experienced incarceration. Literacy Lab: Students will learn the connotative differences among resilient, tough, adaptable, and uncomplaining so they can analyze how word choice shapes perspective in preparation for reading Kakuda's essay. Learning in Action: Part A: Reading Roy Kakuda's Record (RI.7.6) Students will read sections of Kakuda's essay and explain what becomes visible when someone who was himself incarcerated tells the story. Part B: Comparing Survivor Voice and Visiting Photographer Lens (RI.7.6, RI.7.9) Students will compare Kakuda's image and language choices with Adams's documentation and explain how each creator shapes historical memory. Look Back: Students will write a brief design analysis of how Kakuda's words and image work together and how that changes the record when compared with Adams.	resilient tough adaptable uncomplaining	denotation connotation document community-centered	Think-Pair-Share Language Study Turn and Talk Quick Write
Unit 2	Lesson 16	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	The biographies, notes, and short essays at the end of <i>Seen and Unseen</i> contribute to a fuller understanding of the causes and effects of the Japanese American incarceration policy.	Students will analyze how the back matter of <i>Seen and Unseen</i> develops perspective and contributes to the text's central ideas about bearing witness, omission, and the historical record.	Students will explain how back-matter features shape historical understanding by using explanatory connectors and precise nouns to connect evidence to analysis.	Students will practice fluent reading of a complex informational passage by phrasing across clauses and emphasizing key reporting words.	RI.7.6 RI.7.9	RI.7.1 RI.7.3 RI.7.5 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d W.7.2.a W.7.2.b W.7.4 W.7.9.b	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	Launch: Students will activate prior knowledge about back matter and connect today's reading to the unit question about how history is remembered. Literacy Lab: Students will practice fluent reading with a dense back-matter excerpt and analyze how reporting language shapes credibility and perspective. Learning in Action: Part A: Reading the Back Matter for Perspective (RI.7.6, RI.7.9) Students will annotate selected back-matter sections to identify added context, author and illustrator choices, and gaps in the historical record. Part B: Writing Across the Record (RI.7.6, RI.7.9) Students will write a short evidence-based response explaining how the back matter helps readers understand which stories were preserved and which were omitted. Look Back: Students will synthesize how the back matter strengthens responsible bearing witness by citing at least two specific details.	archival impounded omitted	back matter credibility	Turn and Talk Fluency Practice Think-Pair-Write-Share Quick Write



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Unit 2	Lesson 17	Writing	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki; "Letter from Mary Tsukamoto to 'Richard,' Soldier in the 442nd Regimental Combat Team, October 21, 1943"	Students' sources will vary in the details they present, but they all will provide concrete facts about Japanese American incarceration that reinforce or extend information in <i>Seen and Unseen</i> .	Students will write explanatory paragraphs that synthesize information from a shared model primary source, individually researched primary sources, and <i>Seen and Unseen</i> to learn about Japanese American incarceration.	Students will synthesize what multiple sources reveal and omit about Japanese American incarceration by writing an explanatory paragraph that uses a claim–evidence–explanation structure, synthesis language, and academic nouns while accurately introducing evidence and explaining its relevance to the Essential Question.	Students will practice writing explanatory paragraphs that cogently organize details in support of a clearly stated main idea.	RI.7.9 W.7.2.a W.7.2.b W.7.2.f	RI.7.1 RI.7.3 RI.7.6 W.7.2.c W.7.2.d W.7.2.e W.7.9 W.7.10	ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will provide brief factual descriptions of their primary sources to a peer and prepare to analyze a shared model source before drafting.</p> <p>Literacy Lab: Students will practice expanding kernel sentences to provide details about the "who, where, and why" of events described in their sources.</p> <p>Learning in Action: Part A: Analyze a Shared Model Primary Source + Compare Sources (RI.7.9) Students will analyze Mary Tsukamoto's letter as a shared model, then compare sources in terms of what they include, omit, and reveal, using a three-column chart to organize their thinking.</p> <p>Part B: Write an Explanatory Paragraph (RI.7.9, W.7.2) Students will write an explanatory paragraph that builds on the shared analysis and their own source review to make a broader claim about documenting Japanese American incarceration.</p> <p>Look Back: Students will quickly revise the last sentence of their paragraph to align it with the Essential Question for this investigation.</p>		Turn-and-Talk	
Unit 2	Lesson 18	Academic Discussion	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	The questions in this lesson's discussion provide an opportunity to synthesize knowledge from across the past 17 lessons of reading, writing, and research.	Students will engage in a small-group Academic Discussion that considers each section of <i>Seen and Unseen</i> in turn, focusing on what it reveals about the extent and limitations of the records of Japanese American incarceration.	Students will synthesize perspectives across <i>Seen and Unseen</i> and their primary sources by using accountable discussion moves (agree/build/clarify/challenge), comparative and synthesis connectors, and academic nouns (perspective, omission, visibility) to make evidence-based oral explanations that deepen their response to the Essential Question.	Students will practice participating in an accountable conversation that observes norms they have helped to decide and articulate.	RI.7.6 RI.7.9 W.7.9 SL.7.1 SL.7.1.a-d SL.7.4	RI.7.1 RI.7.7 W.7.9 SL.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will prepare for a full-class discussion via a short turn-and-talk activity focused on the Essential Question.</p> <p>Literacy Lab: Students will establish norms and goals for this lesson's discussion.</p> <p>Learning in Action: Part A: Model Discussion (RI.7.9, SL.7.1, SL.7.1.b) Students will observe as the teacher models a round of group discussion following the Reflect-and-Respond Dialogue protocol.</p> <p>Part B: Group Discussion (RI.7.9, SL.7.1, SL.7.1.a–d, SL.7.4) Students will use the Reflect-and-Respond Dialogue to respond to questions about <i>Seen and Unseen</i>, their primary sources, and the unit's Essential Question in a small-group discussion.</p> <p>Look Back: Students will answer a Check for Understanding question that encourages them to record new insights gained from today's group discussion.</p>		Turn and Talk Reflect-and-Respond Dialogue Check for Understanding	



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Unit 2	Lesson 19	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Rereading portions of <i>Seen and Unseen</i> through the lens of craft provides a chance to review the book's main contents while noticing additional supporting details.	Students will annotate a selection from <i>Seen and Unseen</i> in terms of craft considerations: specific author and illustrator choices that affect the work's tone and perspective.	Students will make evidence-based inferences about how multimodal craft choices (text, photograph, illustration) shape perspective and emotion by using analytical verbs (emphasizes, conveys, suggests), multimodal reference language ("the text . . ." "the photograph . . ." "the illustration . . ."), and comparative connectors to explain how meaning is framed for the reader.	Students will practice distinguishing the meaning of similar words relevant to the text (incarceration, incarcerated, resettlement, removal) and using vocabulary with precision.	RI.7.6 RI.7.7 W.7.2	RI.7.1 SL.7.1 W.7.9 RI.7.10	ELD.PI.7.6.b.Em ELD.PI.7.6.b.Br ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PII.7.3.Em ELD.PII.7.3.Br	<p>Launch: Students will begin unpacking the terms used in the upcoming investigation's Essential Question through a brief turn-and-talk discussion. They will share how their work in Investigation 1 has helped prepare them to explore this question.</p> <p>Literacy Lab: Students will complete a Cloze Vocabulary exercise designed to review key terms related to Japanese American forced removal and imprisonment.</p> <p>Learning in Action: Part A: Model Annotating for Craft (RI.7.6, RI.7.7) Students will observe the process of annotating an excerpt from <i>Seen and Unseen</i> to prepare for their independent annotations in Part B. Teacher will model and explain the annotation process.</p> <p>Part B: Annotate for Craft (RI.7.6, RI.7.7, W.7.2) Students will choose their own portion of <i>Seen and Unseen</i> to annotate with a view to understanding craft choices made by the author and illustrator.</p> <p>Look Back: Students will answer a Check for Understanding question asking them to identify specific insight produced by the annotation process.</p>			Cloze Vocabulary Think-Aloud Modeling Turn and Talk Check for Understanding
Unit 2	Lesson 20	Mid-Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RI.7.1 RI.7.2 RI.7.3 RI.7.6 RI.7.9 L.7.1.a L.7.1.b L.7.4.a L.7.4.b L.7.5.c			<p>Launch: The teacher will establish the testing environment for students to take their assessment.</p> <p>Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical stuck points with multi-select and fill-in-the-blank item formats.</p> <p>Look Back: Students will self-assess their ability to demonstrate the skills assessed.</p>			No routines/protocols are used today
Unit 2	Lesson 21	Flex Day	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Students strengthen the source-analysis skills needed to read photographs, testimony, journalism, and government texts about Japanese American incarceration.	Students will compare a written text and multimedia, determine an author's point of view, and evaluate whether reasons and evidence support claims.	Students will explain comparisons, point of view, and argument strength using evidence language, contrast language, and evaluation language.	Students will read a short passage closely and use key words in the text to support analysis.	RL.7.7 RI.7.6 RI.7.8	RL.7.1 RI.7.1 SL.7.1.a-d W.7.4 RI.7.10	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br	<p>Launch: Students self-assess confidence on RL.7.7, RI.7.6, and RI.7.8 to help the teacher form huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on comparing text and media, finding author point of view, and evaluating reasons and evidence; other students engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning from independent work.</p>			Quick Write
Investigation 2														



newsela Threads & Themes

ELA | Grade 7 Scope & Sequence

Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 2	Lesson 22	Research	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki; "Exposing Injustice: Incarceration of Japanese Americans"	Students build on the study of testimony, photography, and multiple perspectives in <i>Seen and Unseen</i> by analyzing how photographers document and interpret incarceration.	Students will analyze how a photographer's perspective shapes what a historical photograph reveals and hides about Japanese American incarceration and compare this representation with how ideas are represented in a text.	Students will explain visual choices using source-based language and analytical terms such as framing, perspective, proximity, and cropped out.	Students will gather and record relevant visual and textual evidence from photographs, captions, and the unit text to prepare for a follow-up annotation task.	RI.7.6 RI.7.7 W.7.8	RI.7.1 SL.7.1.a SL.7.1.b SL.7.1.c W.7.4	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Students activate prior knowledge about witness, testimony, and visual evidence by noticing what a photograph shows first and wondering what it leaves out.</p> <p>Literacy Lab: Students learn the Visual Rhetoric routine and practice moving from description to analysis using framing, subject positioning, and absence.</p> <p>Learning in Action: Part A: Compare Image and Text Representations (RI.7.6, RI.7.7) Students examine an archival photograph closely and compare and contrast it with a representation of the same idea in a selected text.</p> <p>Part B: Annotate a Photograph's Perspective (W.7.8, RI.7.6) Students write a short perspective annotation and begin a production extension by sketching an alternate frame.</p> <p>Look Back: Students reflect on what they learned about visual perspective and identify next steps for Lesson 23.</p>	framing perspective	proximity cropped	Turn and Talk Think-Pair-Share Quick Write
Unit 2	Lesson 23	Research	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki; "Exposing Injustice: Incarceration of Japanese Americans"	Students build on the previous lesson by returning to a photograph that was already analyzed and pairing it with a second source.	Students will corroborate two sources about the same aspect of Japanese American incarceration by identifying agreement, divergence, and reasons the accounts differ.	Students will explain how purpose, audience, access, and time of creation shape source differences using evidence-based language and source attribution.		RI.7.6 RI.7.9 W.7.7 W.7.8	RI.7.1 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.5.Em ELD.PI.7.5.Ex ELD.PI.7.5.Br ELD.PII.7.1.Em ELD.PII.7.1.Ex ELD.PII.7.1.Br	<p>Launch: Students reconnect to the photograph they analyzed in Lesson 22 and identify what new source could deepen or challenge their first reading.</p> <p>Literacy Lab: Students learn the corroboration routine and build precise search terms that help them find a useful second source.</p> <p>Learning in Action: Part A: Find a Second Source (W.7.7, W.7.8) Students use search terms and a source set to locate and record a second source connected to their original image.</p> <p>Part B: Explain Agreement and Difference (RI.7.6, RI.7.9) Students compare two sources on the same event or aspect and explain why the sources might represent it differently.</p> <p>Look Back: Students reflect on what corroboration taught them and identify next steps for research.</p>	corroborate divergence	keyword access	Turn and Talk Quick Write



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Unit 2	Lesson 24	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Focus closely on the language used by an individual internment-camp survivor in order to corroborate the details provided in the third-person portions of the anchor text and in other primary and secondary sources.	Students will closely examine a passage from <i>Seen and Unseen</i> that features a firsthand account by a survivor of the prison camps.	Students will interpret a survivor's first-person testimony by identifying voice and emotional tone and using reporting verbs (describes, recalls, emphasizes), emotional/evaluative language, and academic nouns (testimony, experience, omission) to explain what the account reveals and what it leaves unclear.	Students will distinguish examples and non-examples of the word <i>miserable</i> both as it relates to Japanese American incarceration and in a wider context.	RI.7.3 RI.7.6 SL.7.1	RI.7.1 RL.7.10 W.7.2 W.7.9 SL.7.1.a SL.7.1.c RI.7.10	ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will reflect on the value and impact of firsthand testimony through a turn-and-talk discussion of their homework selections.</p> <p>Literacy Lab: Students will contrast examples and non-examples of the word <i>miserable</i> to better understand whether or not this description is fairly applied to the experience of incarceration in these camps.</p> <p>Learning in Action: Part A: Model Annotation (RI.7.3, RI.7.6) Students will observe the process of annotating a survivor story excerpt to analyze the interactions between events and individuals, with attention to its perspective, tone, and purpose, as well as to the details it includes or omits.</p> <p>Part B: Annotate for Voice and Tone (RI.7.3, RI.7.6, SL.7.1) Students will use a Collaborative Idea Board to annotate a survivor story excerpt, analyzing the interactions between events and individuals, identifying point of view, and considering purpose. They will work with a partner to share their annotations, then discuss broader lessons about survivor narratives in a large-group setting.</p> <p>Look Back: Students will answer a Check for Understanding question to spark further questions for research and analysis.</p>	miserable	omission	Turn and Talk Example/Non-Example Collaborative Idea Board Check for Understanding
Unit 2	Lesson 25	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	This lesson will help students continue to transfer text-analysis skills from Investigation 1 to the domain of visual media. Since much of the historic record of Japanese American incarceration is photographic, analyzing text and images together is important to understanding that record.	Students will analyze selected pages from <i>Seen and Unseen</i> that combine survivor testimony with photographs and illustrations and describe the individual and combined effect of these media on their understanding of Japanese American incarceration.	Students will synthesize multimodal evidence (survivor testimony, photographs, and illustrations) by using synthesis connectors (together, combined, across), multimodal reference language ("the text" "the photograph" "the illustration"), and academic verbs (reinforces, complicates) to explain how perspective is shaped and what remains unclear.	Students will practice reading fluency using a passage that includes direct quotation as well as a third-person prose narrative.	RI.7.1 RI.7.6 RI.7.7	RL.7.10 SL.7.1.a SL.7.1.c W.7.9 RI.7.10	ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br	<p>Launch: Students will turn and talk to discuss the relevance of multiple kinds of evidence to bearing responsible witness to history.</p> <p>Literacy Lab: Students will practice reading fluency using a passage that combines firsthand survivor testimony with a more general third-person description of incarceration camp conditions.</p> <p>Learning in Action: Part A: Model Image Analysis (RI.7.1, RI.7.6, RI.7.7) Students will observe the process of analyzing a page spread that includes both text (a survivor story excerpt) and related images. The teacher will lead students through an example that asks specific craft-oriented questions about text, photographs, and illustrations.</p> <p>Part B: Analyze Text and Images (RI.7.1, RI.7.6, RI.7.7) Students will follow the model from Part A to annotate a page spread of their choosing. They will note and discuss how specific details of text, photographs, and illustrations combine to shape readers' understanding of Japanese American incarceration.</p> <p>Look Back: Students will answer a Check for Understanding question in which they identify remaining gaps in their understanding of the survivor narrative they analyzed.</p>			Turn and Talk Fluency Practice Collaborative Idea Board Check for Understanding



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Unit 2	Lesson 26	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	This lesson will help students identify reliable sources and incorporate them into the study of Japanese American incarceration.	Students will further analyze survivor testimony in <i>Seen and Unseen</i> by comparing it with other primary and secondary sources, and then conduct brief research to identify and compare additional primary or secondary sources.	Students will compare and corroborate perspectives across sources by using comparative/contrastive language (similarly, unlike, whereas), evidence-based explanation frames, academic verbs (corroborates, contradicts), and abstract nouns (credibility, perspective) to explain how multiple sources shape historical understanding.	Students will practice combining short sentences in a way that illustrates the relationship between ideas.	RI.7.6 RI.7.7 W.7.9	RI.7.1 RI.7.2 RL.7.10 SL.7.1.a SL.7.1.c W.7.2 RI.7.10	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br ELD.PII.7.4.Em ELD.PII.7.4.Br	<p>Launch: Students will participate in a group discussion about the challenges of comparing multiple perspectives on a historic event.</p> <p>Literacy Lab: Students will practice combining short sentences in ways that clarify the relationship between ideas.</p> <p>Learning in Action: Part A: Compare Perspectives (RI.7.6, RI.7.7) Students will compare the perspectives expressed in a survivor story within <i>Seen and Unseen</i>, the work of one of the photographers at Manzanar, and a government or journalistic source.</p> <p>Part B: Research Sources (RI.7.6, RI.7.7, W.7.9) Students will conduct a brief search to locate reliable additional sources that can deepen their understanding of the events addressed in <i>Seen and Unseen</i>. They will integrate these sources into the comparison in Part A.</p> <p>Look Back: Students will answer a Check for Understanding question in which they explore the value of introducing additional sources with distinct perspectives when learning about history.</p>			Sentence Combining Check for Understanding
Unit 2	Lesson 27	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Students gain further practice with synthesizing insights from different types of media and continue to work on comparing and contrasting primary and secondary sources.	Students will annotate one more set of pages from <i>Seen and Unseen</i> in terms of craft decisions (both textual and visual), language choices, and the survivors' perspective.	Students will analyze how multimodal craft choices shape meaning by using analytical verbs (highlights, reinforces, limits), multimodal reference language ("in the text/photo/illustration . . ."), comparative connectors (similarly, unlike, whereas), and evidence-based explanations that name what is emphasized or omitted.	Students will practice combining affixes with the Latin root <i>viv</i> , guessing and checking the meaning of the resulting terms.	RI.7.6 RI.7.7 W.7.9 L.7.2.b	RI.7.1 RL.7.10 SL.7.1 SL.7.1.a SL.7.1.c W.7.2 RI.7.10	ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will turn and talk to identify specific instances in which multiple types of evidence (text, photo, illustration) contribute to a better understanding of historic narratives.</p> <p>Literacy Lab: Students will revisit the familiar word <i>survivor</i> in a Word Matrix exercise based on the Latin root <i>viv</i> ("to live," "alive").</p> <p>Learning in Action: Part A: Model Image Analysis (RI.7.6, RI.7.7) Students will observe an additional example of annotation through a Craft Lens. The teacher will lead students in annotating a page spread with attention to both visual and textual elements.</p> <p>Part B: Analyze Text and Images (RI.7.6, RI.7.7, W.7.2) Students will annotate a page spread containing a survivor story alongside photos and illustrations. They will identify connections among the different types of textual and visual media presented in <i>Seen and Unseen</i>.</p> <p>Look Back: Students will answer a Check for Understanding question in which they combine this lesson's analysis with their experiences annotating and analyzing other selections from <i>Seen and Unseen</i>.</p>			Turn and Talk Word Matrix Check for Understanding
Unit 2	Lesson 28	Writing	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Students now take stock of a growing collection of historical evidence about the nature and outcomes of Japanese American incarceration, including examples from <i>Seen and Unseen</i> and various primary and secondary sources.	Students will write paragraphs that synthesize the evidence and insights they have accumulated by annotating <i>Seen and Unseen</i> .	Students will synthesize multimodal evidence in explanatory writing by using a clear claim–evidence–explanation structure, synthesis transitions (together, collectively), and academic verbs (demonstrates, suggests) to explain how word/image choices shape interpretation and responsible witnessing.	Students will practice identifying opportunities to add detail to sentences to create more precise descriptions and vary sentence length.	RI.7.6 RI.7.7 W.7.2.a W.7.2.b W.7.2.c	RI.7.1 W.7.2.d W.7.2.e W.7.2.f W.7.4 W.7.9 W.7.10	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br	<p>Launch: Students will turn and talk to discuss credibility and ethics in historical narratives, offering examples of what makes a story believable.</p> <p>Literacy Lab: Students will practice expanding kernel sentences to provide details about the "who, where, and why" of events described in their sources.</p> <p>Learning in Action: Write an Explanatory Paragraph. (RI.7.6, RI.7.7, W.7.2.a, W.7.2.b) Students will write a paragraph that combines evidence from the past several lessons' annotations and research. In this paragraph they will present and support a claim about the perspectives found in their sources and/or the task of being a responsible witness to history.</p> <p>Look Back: Students will respond to a Check for Understanding question that relates to the goal of responsibly witnessing the stories of others.</p>			Turn and Talk Sentence Expansion Check for Understanding



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Unit 2	Lesson 29	Writing	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Students synthesize and analyze previous learning and multiple narratives about Japanese American incarceration.	Students will write explanatory paragraphs that compare and contrast the perspectives expressed in <i>Seen and Unseen</i> and other primary and secondary sources.	Students use comparative/contrastive connectors (however, whereas), academic nouns (perspective, bias, omission), and evidence-based reasoning that cites at least two sources.	Students will develop a deeper understanding of the term perspective by generating and considering various literal and figurative examples.	RI.7.6 RI.7.7 W.7.2.b W.7.2.c W.7.9.b	RI.7.1 W.7.2 W.7.2.a W.7.2.f W.7.4 L.7.5 W.7.10	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will turn and talk to identify reasons that two people might express differing perspectives on the same event.</p> <p>Literacy Lab: Students will generate examples of physical and mental perspectives in preparation for a discussion of the different perspectives held by their sources.</p> <p>Learning in Action: Part A: Model Compare and Contrast Writing (RI.7.6, RI.7.7) Students will observe a model of compare and contrast writing based on multiple sources to those they will use in Part B. Teacher will demonstrate how to organize comparison/contrast thinking using a three-column chart to inform drafting.</p> <p>Part B: Write a Compare and Contrast Response (RI.7.6, RI.7.7, W.7.9) Students will write a response that compares and contrasts the perspectives of different groups and individuals connected to Japanese American incarceration. They will consider perspectives of survivors, eyewitnesses such as photographers and journalists, government officials, and contemporary journalists.</p> <p>Look Back: Students will respond to a Check for Understanding question that identifies new insights gained from the writing exercise as well as opportunities for further research and learning.</p>			Turn and Talk Generating Situations, Context, and Examples Check for Understanding
Unit 2	Lesson 30	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Students explore how structural decisions influence interpretation of survivor testimony.	Students annotate a selection from <i>Seen and Unseen</i> in terms of structure and sequence, then discuss the effect of structural choices in pairs or small groups.	Students use sequencing transitions, cause/effect language, and academic nouns (pacing, emphasis) in evidence-based explanations.	Students distinguish between structure and sequence and develop their understanding that sequences are a type of structure.	RI.7.5 RI.7.6 SL.7.1	RI.7.1 RI.7.3 RL.7.10 W.7.9 RI.7.10	ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will turn and talk to explore the effects of structure and sequence on the audience's experience of a story.</p> <p>Literacy Lab: Students will answer a series of Word Relationship discussion questions that concern the precise use of the terms sequence and structure.</p> <p>Learning in Action: Part A: Model Annotating for Sequence (RI.7.5, RI.7.6) Students observe the process of annotating a multi-page sequence from <i>Seen and Unseen</i> in terms of how text, images, and events are arranged. The teacher will comment on the structural choices revealed by this analysis and their effect on the reader's understanding by modeling.</p> <p>Part B: Annotate for Sequence (RI.7.5, RI.7.6, SL.7.1) Students will annotate a different page sequence following the model provided in Part A. They will then discuss, in pairs and then with a larger group, the overall effect and significance of the structural choices they observed.</p> <p>Look Back: Students will respond to a Check for Understanding question that asks them to identify and analyze one example of a structural choice from their work in this lesson.</p>			Turn and Talk Word Relationship Check for Understanding



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Unit 2	Lesson 31	Reading	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Students examine the various primary sources in <i>Seen and Unseen</i> for further details about survivors' experiences.	Students use the tools developed in past lessons—analysis of craft, perspective, and structure/sequence—to compare two sequences from <i>Seen and Unseen</i> that contain survivor testimony.	Students synthesize patterns across survivor testimonies by using abstract nouns (pattern, theme), comparative verbs (reinforces, complicates, contrasts), and cohesive transitions using evidence.	Students distinguish examples of discrimination from non-examples in order to build a more precise understanding of Japanese Americans' experiences before, during, and immediately following World War II.	RI.7.6 RI.7.7 RI.7.9	RI.7.1 RI.7.2 RI.7.3 RL.7.10 SL.7.2 W.7.9 RI.7.10	ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will turn and talk to discuss the benefits of learning about an event from multiple viewpoints.</p> <p>Literacy Lab: Students will explore the meaning of the word discrimination by distinguishing examples and non-examples.</p> <p>Learning in Action: Part A: Model Sequence Comparison (RI.7.6, RI.7.7, RI.7.9) Students will observe the process of reading two survivor sequences from <i>Seen and Unseen</i> side-by-side and comparing them in terms of tone, detail, perspective, and structure. The teacher will model the process using Think-Aloud prompts.</p> <p>Part B: Compare Sequences (RI.7.6, RI.7.7, RI.7.9) Students will work in small groups to complete an annotation following the principles in Part A. They will then share their observations in a whole-class discussion.</p> <p>Look Back: Students will respond to a Check for Understanding question that asks them to share insights that emerged from their work in this lesson and explain its significance.</p>		Turn and Talk Example/Non-Example Check for Understanding Lesson Vocabulary:	
Unit 2	Lesson 32	Research	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki; "Letter to Clara Breed from Fusa Tsumagari, Poston, Arizona, October 9, 1942"	Students will learn how to locate and analyze sources that can support research into Japanese American incarceration.	Students will select, analyze, and corroborate credible external sources that confirm and complement the information in the survivor stories from <i>Seen and Unseen</i> .	Students will relate survivor testimony to other sources by using evaluation verbs (confirms, challenges, complicates), source attribution language ("According to . . .," "The interview states . . ."), contrastive connectors (however, in contrast), and academic nouns (credibility, evidence, perspective).		RI.7.1 RI.7.6 W.7.7	RI.7.3 W.7.8 W.7.9 SL.7.1.a SL.7.1.c SL.7.1.d SL.7.2	ELD.PI.7.6.a.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.c.Br ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will engage in a Turn-and-Talk discussion to help identify external sources that could enrich their understanding of survivor narratives.</p> <p>Literacy Lab: Students will observe and practice the acknowledgment of sources through quotation and paraphrase.</p> <p>Learning in Action: Part A: Model Source Research (RI.7.1, RI.7.6, W.7.7) Students will observe as the teacher models the process of locating and examining an external source and connecting it to information from the anchor text. Part B: Research External Sources (RI.7.1, RI.7.6, W.7.7) Students will select and analyze an external source that confirms or contextualizes survivor narratives from <i>Seen and Unseen</i>.</p> <p>Look Back: Students will share insights they have gained by comparing anchor-text sources with those found during research.</p>		Turn and Talk	
Unit 2	Lesson 33	Writing	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Students further integrate the knowledge gained from the anchor text and independently researched sources while identifying new patterns and trends.	Students will write paragraphs that synthesize information from multiple sources on Japanese American incarceration.	Students will produce a cohesive explanatory paragraph that synthesizes multiple survivor accounts using comparative transitions, evidence-based explanation, and an academic tone to analyze patterns, omissions, and perspective.	Students will identify opportunities to eliminate redundancy in writing while preserving meaning and flow.	RI.7.6 RI.7.7 RI.7.9 W.7.2.a W.7.2.b W.7.2.c W.7.2.d L.7.3.a	SL.7.1 W.7.9 W.7.4	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will turn and talk to discuss the interpretive value of reading multiple survivor accounts from the same events.</p> <p>Literacy Lab: Students will identify and practice strategies to eliminate redundancy in their explanatory writing.</p> <p>Learning in Action: Part A: Prepare for Explanatory Writing (RI.7.7, RI.7.9, W.7.2) Students will observe as the teacher models synthesizing sources to write an explanatory paragraph. Then they will complete a chart to organize details they can use in their own explanatory paragraphs.</p> <p>Part B: Write an Explanatory Paragraph (RI.7.7, RI.7.9, W.7.2) Students will write an explanatory paragraph that brings together information and insights from two survivor sequences in <i>Seen and Unseen</i>. They will work with peers to refine their writing.</p> <p>Look Back: Students will discuss in small groups or as a class what they have learned from today's writing exercise.</p>		Turn and Talk	



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Unit 2	Lesson 34	Research	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki; "Letter to Clara Breed from Fusa Tsumagari, Poston, Arizona, October 9, 1942"; "Surviving Poston's Desert Heat: Cellars, Fans, Ponds, and Gardens"	Students will learn how to narrow down a broad research topic into a focused topic and question suitable for a class research project.	Students will select a preliminary topic and research question for their "Witness to History" multimedia presentation and then combine evidence from <i>Seen and Unseen</i> and an external source to support the presentation.	Students will synthesize evidence from multiple sources to generate a focused research question and explain its relevance using cohesive transitions and evidence-based reasoning language.		RI.7.3 W.7.7 W.7.9.b	RI.7.1 SL.7.1.a SL.7.1.c SL.7.1.d SL.7.2 W.7.8 SL.7.5	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will engage in a Turn-and-Talk discussion to help generate research ideas based on <i>Seen and Unseen</i> and external sources.</p> <p>Literacy Lab: Students will observe as the teacher models how to narrow a broad topic to a focused topic and a related research question.</p> <p>Learning in Action: Part A: Model Synthesizing Evidence (RI.7.3, W.7.7, W.7.9) Students will observe as the teacher models the process of synthesizing evidence from <i>Seen and Unseen</i> and text set sources, evaluating it in light of the research question, and identifying further research directions.</p> <p>Part B: Select a Research Topic (RI.7.3, W.7.7, W.7.9) Students will determine a topic and research question for their multimedia presentations and will begin evaluating available sources in light of their topic and question</p> <p>Look Back: Students will share both insights and next steps they have identified at the beginning of their research process.</p>		Turn and Talk	
Unit 2	Lesson 35	Academic Discussion		Today's discussion emphasizes the connections among three dimensions of the work in this unit: the Essential Question that has guided this investigation, the dimensions of analyzing historical documents (perspective, tone, structure), and the upcoming Performance Task on being responsible witnesses to history.	Students will engage in a Socratic Seminar with the goal of collecting, organizing, and analyzing evidence to address the Essential Question as it relates to Japanese American incarceration.	Students will articulate synthesized insights in a Socratic Seminar by using discussion moves (build/clarify/extend), evidence-based oral language, discourse connectors, and an academic register to connect sources to the Essential Question.	Students will practice participating in an accountable conversation that observes norms and maintains focus with less explicit structure than in previous lessons.	RI.7.1 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d SL.7.3 SL.7.4 SL.7.6	RI.7.1 RI.7.2 RI.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will discuss unit themes as they relate to the selection and framing of sources in their Performance Tasks.</p> <p>Literacy Lab: Students will review academic conversation norms and preview the Socratic Seminar discussion model.</p> <p>Learning in Action: Part A: Model Discussion (RI.7.6, SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.3, SL.7.4) Students will observe as the teacher models a round of group discussion following the Socratic Seminar protocol.</p> <p>Part B: Group Discussion (RI.7.6, SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1-d, SL.7.3, SL.7.4) Students will conduct a Socratic Seminar to respond to questions about <i>Seen and Unseen</i>, their primary sources, and the unit's Essential Questions in a large-group format.</p> <p>Look Back: Students will answer a Check for Understanding question that encourages them to record new insights gained from today's group discussion.</p>		Socratic Seminar	
Unit 2	Lesson 36	End of Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RI.7.1 RI.7.2 RI.7.3 RI.7.6 RI.7.7 RI.7.9 L.7.4.a L.7.4.b L.7.4.d L.7.5.a L.7.5.b W.7.8			<p>Launch: The teacher will establish the testing environment for students to take their assessment.</p> <p>Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical stuck points with multi-select and fill-in-the-blank item formats.</p> <p>Look Back: Students will self-assess their ability to demonstrate the skills assessed.</p>		No routines/protocols are used today	
Unit 2	Lesson 37	Flex Day	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki Teacher-selected related source from the current unit text set	Students continue building their capacity to bear witness responsibly by comparing sources and studying how word choice shapes meaning in texts about Japanese American incarceration and civic responsibility.	Students will analyze how two texts shape ideas about the same topic.	Students will explain source relationships and word meaning using comparison language, context language, and connotation language.	Students will use context, word parts, and reference materials to determine the meaning of unfamiliar words.	RI.7.9 L.7.4.a L.7.4.b L.7.4.c L.7.4.d L.7.5.b L.7.5.c	RI.7.1 SL.7.1 W.7.4	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br	<p>Launch: Students self-assess confidence on RI.7.9, L.7.4, and L.7.5 so the teacher can form responsive huddles based on both confidence and recent work.</p> <p>Learning in Action: Teacher provides targeted huddles on comparing sources, using context and word parts, and analyzing connotation while other students complete independent reading or knowledge-building connected to the unit.</p> <p>Look Back: Students reflect on how their confidence, strategy use, or knowledge of the unit topic changed during the Flex Day.</p>		Quick Write	



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Unit 2	Lesson 38	Writing	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Students use analytical tools developed throughout this investigation (perspective, tone, etc.) to identify connections between text and images. Combining text and images from throughout the book, not only from a single spread or sequence as in previous activities, provides a broader perspective on <i>Seen and Unseen</i> .	Students will select images and accompanying survivor testimony for use in their Digital Witness Exhibit and complete a chart to compare and contrast how selected sources portray an element of the internment camps.	Students will justify the selection of an image-testimony pairing by using analytical verbs (represents, emphasizes, reinforces, complicates), cause/effect reasoning (because, therefore, as a result), and evidence-based justification (specific visual/text details and page references) to explain how the pairing supports a claim about perspective, tone, and what remains unseen.	Students will learn and practice techniques for comparing visual and textual evidence in terms of content, perspective, and tone.	RI.7.7 SL.7.1	W.7.2 W.7.10	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br	<p>Launch: Students will turn and talk to discuss which stories and images they might highlight in their upcoming presentations.</p> <p>Literacy Lab: Students will identify and practice strategies to compare multimodal sources and ground those comparisons in detail.</p> <p>Learning in Action: Part A: Model Image–Text Annotation (RI.7.7, W.7.2) Students will observe as the teacher models annotating an image–text pairing to compare and contrast perspective, tone, and content in portrayals of the internment camps using a T-chart and summarizing some findings in complete sentences.</p> <p>Part B: Annotate Image–Text Pair (RI.7.7, W.7.2, SL.7.1) Students will follow the model in Part A to annotate their own image–text pairing, which they will select for its relevance to their research question, and then write a few sentences that they can later use in drafting their narration.</p> <p>Look Back: Students complete a Check for Understanding, identifying further questions on their performance task.</p>			Turn-and-Talk Check for Understanding
Unit 2	Lesson 39	Writing	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Students apply source evaluation and synthesis as they build answers to self-generated research questions.	Students will locate, evaluate, and integrate an additional credible source into their Unit Performance Task research.	Students will use source attribution phrases, synthesis connectors, and comparative reasoning to explain how an external source corroborates, complicates, or extends <i>Seen and Unseen</i> .		W.7.7 SL.7.1.c	RI.7.7 RI.7.9 W.7.8 W.7.4	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br	<p>Launch: Students will activate prior learning from Lesson 38 and generate new research questions that call for an additional source.</p> <p>Literacy Lab: Students will learn how to shorten quotations ethically with ellipses so they can preserve a source’s meaning while taking usable notes.</p> <p>Learning in Action: Part A: Model Source Research (W.7.7, RI.7.7) Students will watch a teacher model using a credible external source and a three-column chart to sort connections, new details, and omissions.</p> <p>Part B: Research and Annotate Sources (W.7.7, RI.7.9, SL.7.1c) Students will find a source for their own question, annotate it, and explain how it strengthens their presentation.</p> <p>Look Back: Students will reflect on one insight from today’s source work and explain how it will improve their presentation.</p>			Turn and Talk Quick Write Language Study
Unit 2	Lesson 40	Writing	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki “Letter from Mary Tsukamoto to ‘Richard,’ Soldier in the 442nd Regimental Combat Team, October 21, 1943”	Students build from the source comparison work in Lessons 38 and 39 by turning notes into explanatory writing.	Students will write an explanatory paragraph that synthesizes information from <i>Seen and Unseen</i> and a researched external source.	Students will use precise reporting verbs, source attribution, and synthesis transitions to explain relationships across sources in an academic paragraph.	Students will replace vague verbs with precise academic verbs to distinguish reported facts from interpretations.	W.7.2.a W.7.2.b W.7.2.d W.7.2.f W.7.9.b	W.7.2.c W.7.4 W.7.7 SL.7.1.a SL.7.1.d L.7.3.a	ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br	<p>Launch: Students will explore how sources relate to the Essential Question and prepare to turn research notes into presentation-ready writing.</p> <p>Literacy Lab: Students will practice replacing vague reporting verbs with precise academic verbs that distinguish facts from interpretations.</p> <p>Learning in Action: Part A: Prepare for Explanatory Writing (W.7.2a, W.7.2b, W.7.2d, W.7.9b) Students will evaluate a model paragraph that synthesizes Archie Miyatake’s survivor sequence with Mary Tsukamoto’s letter.</p> <p>Part B: Write Explanatory Paragraph (W.7.2a, W.7.2b, W.7.2d, W.7.2f, W.7.9b) Students will draft and refine a five- to seven-sentence explanatory paragraph that connects evidence from <i>Seen and Unseen</i> to an external source.</p> <p>Look Back: Students will reflect on one insight from combining sources and identify how today’s paragraph can support their final presentation.</p>			Turn and Talk Language Study Modeled Writing Quick Write



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Unit 2	Lesson 41	Writing	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Students have an opportunity to prototype key aspects of presentations in a fast, low-risk way and get early peer feedback on structure and sequence.	Students will plan the audio and visual components for Unit Performance Task presentations.	Students will plan a multimodal presentation storyboard by sequencing image-text pairs (first/next/then/finally), justifying design choices with cause/effect reasoning (because/so/therefore), and using academic planning register to ensure text clarifies—not misrepresents—images.	Students will learn how to combine text and visuals ethically so that the text reinforces or explains the image without misrepresenting its contents.	W.7.5 SL.7.5	W.7.2 W.7.9.b SL.7.1.c W.7.10	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br	<p>Launch: Students will turn and talk to share their ideas for pairing text and images in their presentations.</p> <p>Literacy Lab: Students will observe examples of ethically combining text and images as well as some patterns to avoid.</p> <p>Learning in Action: Storyboard Exhibit/Podcast (W.7.5, SL.7.5) Students will storyboard their presentations by writing brief narration points for each image-text pair they wish to include. They will check their pairings with a peer for clarity and accuracy.</p> <p>Look Back: Students will identify challenges and opportunities that lie ahead as they continue to work on the Performance Task.</p>		Turn and Talk Check for Understanding	
Unit 2	Lesson 42	Writing	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Students create captions and scripts that reflect contextual knowledge of the texts and images in presentations.	Students will produce draft narration and captions for Unit Performance Task presentations.	Students will draft concise captions and narration that synthesize evidence from images and testimony, using cohesive transitions, citing language for evidence, and using an academic tone to clarify perspective and ethical interpretation.	Students will learn about passive and active voice and determine when to use each.	RI.7.6 W.7.2.a W.7.2.b W.7.2.c W.7.2.d W.7.2.e W.7.4	RI.7.1 SL.7.4 SL.7.5 W.7.10	ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br ELD.PII.7.4.Em ELD.PII.7.4.Ex ELD.PII.7.4.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br	<p>Launch: Students will turn and talk to identify areas where their captions and narration can add useful detail and interpretation.</p> <p>Literacy Lab: Students will distinguish passive and active voice and will identify reasons to choose one or the other in writing.</p> <p>Learning in Action: Draft Captions and Narration (RI.7.6, W.7.2, W.7.4) Students will write captions and narration for their presentation and draft an introduction and conclusion.</p> <p>Look Back: Students will share a small part of their presentation with a partner, who will identify areas that need clarity.</p>		Turn and Talk	
Unit 2	Lesson 43	Writing	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki	Students strengthen and refine the written and multimedia elements of their presentation through multiple rounds of peer review.	Students will strengthen and refine their presentations through multiple rounds of peer review.	Students will revise their presentation drafts by using peer-review language that critiques ideas (not people) and by applying specific, actionable feedback to improve evidence use, ethical interpretation, and clarity.	Students will observe, comment on, and practice examples of constructive criticism.	W.7.5 SL.7.1 SL.7.3	W.7.6 W.7.9 SL.7.2 SL.7.5 W.7.10	ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br	<p>Launch: Students will turn and talk to identify areas where they hope to further refine their presentations.</p> <p>Literacy Lab: Students will review norms for effective, accountable, peer review that responds to ideas rather than individuals.</p> <p>Learning in Action: Peer Review (W.7.5, SL.7.5) Students will collaborate in three rounds of peer review, each focused on a different aspect of their presentations.</p> <p>Look Back: Students will identify one actionable insight for their own presentations that they gained while reviewing other's work.</p>		Turn and Talk Check for Understanding	
Unit 2	Lesson 44	Flex Day	<i>Seen and Unseen</i> by Elizabeth Partridge and Lauren Tamaki Seen and Unseen or another teacher-selected unit passage related to Japanese American incarceration, Japanese American testimony, or visual history	Students build from earlier lessons on point of view, claims, source comparison, and word choice to strengthen their own informative writing about historical Japanese American incarceration.	Students will introduce a topic clearly, develop it with relevant details, and use transitions to create cohesion in informative writing about historical sources.	Students will explain relationships among ideas using precise evidence language and cause-effect or sequencing connectors in short informative responses.		W.7.2.a W.7.2.b W.7.2.c	W.7.4 W.7.5 SL.7.1.a-d W.7.10	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br PII.7.1.Em PII.7.1.Ex PII.7.1.Br	<p>Launch: Students self-assess their confidence with key informative writing moves so the teacher can form responsive huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted writing huddles on clear introductions, development with evidence, and transitions in informative writing while other students complete independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on writing growth and connect today's work to responsible historical representation.</p>		Quick Write	



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Unit 2	Lesson 45	Presentation		Students complete their study of Japanese American incarceration during World War II.	Students will present their completed "Digital Witness Exhibit" presentations.	Students will present their "Digital Witness Exhibit" presentations using clear oral transitions and evidence-citation language to synthesize insights across multiple sources and respond to audience questions with academic clarity.	Students will show how they have incorporated multiple rounds of peer feedback to refine their presentations.	SL.7.4.a SL.7.5	RI.7.6 W.7.6 W.7.9 SL.7.2 SL.7.3 SL.7.6	ELD.PI.7.4.Em ELD.PI.7.4.Ex ELD.PI.7.4.Br ELD.PI.7.5.Em ELD.PI.7.5.Ex ELD.PI.7.5.Br ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br	<p>Launch: Students will turn and talk to identify the strengths of the presentation they are about to share.</p> <p>Literacy Lab: Students practice their presentations, set up any required technology, and/or make last-minute changes that require classroom resources.</p> <p>Learning in Action: Presenting (RI.7.7, SL.7.4, SL.7.5) Students will share their "Digital Witness Exhibit" presentations with a group of peers.</p> <p>Look Back: Students will use a graphic organizer to reflect on the work that they have just shared with the class.</p>			Turn and Talk
Unit 3 — Dreams & Barriers: Researching Opportunity in America Anchor Text: <i>A Raisin in the Sun</i> by Lorraine Hansberry Writing Genre: Research-Based Argument														
Spark														
Unit 3	Lesson 1	Spark	"Striking Black and White Photos Capture the Black Experience in 1940s South Side Chicago"	Students begin building background knowledge about Black American life in South Side Chicago during the Great Migration through Edwin Rosskam's photographs.	Students will analyze historical photographs to describe what is happening, support ideas with visual evidence, and learn about daily life in the South Side of Chicago in the 1940s.	Students will use precise observation language and cause-thinking words such as because, so, and this suggests to explain how visual details support their ideas.		RI.7.1 W.7.2.b SL.7.2	RI.7.2 W.7.2.a W.7.2.c W.7.2.d W.7.2.e SL.7.1.a	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br	<p>Launch: Students will build curiosity and model how to study a historical photograph by distinguishing between observation from inference and grounding every claim in visible evidence.</p> <p>Learning in Action: Students will independently study a Rosskam photograph, discuss it with peers who examined the same image, and present evidence-based observations and questions to the class. (SL.7.2)</p> <p>Look Back: Students will write a brief evidence-based response naming the image that interests them most, explaining why, and posing a genuine question.</p>			Think-Pair-Share Group Accountability Share Quick Write
Unit 3	Lesson 2	Spark	"Harlem" by Langston Hughes; "Striking Black and White Photos Capture the Black Experience in 1940s South Side Chicago"; "Black Americans and the Racist Architecture of Homeownership"	Students connect the previous lesson's Rosskam photographs of the South Side of Chicago to Langston Hughes's idea of a deferred dream.	Students will analyze how word choice, punctuation, line breaks, and format shape meaning in the poem "Harlem."	Students will explain how a dream may be deferred by using evidence from a photograph and a poem, including precise words such as deferred, punctuation, line break, and tone.	Students will read a poem aloud with attention to punctuation, pauses, and phrasing.	RL.7.4 RL.7.5 RL.7.7	RL.7.1 RL.7.2 W.7.2 W.7.4 SL.7.1 SL.7.2 L.7.2 L.7.5 L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Br	<p>Launch: Students reconnect to Lesson 1 by selecting a Rosskam image that suggests dreaming and learning the meaning of deferred in the opening line of Hughes's poem.</p> <p>Learning in Action: Students read, hear, and perform "Harlem" to analyze how word choice, punctuation, line breaks, and medium shape meaning. (RL.7.4, RL.7.5, RL.7.7)</p> <p>Look Back: Students synthesize the image and poem in a brief evidence-based reflection about what dream a person in the photograph might have and how it might be deferred.</p>	deferred line break punctuation	isolation tension explode	Turn-and-Talk Quick Write Choral Reading
Unit 3	Lesson 3	Spark	"Black Americans and the Racist Architecture of Homeownership"	Students move from Rosskam's South Side Chicago photographs and Langston Hughes's idea of deferred dreams into an informational text about redlining and housing discrimination.	Students will cite textual evidence from the beginning of a non-fiction article and determine the meaning of domain-specific vocabulary to explain how the text presents homeownership as a dream with distinct barriers for some Americans.	Students will explain ideas from the article by quoting or paraphrasing specific details and using cause-effect language and precise academic vocabulary.	Students will use context and repeated exposure to confirm the meaning of key housing terms.	RI.7.1 RI.7.4	RI.7.9 W.7.2 SL.7.1 L.7.6 RI.7.5	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br	<p>Launch: Students will activate prior knowledge from their Homework Journals, study a historical redlining map, connect earlier texts to the idea of housing opportunity, and build understanding of key domain-specific terms.</p> <p>Learning in Action: Students will read and annotate the beginning of the article, use a KWL chart to track thinking, and cite textual evidence from before the heading "Beneath the Santa Monica Freeway" to explain the dream of homeownership and the barriers in its way. (RI.7.1, RI.7.4)</p> <p>Look Back: Students will reflect on how today's reading deepened their understanding of homeownership, barriers, and deferred dreams.</p>	redlining homeownership intergenerational wealth racially restrictive covenants blockbusting		Think-Pair-Share Quick Write
Investigation 1														



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 3	Lesson 4	Reading	"Black Americans and the Racist Architecture of Homeownership"	Students continue reading about housing discrimination by tracing how restrictive covenants and blockbusting shaped access to homeownership.	Students will determine the meaning of key phrases in an informational text and cite evidence to explain how racist housing practices limited Black homeownership.	Students will explain phrase meaning and author's purpose using precise verbs and evidence-linking language in discussion and writing.	Students will use repeated terms, surrounding sentences, and text structure to interpret unfamiliar academic phrases accurately while reading.	RI.7.1 RI.7.4 RI.7.8 W.7.1.a W.7.1.b W.7.1.c W.7.1.d	RI.7.4 RI.7.8 RI.7.10 W.7.2.a W.7.2.b W.7.2.d W.7.4 SL.7.1.a L.7.4.a L.7.4.c L.7.4.d L.7.5.c L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br	<p>Launch: Activate prior reading from Lesson 3 and connect students' KWL thinking to the unit question about dreams and systems.</p> <p>Literacy Lab: Teach students how to determine the meaning and effect of powerful phrases in the article.</p> <p>Learning in Action: Part A: Restrictive Covenants and Hidden Barriers (RI.7.1) Students will reread a key section, track repeated terms, and add evidence to their KWL charts.</p> <p>Part B: Blockbusting and Writing with Evidence (RI.7.4) Students will read a second key section and write a short claim-evidence-reasoning response using at least two details from the article.</p> <p>Look Back: Formatively assess how students used text clues and evidence to understand the article's argument.</p>	predatory inclusion Black tax	restrictive covenant blockbusting	Think-Pair-Share Language Study Partner Reading & Discussion Quick Write
Unit 3	Lesson 5	Reading	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students move from earlier study of Roskam photographs, Hughes' "Harlem," and redlining texts, into Hansberry's dramatic world, where dreams and housing pressure become personal and immediate.	Students will analyze how Lorraine Hansberry uses the dedication and opening stage directions to introduce central ideas about dreams, family, and constraint.	Students will use precise evidence language and cause-effect connectors to explain what the setting suggests about the Younger family's life.	Students will decode and spell multi-morphemic words built from the root <i>grat</i> and the suffix <i>-itude</i> .	RL.7.2 RL.7.3 RL.7.5 L.7.4.b L.7.4.d	RL.7.1 RL.7.10 W.7.4 SL.7.1 L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Br ELD.PI.7.6.a.Br ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br	<p>Launch: Activate prior knowledge from the dedication preview and connect earlier learning about deferred dreams to the opening of the play.</p> <p>Literacy Lab: Explicitly teach the word <i>gratitude</i> through morphology, and connect the dedication to author purpose.</p> <p>Learning in Action: Part A: Reading the Opening of a Play (RL.7.5) Students read the dedication, act/scene overview, and opening stage directions to analyze how Hansberry structures the beginning of the drama.</p> <p>Part B: Sketch, Infer, Predict (RL.7.2, RL.7.3) Students sketch the set from the stage directions and write an evidence-based prediction about the Younger family's life and a likely central idea.</p> <p>Look Back: Students reflect on which opening text feature most shaped their prediction and explain their thinking with evidence.</p>	gratitude ingrate	epigraph stage directions contradictions	Turn-and-Talk Morphology & Vocabulary Quick Write
Unit 3	Lesson 6	Reading	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students build on prior learning about deferred dreams, housing barriers, and the Younger apartment to examine how individual family members respond to pressure.	Students will analyze how dialogue, stage directions, and character actions develop Ruth, Walter, and Beneatha in Act I, Scene 1 through indirect characterization.	Students will use characterization vocabulary and evidence-linking language to explain how Hansberry reveals characters through direct and indirect characterization.	Students will read dramatic dialogue aloud with attention to punctuation, speaker labels, and stage directions to support meaning.	RL.7.3 RL.7.5 RL.7.6	RL.7.1 RL.7.10 W.7.4 SL.7.1	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Activate thinking about family, and connect the Younger family's interactions to the unit question about dreams, pressure, and identity.</p> <p>Literacy Lab: Explicitly teach direct and indirect characterization so students can track how plays reveal character mostly through speech, action, and stage directions.</p> <p>Learning in Action: Part A: Hear the Characters Come Alive (RL.7.3) Students will read the scene aloud and analyze how stage directions and dialogue shape first impressions of Ruth, Walter, and Beneatha.</p> <p>Part B: Build a Character Claim (RL.7.3) Students will work in character groups to develop adjective-and-evidence charts and explain what pressures or dreams shape each character.</p> <p>Look Back: Students will reflect on whether their conclusions were drawn more from direct or indirect characterization.</p>	direct characterization indirect characterization	adjective reveal	Turn-and-Talk Word Relationship Quick Write



Threads & Themes

ELA | Grade 7 Scope & Sequence

Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 3	Lesson 7	Reading	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students build on earlier learning about deferred dreams, redlining, and the Younger family's cramped apartment to see how barriers shape different responses within one family.	Students will analyze how Ruth, Beneatha, and Mama respond to barriers in Act I, Scene 1.	Students will compare characters using precise verbs and contrast language to explain how their dreams and responses differ.	Students will read dialogue and stage directions with attention to phrasing, speaker cues, and meaning.	RL.7.3 RL.7.4 L.7.4.a L.7.4.d	RL.7.1 RL.7.5 RL.7.10 W.7.d SL.7.1 L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Activate prior learning from Lesson 6 and set up the lesson's focus on comparing how three women respond to pressure and deferred dreams.</p> <p>Literacy Lab: Use context clues to determine the meaning of doggedly and connect the houseplant to Mama's hopes and persistence.</p> <p>Learning in Action: Part A: Reading the Women's Responses (RL.7.3) Students will read Act I, Scene 1, using teacher-led Reader's Theater and gather evidence about each woman's dreams, barriers, and responses.</p> <p>Part B: Compare Dreams, Barriers, and Responses (RL.7.3, RL.7.4) Students will complete a 3-column chart and compare how Ruth, Beneatha, and Mama represent different responses to barriers.</p> <p>Look Back: Students will write a short evidence-based comparison explaining which woman's response to barriers stands out most in this section.</p>	doggedly peaked ledger		Think-Pair-Share Context Clues in Action Quick Write
Unit 3	Lesson 8	Reading	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students build on prior lessons about deferred dreams, housing barriers, characterization, and the symbolism of Mama's plant by examining how family conflict reveals values shaped by history, family generations, and opportunity.	Students will analyze how Beneatha's conflicts with Mama, Ruth, and George reveal her character and perspective.	Students will explain contrasting values using precise verbs and contrast language to connect dialogue to character perspective.	Students will read dialogue and stage directions fluently to support comprehension of conflict in drama.	RL.7.3 RL.7.6	RL.7.1 RL.7.4 RL.7.10 W.7.4 SL.7.1.a SL.7.1.c SL.7.1.d L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will activate prior learning from Lesson 7 and focus on how conflict reveals values and perspectives.</p> <p>Literacy Lab: Students will learn how Beneatha's choice of the word shallow reveals what she values.</p> <p>Learning in Action: Part A: Reading Beneatha's Conflicts Aloud (RL.7.3, RL.7.6) Students will read the scene aloud and identify how dialogue reveals competing values.</p> <p>Part B: From Conflict to Theme (RL.7.3, RL.7.6) Students will discuss what Beneatha's two conflicts have in common and write an analytical paragraph connecting one conflict to her character and an emerging theme.</p> <p>Look Back: Students will reflect on which conflict most helped them understand Beneatha's perspective and explain the strategy they used.</p>	shallow tyrant		Think-Pair-Share Word Associations Choral Reading Quick Write
Unit 3	Lesson 9	Writing	<i>A Raisin in the Sun</i> by Lorraine Hansberry, "Black Americans and the Racist Architecture of Homeownership"	Students continue connecting the Younger family's dream of homeownership to historical and contemporary systems and barriers that shape access to housing and wealth.	Students will draw evidence from literary and informational texts to support analysis of what the two texts together reveal about homeownership and opportunity.	Students will use cross-text transitional phrases and evidence-linking language to connect quotations from two texts in one analytical paragraph.		RL.7.1 W.7.2.b W.7.2.d W.7.9.a W.7.9.b	W.7.2.a W.7.2.c W.7.2.e W.7.4 W.7.10 SL.7.1.a SL.7.1.c L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will activate prior knowledge by comparing Mama's words in the play with a contemporary informational text about homeownership and wealth.</p> <p>Literacy Lab: Students will learn how to build a cross-text connection with a transition and explanation that links evidence from two sources.</p> <p>Learning in Action: Part A: Drafting One Cross-Text Paragraph (W.7.9.a, W.7.9.b) Students will draft one analytical paragraph using one piece of evidence from the play and one piece of evidence from the NPR article.</p> <p>Part B: Peer Feedback for Evidence and Clarity (SL.7.1c) Students will share paragraphs in pairs and give feedback about evidence use and the clarity of the connection between texts.</p> <p>Look Back: Students will reflect on the strength of their evidence and identify one revision move to improve cohesion before homework revision.</p>			Turn-and-Talk Language Study Quick Write Think-Pair-Share



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 3	Lesson 10	Flex Day	<i>A Raisin in the Sun</i> by Lorraine Hansberry	This Flex Day revisits Act I analysis of characterization, point of view, and language in <i>A Raisin in the Sun</i> while keeping the unit's systems lens in view.	Students will analyze how dialogue, actions, stage directions, and context clues reveal character response, point of view, and word meaning in a short passage.	Students will explain literary analysis using precise verbs, evidence-based sentence frames, and contrast language.		RL.7.3 RL.7.4 RL.7.6	RL.7.1 RL.7.10 W.7.4 SL.7.1	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br	<p>Launch: Students will self-assess their confidence on RL.7.3, RL.7.4, and RL.7.6 to help the teacher form huddles.</p> <p>Learning in Action: Students will be flexibly grouped by the teacher to engage in targeted 10–15-minute huddles (RL.7.3, RL.7.6, RL.7.4) anchored in a text excerpt of the teacher's choice; other students will engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students will reflect on their growth in confidence or their new learning from independent work.</p>			Confidence Continuum Quick Write
Unit 3	Lesson 11	Reading	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students connect Asagai's character to historical background on mid-century African independence movements and to the unit's study of systems, identity, and opportunity.	Students will analyze how dialogue and actions reveal what Beneatha, Asagai, and George value in Act I, Scene 2.	Students will explain character perspective using contrast language and precise evidence-based verbs in discussion and writing.	Students will read dialogue and stage directions fluently and use context clues to determine word meaning.	RL.7.3 RL.7.4 RI.7.9	RL.7.1 RL.7.10 W.7.4 W.7.9.a SL.7.1.c L.7.4.a L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br	<p>Launch: Activate prior learning about Beneatha's conflicts and introduce historical context about African independence movements so students can read Asagai with precision.</p> <p>Literacy Lab: Use context clues to determine the meaning and effect of mutilate in Asagai's dialogue.</p> <p>Learning in Action: Part A: A New Voice in the Room (RL.7.3) Students read Act I, Scene 2 aloud and analyze how Hansberry introduces Asagai and connects him to a broader historical moment.</p> <p>Part B: George, Asagai, and Alaiyo (RL.7.3) Students compare what George and Asagai represent and write about which character in the play might also deserve the name Alaiyo.</p> <p>Look Back: Students synthesize how characterization, word choice, and historical context deepen Beneatha's dream and values.</p>	mutilate identity	Yoruba Nigeria	Turn-and-Talk Context Clues in Action Think-Pair-Share Quick Write
Unit 3	Lesson 12	Reading	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students continue connecting the Younger family's housing dream to the larger history of segregation, unequal access, and the meaning of home.	Students will determine how Mama's decision develops a central theme in Act I of <i>A Raisin in the Sun</i> .	Students will compare the written play and a film version using precise comparison language and evidence-based explanation.	Students will read dramatic dialogue and stage directions with phrasing, attention to punctuation, and character voice.	RL.7.2 RL.7.7	RL.7.1 RL.7.5 RL.7.10 W.7.4 SL.7.1.c L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Activate prior knowledge from Lesson 11 and prepare students to analyze why Mama's housing decision matters in the play and the unit.</p> <p>Literacy Lab: Teach students how Hansberry builds performance clues into dialogue and stage directions so readers can later compare the script to a film version.</p> <p>Learning in Action: Part A: Reading the Turning Point (RL.7.2) Students will read the end of Act I aloud and determine how Mama's decision develops a central theme.</p> <p>Part B: From Script to Screen (RL.7.7) Students will compare Hansberry's written scene to a film version and analyze how directorial choices shape meaning.</p> <p>Look Back: Students will synthesize how comparing page and screen deepened their understanding of Mama's decision and Act I's central theme.</p>	stage directions interpret	convey theme	Turn and Talk Language Study Think-Pair-Write-Share Quick Write



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Unit 3	Lesson 13	Writing	"Black Americans and the Racist Architecture of Homeownership"	Students return to the NPR article to connect redlining, homeownership, and intergenerational wealth to a current argument about responsibility and repair.	Students will learn about claims and counterclaims for argument writing about government responsibility for the lasting effects of redlining.	Students will use counterclaim connectors and evidence-linking phrases to draft an argument paragraph and rebuttal.		W.7.1.a W.7.1.b	RI.7.1 RI.7.8 W.7.1.c W.7.1.d W.7.4 W.7.5 W.7.10 SL.7.1.a SL.7.1.c L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br	<p>Launch: Students will make connections between Mama's housing decision in <i>A Raisin in the Sun</i> and the article's explanation of redlining's long-term effects.</p> <p>Literacy Lab: Students will learn how to draft a clear claim-based introduction and an evidence paragraph citing evidence from the article.</p> <p>Learning in Action: Part A: Naming the Other Side (W.7.1.a, W.7.1.b) Students will analyze a modeled counterclaim paragraph and identify how rebuttal strengthens an argument.</p> <p>Part B: Draft and Test Your Rebuttal (W.7.1.a, W.7.1.b) Students will draft a counterclaim paragraph and use peer feedback to strengthen logic and evidence.</p> <p>Look Back: Students will reflect on which part of the argument was strongest and identify a next revision step.</p>			Turn-and-Talk Language Study Think-Pair-Write-Share Quick Write
Unit 3	Lesson 14	Writing	<i>A Raisin in the Sun</i> by Lorraine Hansberry; "Black Americans and the Racist Architecture of Homeownership"	Students connect evidence from <i>A Raisin in the Sun</i> and the NPR article on racist housing policy.	Students will support a claim with relevant evidence and draft a conclusion that follows from the argument about housing discrimination and responsibility.	Students will revise their argument drafts for formal style by replacing informal words and phrases with precise academic language.		W.7.1.b W.7.1.d W.7.1.e W.7.4	W.7.1.a W.7.1.c W.7.5 W.7.10 SL.7.1.a SL.7.1.c L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.4.Em ELD.PI.7.4.Ex ELD.PI.7.4.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Students will activate prior learning from Lesson 13 and set the purpose for concluding and polishing an argument draft.</p> <p>Literacy Lab: Students will learn what formal style sounds like in academic argument writing and how to revise informal language into precise, audience-appropriate language.</p> <p>Learning in Action: Part A: Drafting a Conclusion That Matters (W.7.1.e) Students will study and draft a conclusion paragraph that explains why their evidence matters.</p> <p>Part B: Revising for Formal Style (W.7.1.d) Students will revise their drafts by replacing informal language with formal, precise phrasing.</p> <p>Look Back: Students will reflect on how today's conclusion writing and style revisions strengthened their argument draft.</p>	conclusion formal style register	vague precise implication	Turn-and-Talk Language Study Modeled Writing Think-Pair-Write-Share Quick Write
Unit 3	Lesson 15	Reading	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students build on earlier learning about redlining, housing pressure, Beneatha's identity, and Mama's decision to buy the house.	Students will analyze how Hansberry's word choice and stage directions reveal Walter's inner thoughts and shifting mood in Act II, Scene 1.	Students will explain how specific stage directions reveal character using precise verbs and cause-effect language.	Students will read dialogue and stage directions fluently, attending to punctuation, speaker cues, and tone.	RL.7.4 RL.7.5	RL.7.1 RL.7.10 SL.7.1.a SL.7.1.c L.7.4.a L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br	<p>Launch: Students will activate prior learning about Mama's housing decision and Walter's pressure and connect today's scene to the unit question about dreams and barriers.</p> <p>Literacy Lab: Students will learn to use context clues to determine the meaning and effect of scrutinize in a key stage direction.</p> <p>Learning in Action: Part A: Reading the Scene Aloud (RL.7.5) Students will read Act II, Scene 1, with attention to how stage directions shape meaning beyond dialogue.</p> <p>Part B: Reading Walter's Inner World (RL.7.4, RL.7.5) Students will analyze how Hansberry's stage directions reveal Walter's imagination, dignity, and confusion.</p> <p>Look Back: Students will write an evidence-based response explaining what the stage directions suggest is happening to Walter.</p>	scrutinize	confidential majesty descendant	Think-Pair-Share Choral Reading Quick Write



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 3	Lesson 16	Writing	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Mama's house decision connects to earlier learning about redlining, housing segregation, and the unequal cost of opportunity.	Students will analyze how Hansberry and a film director shape sympathy for Walter and Mama during the house conflict.	Students will use concessive connectors and precise comparison verbs to write an analytical response about whose perspective the camera emphasizes.		RL.7.6 RL.7.7 W.7.2.a W.7.2.b W.7.2.c W.7.2.d W.7.4	RL.7.1 W.7.2.e W.7.5 W.7.10 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PI.7.6.Br	<p>Launch: Activate Lesson 15 thinking so students begin with the idea that this conflict is too complex to reduce to one person being right.</p> <p>Literacy Lab: Use a close language study of Walter and Mama's exchange to teach students how dialogue can make the audience sympathize with both sides of a conflict.</p> <p>Learning in Action: Part A: Reading the Conflict on the Page (RL.7.6) Students will read pp. 88–95 in a Reader's Theater-style whole-class reading and discuss how Hansberry builds sympathy for both Walter and Mama.</p> <p>Part B: Writing the Director's Interpretation (RL.7.7, W.7.4) Students will compare the script and film clip and draft an analytical paragraph about how the director interprets the conflict.</p> <p>Look Back: Students will reflect on which analytical move helped them avoid a one-sided reading of the scene.</p>		Think-Pair-Share Language Study Choral Reading Turn-and-Talk RACE Strategy Response Quick Write	
Unit 3	Lesson 17	Academic Discussion	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students return to the parts of <i>A Raisin in the Sun</i> that show Mama's house purchase and the Clybourne Park reveal to examine how housing, dignity, and segregation shape family decisions.	Students will present claims and findings about Mama's decision using relevant evidence from <i>A Raisin in the Sun</i> .	Students will use claim, evidence, rebuttal, and closing language to adapt speech to a structured debate task.		SL.7.1.c SL.7.4 SL.7.4.a SL.7.6	RL.7.1 W.7.1.a SL.7.1.a SL.7.1.b SL.7.1.d	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.4.Em ELD.PI.7.4.Ex ELD.PI.7.4.Br ELD.PI.7.5.Em ELD.PI.7.5.Ex ELD.PI.7.5.Br	<p>Launch: Prepare students to debate by connecting the previous lesson's both/and analysis of Mama and Walter to today's question about decision-making, dignity, and fairness.</p> <p>Literacy Lab: Introduce and model the Structured Debate protocol so students can distinguish claim, evidence, rebuttal, and closing.</p> <p>Learning in Action: Part A: Build Your Side (SL.7.4) Students work with same-side partners to prepare a claim, evidence, and rebuttal using key scenes from the play.</p> <p>Part B: Timed Partner Debates (SL.7.1.c, SL.7.6) Students participate in short structured debates and practice responding directly to the other side.</p> <p>Look Back: Reflect on which debate move was most challenging and connect oral argument moves to the unit performance task.</p>		Turn-and-Talk Structured Debate Quick Write	
Unit 3	Lesson 18	Academic Discussion	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students build on earlier learning about redlining, segregation, and Clybourne Park to debate the risks and meaning of Mama's decision.	Students will present claims about Mama's house decision using relevant textual evidence and clear reasoning.	Students will use rebuttal language, formal speaking moves, and evidence frames to respond directly to peers' ideas and strengthen their own claims.		SL.7.4 SL.7.4.a SL.7.1.c SL.7.1.d	W.7.5 SL.7.1.a SL.7.1.b SL.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.4.Em ELD.PI.7.4.Ex ELD.PI.7.4.Br ELD.PI.7.5.Em ELD.PI.7.5.Ex ELD.PI.7.5.Br	<p>Launch: Prepare students to extend Lesson 17's short debates into longer, evidence-based debate rounds tied to the unit's question about dreams and systems.</p> <p>Literacy Lab: Review and model the exact moves of Structured Debate so students can present a claim, support it with evidence, rebut respectfully, and close clearly.</p> <p>Learning in Action: Part A: Rehearse Your Best Case (SL.7.4) Students revisit their evidence cards, choose their strongest evidence, and rehearse an opening claim and rebuttal.</p> <p>Part B: Full Structured Debate Rounds (SL.7.1.c, SL.7.1.d) Students engage in timed small-group debates, respond directly to peers' ideas, and reflect on the strongest arguments they heard.</p> <p>Look Back: Students reflect on how they debated and identify one move to strengthen in the next debate.</p>		Turn-and-Talk Structured Debate Quick Write	



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Unit 3	Lesson 19	Reading	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students continue connecting characters' dreams to housing, money, dignity, and unequal opportunity.	Students will determine a central theme in Act II, Scene 2 and analyze how Walter's monologue to Travis develops that theme.	Students will explain how dialogue and stage directions reveal tension using precise verbs and evidence-linking phrases.	Students will use context clues to determine the meaning of hysterical in a stage direction.	RL.7.2	RL.7.1 RL.7.4 RL.7.10 W.7.4 SL.7.1.c L.7.4.a L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br	<p>Launch: Activate prior thinking from the Mama debate and connect Walter's dream to the unit theme of dreams, barriers, and systems.</p> <p>Literacy Lab: Use context clues in a stage direction to determine the meaning and effect of hysterical.</p> <p>Learning in Action: Part A: Hearing the Dream Build (RL.7.2) Students will read the scene in a Reader's Theater-style rereading and discuss how Walter's monologue shows both hope and instability.</p> <p>Part B: Exploring the Theme (RL.7.2) Students will write an analytical paragraph explaining how Walter's monologue develops a central theme of the play.</p> <p>Look Back: Students will reflect on which details helped them identify theme and how they figured that out.</p>	hysterical	transaction executive ominous	Turn-and-Talk Quick Write RACE Strategy Response
Unit 3	Lesson 20	Reading	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students build on prior learning about redlining, segregation, and racially coded housing exclusion by studying how "improvement associations" enforced segregation in everyday ways.	Students will analyze how a filmed version of a drama interprets Hansberry's scene of moving-day joy and interruption.	Students will explain comparison using precise verbs and contrast language to connect stage directions and film choices.	Students will determine the connotative meaning of stinging and explain how word choice sharpens meaning in a stage direction.	RL.7.4 RL.7.7 L.7.5	RL.7.1 RL.7.10 W.7.4 SL.7.1.a SL.7.1.c SL.7.1.d L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br PI.7.11.a.Em PI.7.11.a.Ex PI.7.11.a.Br PI.7.12.a.Em PI.7.12.a.Ex PI.7.12.a.Br	<p>Launch: Activate prior learning from Walter's speech to Travis and prepare students to analyze how a system can interrupt joy through coded, "polite" language.</p> <p>Literacy Lab: Explicitly teach connotative meaning through Hansberry's word choice in a stage direction.</p> <p>Learning in Action: Part A: Joy Interrupted on Moving Day (RL.7.4) Students will read the scene aloud and trace how Hansberry shifts the mood from celebration to exclusion.</p> <p>Part B: Stage to Screen—What the Camera Adds (RL.7.7) Students will compare Hansberry's script with a film version of the same scene and write about how the director interprets the moment.</p> <p>Look Back: Students will synthesize how word choice and film choices together deepen meaning in the scene.</p>	stinging improvement association	negotiate generous offer	Turn-and-Talk Word Associations Choral Reading Think-Pair-Write-Share Quick Write
Unit 3	Lesson 21	Mid-Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.5 RL.7.6 RL.7.7 L.7.4.a L.7.4.b L.7.5 L.7.5.a L.7.2			<p>Launch: The teacher will establish the testing environment for students to take their assessment.</p> <p>Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing.</p> <p>Look Back: Students will self-assess their ability to demonstrate the skills assessed.</p>			No routines/protocols are used today Lesson Sequence
Unit 3	Lesson 22	Flex Day	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students revisit unit ideas about housing segregation, coded exclusion, dignity, and opportunity.	Students will analyze how details develop theme, how word choice shapes tone and coded meaning, and how film choices interpret a dramatic scene.	Students will explain interpretations using evidence, comparison language, and precise academic vocabulary.		RL.7.2 RL.7.4 RL.7.7	RL.7.1 SL.7.1 W.7.4	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br	<p>Launch: Students will self-assess their confidence on RL.7.2, RL.7.4, and RL.7.7 to help the teacher form huddles.</p> <p>Learning in Action: Students will be flexibly grouped by the teacher to engage in targeted 10–15-minute huddles (RL.7.2, RL.7.4, RL.7.7) anchored in a text excerpt of the teacher's choice; other students will engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students will reflect on their growth in confidence or their new learning from independent work.</p>			Confidence Continuum Quick Write



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Unit 3	Lesson 23	Reading	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students connect this scene to prior learning about housing discrimination, redlining, and limited wealth-building opportunities for Black families in 1950s Chicago.	Students will analyze how Hansberry's figurative language and dialogue reveal the emotional cost of the lost insurance money.	Students will explain ideas using figurative-language terms, cause-effect connectors, and evidence-based comparison language in speaking and writing.	Students will read dramatic dialogue aloud with phrasing, emphasis, and attention to punctuation, capitalization, and stage directions.	RL.7.4 RL.7.9 L.7.5.a	RL.7.3 RL.7.10 W.7.4 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Activate prior knowledge about the insurance money and connect today's scene to the unit's essential question.</p> <p>Literacy Lab: Analyze Walter's metaphor and Hansberry's use of capitalization for emphasis.</p> <p>Learning in Action: Part A: Reader's Theater and Loss Analysis (RL.7.4) Students read the scene aloud and discuss what Walter and the family lose beyond money.</p> <p>Part B: Writing About Mama's Last Word (RL.7.9) Students write a short analysis connecting the scene to historical barriers to opportunity.</p> <p>Look Back: Formatively assess students' ability to connect a powerful line from the play to the unit's historical background.</p>	flesh strength insurance metaphor		Think-Pair-Share Choral Reading Turn-and-Talk Quick Write
Unit 3	Lesson 24	Reading	<i>A Raisin in the Sun</i> by Lorraine Hansberry; "Redlining: How Housing Discrimination Shaped American Neighborhoods"	Students build on the homework article about redlining and neighborhood exclusion tactics.	Students will compare and contrast a fictional portrayal of housing exclusion with a historical account of redlining and neighborhood segregation.	Students will explain how vague and coded word choice shapes meaning using comparison language and evidence-based reasoning.	Students will use the Latin root unus to determine the meaning of unique and related words.	RL.7.4 RL.7.9 RI.7.6	RL.7.1 RL.7.10 RI.7.1 W.7.4 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.4.b L.7.4.c L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br	<p>Launch: Activate prior knowledge from the homework article and connect historical exclusion tactics to today's analysis of Mr. Lindner's language.</p> <p>Literacy Lab: Explicitly teach how the root unus helps students unpack the word unique and analyze why Lindner's word choice is vague and strategic.</p> <p>Learning in Action: Part A: Comparing Coded and Historical Language (RL.7.9) Students use a T-chart to compare Lindner's "reasonable" language with the historical tactics described in the Newsela article.</p> <p>Part B: Explaining What the Language Hides (RL.7.9) Students write an evidence-based explanation of why one of Lindner's phrases is misleading when viewed alongside the historical account.</p> <p>Look Back: Formatively assess students' ability to connect the play and the historical text to the unit theme of systems shaping opportunity.</p>	unique organization misleading tactics		Think-Pair-Share Introduce New Words Using Morphology Group Accountability Share Quick Write
Unit 3	Lesson 25	Reading	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students build on their study of redlining, coded exclusion, and limited opportunity by analyzing how the Younger family responds to pressure at the end of the play.	Students will cite textual evidence and analyze how Hansberry uses stage directions and a recurring symbol to develop a theme about endurance and hope.	Students will explain cause-and-effect relationships using connectors such as because, so, and as a result in speaking and writing about Mama's final actions.	Students will determine the meaning of an unfamiliar word using context clues and read dramatic dialogue and stage directions with phrasing and accuracy.	RL.7.1 RL.7.2 RL.7.5	RL.7.3 RL.7.4 RL.7.10 W.7.4 SL.7.1.a L.7.4.a L.7.4.c	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br	<p>Launch: Activate prior thinking from Lesson 24 and homework so students enter the ending of the play ready to compare characters' responses to loss.</p> <p>Literacy Lab: Teach students to use context clues and sentence structure to determine the meaning of stifle.</p> <p>Learning in Action: Learning in Action A: Reading the Final Choice (RL.7.1, RL.7.5) Students read the ending through a Reader's Theater structure and track how dialogue and stage directions build the family's final decision.</p> <p>Learning in Action B: What Mama Holds In and Carries Out (RL.7.2, RL.7.5) Students write about Mama's final stage direction and discuss how the plant develops the play's theme.</p> <p>Look Back: Students synthesize how the final image of the plant helps reveal the play's theme about dreams, barriers, and endurance.</p>	stifle heaving	endurance symbol	Turn-and-Talk Choral Reading Quick Write



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Unit 3	Lesson 26	Writing	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students build on their analysis of redlining, coded exclusion, and the Younger family's final act of dignity to argue whether the house represents a dream fulfilled or delayed.	Students will introduce a precise claim, support it with relevant evidence from <i>A Raisin in the Sun</i> , and acknowledge and respond to an alternate claim about Mama's decision to buy the house in Clybourne Park.	Students will use transitional words, phrases, and clauses to connect claims to evidence and evidence to reasoning in an argumentative essay draft.		W.7.1.a W.7.1.b W.7.1.c	RL.7.1 RL.7.2 W.7.1.d W.7.1.e W.7.4 W.7.10 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br	<p>Launch: Activate students' stance on the writing prompt and connect the ending of the play to today's argumentative writing task.</p> <p>Literacy Lab: Explicitly teach how transitions connect claim, evidence, and reasoning in an argument.</p> <p>Learning in Action: Learning in Action A: Build the Argument Outline (W.7.1.a, W.7.1.b, W.7.1.c) Students will plan a precise argumentative outline with claim, evidence, counterclaim, rebuttal, and conclusion.</p> <p>Learning in Action B: Begin the Essay Draft (W.7.1.a, W.7.1.b, W.7.1.c) Students will use their outlines and transitions to begin drafting a multi-paragraph argumentative essay.</p> <p>Look Back: Students will reflect on the strength of their claim, evidence, and counterclaim before finishing the essay for homework.</p>		Turn-and-Talk Language Study Rehearse and Refine Modeled Writing Quick Write	
Unit 3	Lesson 27	Research	Martin Luther King Jr., "I Have a Dream"	Students move from Hansberry's portrayal of dreams blocked by housing discrimination to a historical speech arguing that America has broken its promise of equal opportunity.	Students will analyze how Martin Luther King Jr. uses an extended financial metaphor to develop a claim about justice and opportunity and to shape the audience's understanding and response.	Students will attribute a source using author, title, date, and medium, explain figurative meaning using precise academic language, and evaluate a source's usefulness for research.		RI.7.4 RI.7.7 RI.7.8 L.7.5.a	W.7.4 SL.7.2	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br	<p>Launch: Activate prior knowledge from the play and prepare students to listen for King's main message, demand, and how he builds his argument through language.</p> <p>Literacy Lab: Teach how to unpack and attribute a source by closely studying King's promissory note metaphor.</p> <p>Learning in Action: Part A: Mapping the Money Metaphor (RI.7.4, RI.7.8) Students reread the excerpt and map how King's financial language develops his claim and affects the audience.</p> <p>Part B: Hearing the Claim and Attributing the Source (RI.7.7, RI.7.8) Students compare the print excerpt to the recording and write an attributed explanation of how delivery strengthens King's argument and why the source is useful for research.</p> <p>Look Back: Students reflect on what they learned from this historical source and generate an inquiry question about how a modern system shapes opportunity.</p>		Quick Write Language Study Turn-and-Talk	
Unit 3	Lesson 28	Research	Martin Luther King Jr., "I Have a Dream"	Students build from Lesson 27's study of King's financial metaphor to evaluate how that figurative language functions as argument.	Students will evaluate the argument in the first four paragraphs of "I Have a Dream" by identifying claim, evidence, and reasoning and judging whether the argument is convincing and useful for research.	Students will explain how a speaker's pacing, tone, and emphasis strengthen an argument using precise evidence-based language and attribution.		RI.7.7 RI.7.8 SL.7.2 SL.7.3	W.7.4 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br	<p>Launch: Activate prior research learning by revisiting Lesson 27's figurative language analysis and restating King's argument to prepare for evaluation.</p> <p>Literacy Lab: Explicitly teach how to evaluate an argument by identifying claim, evidence, and reasoning, and by paraphrasing notes ethically.</p> <p>Learning in Action: Part A: Tracing King's Argument (RI.7.8, SL.7.3) Students will work in small groups to identify King's claim, track evidence, and evaluate whether his reasoning is sound and useful for researching how systems shape opportunity.</p> <p>Part B: Hearing the Argument (RI.7.7, SL.7.2) Students will compare the print excerpt to the audio recording and explain how King's delivery strengthens his argument.</p> <p>Look Back: Students will reflect on what they learned about evaluating arguments and set a next step for their research process.</p>		Turn-and-Talk Modeled Writing Group Accountability Share Quick Write	



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Unit 3	Lesson 29	Academic Discussion	<i>A Raisin in the Sun</i> by Lorraine Hansberry; "Black Americans and the Racist Architecture of Homeownership"	Students build on their study of redlining, coded exclusion, homeownership, and King's argument about America's unpaid promise.	Students will engage in collaborative discussions about barriers in <i>A Raisin in the Sun</i> and the NPR article "Black Americans and the Racist Architecture of Homeownership," and use these discussions to develop ideas for their research argument.	Students will use evidence-linking stems, precise academic vocabulary (including socioeconomic), and peer-response moves to support and refine claims during a Socratic Seminar.		SL.7.1.a SL.7.1.b	W.7.4 SL.7.1.c L.7.4.b L.7.6 SL.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.4.Em ELD.PI.7.4.Ex ELD.PI.7.4.Br ELD.PI.7.5.Em ELD.PI.7.5.Ex ELD.PI.7.5.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Prepare students for discussion by revisiting prior reading and identifying a first idea about the strongest barrier facing the Younger family.</p> <p>Literacy Lab: Explicitly teach the word socioeconomic through morphology and model how precise academic language and evidence-based stems strengthen seminar contributions.</p> <p>Learning in Action: Part A: First Seminar Round (SL.7.1.a, SL.7.1.b) Students will discuss which barrier is most important for understanding how systems shape opportunity and how this idea could inform their research, using prepared evidence.</p> <p>Part B: Switch, Deepen, and Debrief (SL.7.1.a, SL.7.1.b) Students will switch roles, deepen the discussion by synthesizing across texts and refining their use of precise academic language, and reflect on effective evidence-based discussion moves.</p> <p>Look Back: Students will reflect on how the seminar talk helped them refine an idea they may carry into their research argument.</p>	socioeconomic homeownership economic	barrier occupation neighborhood	Turn-and-Talk Morphology & Vocabulary Socratic Seminar / Fishbowl Quick Write
Unit 3	Lesson 30	Research	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students move from discussing the Younger family's barriers in 1950s Chicago to investigating modern systems that shape opportunity.	Students will conduct short research to generate a focused inquiry about a modern barrier to opportunity.	Students will use precise academic vocabulary to explain how a barrier affects opportunity and why solutions should be equitable.		W.7.7	RI.7.1 W.7.4 SL.7.1.a L.7.4.a L.7.4.d	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br	<p>Launch: Activate prior discussion from Lesson 29 and connect historical barriers in the play to modern research topics.</p> <p>Literacy Lab: Build precise research vocabulary by defining key terms: opportunity, equal, and equitable.</p> <p>Learning in Action: Part A: From Topic to Barrier (W.7.7) Students will watch a teacher model of beginning research with the topic of employment, and then identify 2–3 barriers in their own broad topic.</p> <p>Part B: Choosing a First Inquiry Path (W.7.7) Students will select one barrier, draft a first inquiry question, and test whether it is focused enough for continued research.</p> <p>Look Back: Formatively assess students' ability to name a barrier using evidence through a structured graphic organizer.</p>			Turn-and-Talk Think-Pair-Share Quick Write
Unit 3	Lesson 31	Research		In Lesson 30, students selected a modern system, identified barriers, and began gathering introductory research on how opportunity is shaped today.	Students will generate and refine focused inquiry questions for a research topic using relevant evidence from their notes and sources.	Students will use precise question stems, barrier-group-impact language, and explanation frames to write a focused and arguable research question.	Students will accurately read, spell, and use multisyllabic academic words related to inquiry and argument.	RI.7.1 W.7.7	W.7.4 SL.7.1.a SL.7.1.c	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br	<p>Launch: Review prior research findings and initial ideas from Lesson 30 and evaluate what makes a strong research question.</p> <p>Literacy Lab: Explicitly teach how inquiry drives research and how to narrow a broad topic into a focused, arguable question.</p> <p>Learning in Action: Part A: Sort Notes, Draft Questions (W.7.7, RI.7.1) Students will review their research notes, categorize evidence into barrier, group, and impact, and draft three possible inquiry questions.</p> <p>Part B: Test and Revise One Question (W.7.7, SL.7.1) Students will use a peer checklist to test whether a question is focused and arguable and then revise one question for future research.</p> <p>Look Back: Students will reflect on the strength of their current research question and identify a next research step.</p>	inquiry focused arguable	impact stability inequality	Turn-and-Talk Think-Pair-Share Exit Ticket Vocabulary



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Unit 3	Lesson 32	Research		Students continue investigating contemporary barriers to opportunity by studying trustworthy research sources.	Students will evaluate the credibility of research sources and gather relevant source information for a Works Cited list.	Students will articulate multi-clause reasoning using because, since, although, and while to explain why a source is or is not credible and to describe citation choices.		W.7.6 W.7.8 W.7.7	RI.7.8 W.7.4 SL.7.1.a SL.7.1.c L.7.4.b L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br	<p>Launch: Students will activate prior research work from Lesson 31 and be introduced to the idea that strong inquiry questions need trustworthy sources.</p> <p>Literacy Lab: Students will learn the meaning of credibility through morphology and connect the word to source evaluation.</p> <p>Learning in Action: Learning in Action A: Building a Works Cited Entry (W.7.6, W.7.8) Students will identify the key parts of a digital citation and draft a Works Cited entry for one source.</p> <p>Learning in Action B: Checking Credibility with a Partner (W.7.8, W.7.7) Students will create additional entries, explain source credibility, and get partner feedback.</p> <p>Look Back: Students will reflect on one source choice, explain its credibility, and set next research steps.</p>	credibility credible	credentials transparent	Turn-and-Talk Morphology / Vocabulary Modeled Writing Quick Write
Unit 3	Lesson 33	Research		Students continue researching contemporary systems and barriers that shape opportunity, building from lessons on source credibility, narrowed inquiry questions, and historical barriers evident in A Raisin in the Sun.	Students will gather relevant evidence from credible sources and draw evidence from informational texts to support a developing claim about a modern barrier to opportunity.	Students will use attribution frames, direct quotation, and paraphrase to integrate source evidence clearly and ethically into a short research response.		W.7.8 W.7.9.b	RI.7.1 W.7.1.a W.7.4 W.7.7 SL.7.1.a L.7.3 L.7.4.b	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br	<p>Launch: Students will activate prior learning from source credibility work and be introduced to the decision researchers make between paraphrasing and quoting.</p> <p>Literacy Lab: Students will learn paraphrasing, direct quotation, and attribution frames using the ongoing model topic of employment solutions.</p> <p>Learning in Action: Learning in Action Part A: Practice with Your Sources (W.7.8) Students will paraphrase at least two source passages and decide when paraphrasing or quoting is the stronger choice.</p> <p>Learning in Action Part B: Turn Notes into Writing (W.7.9) Students will write a short research response that integrates two paraphrases and one direct quote with attribution.</p> <p>Look Back: Students will reflect on ethical source use through an exit Quick Write.</p>	paraphrase quote	attribute integrate	Turn-and-Talk Think-Pair-Share Quick Write
Unit 3	Lesson 34	Research		Students extend Investigation 2 by moving from barriers to possible solutions for addressing barriers to opportunity.	Students will develop a claim about a research-based solution to a contemporary barrier and support the claim with relevant evidence from sources.	Students will use attribution phrases, evaluation language, and cause-effect connectors to explain why one solution is more convincing than another.		W.7.1.a W.7.1.b W.7.8	W.7.1.c W.7.1.d W.7.4 W.7.7 W.7.9.b SL.7.1.a SL.7.1.c	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br	<p>Launch: Students will activate current research thinking by moving from identifying barriers to imagining possible changes.</p> <p>Literacy Lab: Students will learn how to identify, test, and evaluate possible solutions in research sources.</p> <p>Learning in Action: Learning in Action Part A: Find 2-3 Possible Solutions (W.7.8) Students will use their sources and a graphic organizer to identify possible solutions, identify who proposed them, and evaluate early evidence of effectiveness.</p> <p>Learning in Action Part B: Decide and Defend One Solution (W.7.1.a, W.7.1.b) Students will choose the most convincing solution so far and draft a short research-based claim with evidence and reasoning.</p> <p>Look Back: Students will reflect on which solution currently seems strongest and identify next steps in their research process.</p>			Turn-and-Talk Language Study Think-Pair-Share Quick Write



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Unit 3	Lesson 35	Writing	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students build from Lessons 30–34, where they identified barriers, evaluated sources, paraphrased evidence, and weighed solutions in their research.	Students will introduce precise claims and support them with logical reasoning and relevant evidence from research.	Students will use connectors and solution language to draft a claim that names a barrier, explains how it shapes people's opportunities, and proposes a change.		W.7.1.a W.7.1.b	RI.7.1 W.7.4 W.7.7 W.7.8 W.7.10 SL.7.1.a SL.7.1.b L.7.6 W.7.1.c W.7.1.d	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Students will activate prior research thinking by comparing a weak claim and a strong claim and noticing what makes a thesis arguable.</p> <p>Literacy Lab: Students will learn the structure of a precise argumentative claim using mentor sentences and the teacher model topic of employment.</p> <p>Learning in Action: Part A: Draft a Thesis That Takes a Position (W.7.1.a, W.7.1.b) Students will use their research notes to draft a claim that names a barrier, an affected group, and a specific solution.</p> <p>Part B: Add Evidence and Reasoning (W.7.1.b) Students will pair their thesis with one research detail and explain how the evidence supports their argument.</p> <p>Look Back: Students will be formatively assessed on thesis precision through an exit ticket and self-check.</p>			Turn-and-Talk Language Study Quick Write
Unit 3	Lesson 36	Writing		Students build on their research into contemporary barriers to opportunity, continuing to draw connections between the systemic barriers faced by the Younger family and the barriers that shape people's lives today.	Students will support claims with logical reasoning and relevant evidence as they draft argumentative essays about a contemporary barrier to opportunity.	Students will use simple, compound, complex, and compound-complex sentences to signal relationships among ideas in an essay draft.		W.7.1.b W.7.4 L.7.1.b	W.7.7 W.7.8 SL.7.1.c L.7.2	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Students will activate thinking about what an argumentative reader needs first and connect Lesson 35's claim work to today's drafting.</p> <p>Literacy Lab: Students will learn how to structure an essay introduction and use sentence types to show relationships among ideas.</p> <p>Learning in Action: Learning in Action Part A: Draft the Opening and Build the Argument (W.7.1.b, W.7.4) Students will use their research notes to draft an introduction and develop body paragraphs with evidence and reasoning.</p> <p>Learning in Action Part B: Peer Feedback and Revision Moves (L.7.1.b, W.7.4) Students will revise for clarity, sentence relationships, and stronger claim development through peer feedback and conferencing.</p> <p>Look Back: Students will reflect on the strongest sentence in the draft so far and identify a next step for continued research writing.</p>	appositive	equitable introduction	Turn-and-Talk Language Study Think-Pair-Share Quick Write
Unit 3	Lesson 37	End of Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RI.7.1 RI.7.2 RI.7.3 RI.7.4 RI.7.6 RI.7.7 RI.7.8 RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 RL.7.9 L.7.4.a L.7.4.b L.7.5.a L.7.5.c L.7.2		<p>Launch: The teacher will establish the testing environment for students to take their assessment.</p> <p>Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing.</p> <p>Look Back: Students will self-assess their ability to demonstrate the skills assessed.</p>			No routines/protocols are used today Lesson Sequence	



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Unit 3	Lesson 38	Flex Day	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students continue connecting literature, history, and research about opportunity systems.	Students will strengthen targeted reading, argument analysis, and research skills based on current formative data.	Students will explain comparisons, trace claims and evidence, and refine research questions using precise academic language.		RL.7.9 RI.7.8 W.7.7	RL.7.1 RI.7.1 W.7.4 W.7.8 SL.7.1	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.10.Em ELD.PI.7.10.Ex ELD.PI.7.10.Br ELD.PI.7.11.Em ELD.PI.7.11.Ex ELD.PI.7.11.Br	Launch: Students self-assess confidence on RL.7.9, RI.7.8, and W.7.7 to help the teacher form huddles. Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on RL.7.9, RI.7.8, and W.7.7, anchored in a text excerpt of the teacher’s choice; other students engage in independent reading or knowledge-building tasks. Look Back: Students reflect on growth in confidence or new learning from independent work.			Quick Write
Showcase														
Unit 3	Lesson 39	Writing	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students connect Hansberry’s portrayal of housing injustice to modern research about systems that shape opportunity.	Students will revise an argumentative paragraph to introduce and maintain a clear claim or counterclaim using sentence variety and formal tone.	Students will combine clauses, use appositives, and vary sentence length to strengthen explanation and rebuttal writing.		W.7.1.a W.7.4 L.7.1.b	W.7.1.b W.7.5 W.7.9.b W.7.10 L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.4.Em ELD.PI.7.4.Ex ELD.PI.7.4.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br	Launch: Activate students’ awareness of sentence variety by comparing choppy writing to smoother, more purposeful syntax. Literacy Lab: Teach the word syntax and model three revision moves that improve flow, emphasis, and formal tone. Learning in Action: Part A: Find Revision Spots (L.7.1.b) Students identify places in a paragraph where sentence variety could strengthen clarity and argument. Part B: Revise for Flow and Tone (W.7.1.a, W.7.4) Students revise one paragraph using at least two syntax moves while maintaining a clear claim or counterclaim and formal tone. Look Back: Students reflect on one revised sentence and name the syntax move they used.			Turn-and-Talk Introduce New Words Using Morphology Rehearse and Refine Quick Write
Unit 3	Lesson 40	Writing	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students build on their study of coded exclusion in <i>A Raisin in the Sun</i> and their research on modern systems and other barriers that shape opportunity.	Students will introduce and support a rebuttal paragraph that answers a counterclaim with relevant evidence from research.	Students will use contrast connectors and rebuttal frames to acknowledge an opposing claim and explain why the evidence supports their central argument.		W.7.1.a W.7.1.b W.7.6	W.7.1.c W.7.1.d W.7.4 W.7.10 L.7.2 L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.Br	Launch: Students will activate prior revision learning from Lesson 39 and prepare to see counterclaims as a strength, not a weakness. Literacy Lab: Students will observe as the teacher uses a mentor sentence from <i>A Raisin in the Sun</i> to explicitly teach how writers identify a counterclaim and answer it with a rebuttal. Learning in Action: Part A: Choose the Pushback That Matters (W.7.1.a, W.7.1.c) Students will identify the most likely counterclaim to their own thesis and gather evidence that directly answers it. Part B: Draft the Rebuttal Paragraph (W.7.1.b, W.7.6) Students will draft, place, and refine a rebuttal paragraph in their argument draft using contrast language and research evidence. Look Back: Students will be formatively assessed on whether they can state a clear counterclaim and a supported rebuttal in concise, formal writing.			Turn-and-Talk Language Study Quick Write Rehearse and Refine Exit Ticket
Unit 3	Lesson 41	Flex Day	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students continue connecting <i>A Raisin in the Sun</i> , historical housing injustice, and present-day opportunity systems as they prepare to argue about fairness and access.	Students will strengthen claim writing, counterclaim writing, and reasoning with evidence based on current formative data.	Students will state arguable claims, acknowledge counterclaims fairly, and explain how evidence supports a claim, using precise academic language.		W.7.1.a W.7.1.b	W.7.4 W.7.5 W.7.7 W.7.8 W.7.9 SL.7.1	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.10.Em ELD.PI.7.10.Ex ELD.PI.7.10.Br ELD.PI.7.11.Em ELD.PI.7.11.Ex ELD.PI.7.11.Br	Launch: Students self-assess their confidence on introducing claims, acknowledging counterclaims, and supporting claims with logical reasoning to help the teacher form huddles. Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on W.7.1.a and W.7.1.b, anchored in a text excerpt of the teacher’s choice; other students engage in independent reading or argument-building tasks. Look Back: Students reflect on growth in confidence or new learning about argument writing from today’s work.			Quick Write



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Unit 3	Lesson 42	Writing	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students continue connecting A Raisin in the Sun to contemporary barriers that shape opportunity.	Students will revise an argument to acknowledge alternate claims, establish a formal style, and improve coherence with transitions.	Students will use transition phrases and contrast connectors to clarify relationships among claims, evidence, counterclaims, rebuttals, and conclusions.		W.7.1.c W.7.1.e W.7.5	W.7.1.a W.7.1.d w.7.1.d W.7.4 W.7.9.b W.7.10 L.7.1.a L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br	<p>Launch: Students will activate attention to flow and coherence by comparing a paragraph without transitions to one with transitions.</p> <p>Literacy Lab: Students will learn how transitions do different jobs in argumentative writing and how those jobs support counterclaim, rebuttal, and conclusion writing.</p> <p>Learning in Action: Part A: Find the Gaps in Flow (W.7.5) Students will reread their own drafts, locate abrupt or clunky transitions, and decide what kind of transition each place logically needs.</p> <p>Part B: Revise for Flow and Formal Tone (W.7.1.c, W.7.1.e) Students will revise their own argument paragraphs by adding transitions that clarify counterclaims, rebuttals, evidence, reasoning, and conclusions.</p> <p>Look Back: Students will reflect on one transition they added and explain the job it does in their argument.</p>			Turn-and-Talk Language Study Quick Write
Unit 3	Lesson 43	Writing	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students continue connecting sentence-level revision to arguments about barriers that shape opportunity.	Students will revise argumentative writing to establish and maintain a formal style by correcting dangling modifiers in their research drafts.	Students will explain revision choices using precise grammar language and actor-action relationships in sentences with opening phrases.		W.7.1.d W.7.1.e L.7.1.b L.7.1.c L.7.2	W.7.1.a W.7.1.b W.7.1.c W.7.5 W.7.10 L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.4.Em ELD.PI.7.4.Ex ELD.PI.7.4.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br	<p>Launch: Students will activate editing attention by noticing what makes a sentence unintentionally funny and unclear.</p> <p>Literacy Lab: Students will learn how dangling modifiers weaken formal style and how to repair them by naming the correct actor.</p> <p>Learning in Action: Part A: Fix the Practice Sentences (L.7.2) Students will identify the action in four or five sample sentences and revise dangling modifiers for clarity and correctness.</p> <p>Part B: Edit Your Own Draft Like a Proofreader (W.7.1.d) Students will hunt for and revise dangling modifiers in their own research argument drafts to strengthen formal style.</p> <p>Look Back: Students will show transfer by checking one sentence from their own draft and explaining whether it dangles.</p>			Turn-and-Talk Language Study Think-Pair-Write-Share Quick Write
Unit 3	Lesson 44	Writing	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students draw on the study of housing injustice in A Raisin in the Sun and modern barriers to opportunity and polish final research arguments.	Students will evaluate how a partner's argument is supported with relevant evidence and reasoning and suggest revisions.	Students will use formal peer-feedback stems and precise academic language to discuss and write revision suggestions.		W.7.1.b W.7.5 L.7.1.c	W.7.1.a W.7.1.d W.7.1.e W.7.4 W.7.9.b SL.7.1.c W.7.10 L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.4.Em ELD.PI.7.4.Ex ELD.PI.7.4.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br	<p>Launch: Students will prepare to shift from a writer mindset to an editor mindset and connect peer review to the final performance task.</p> <p>Literacy Lab: Students will be introduced to the Reflect-and-Respond Dialogue protocol and model how editors use academic language and sentence clarity to give useful feedback.</p> <p>Learning in Action: Part A: Read, Reflect, Respond (W.7.5) Students will exchange drafts and give oral and written feedback on claim support, counterclaim, rebuttal, and transitions.</p> <p>Part B: Edit for Formal Language and Clarity (W.7.5, L.7.1.c) Students will use the checklist to identify academic-language revisions and confusing or dangling sentences, then plan final edits.</p> <p>Look Back: Students will reflect on one piece of partner feedback and explain how they will use it in their final draft.</p>	academic language precise	casual formal	Turn-and-Talk Reflect-and-Respond Dialogue Quick Write



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Unit 3	Lesson 45	Flex Day	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Students continue connecting <i>A Raisin in the Sun</i> , housing injustice, and present-day opportunity systems as they revise their research arguments.	Students will strengthen cohesion, formal style, and conclusion writing in argumentative writing based on current formative data.	Students will use connection words to link claims, reasons, and evidence; revise sentences for a more formal tone; and write conclusions that follow from and support an argument.		W.7.1.c W.7.1.d W.7.1.e	W.7.4 W.7.5 W.7.9 SL.7.1.a	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.10.Em ELD.PI.7.10.Ex ELD.PI.7.10.Br ELD.PI.7.11.Em ELD.PI.7.11.Ex ELD.PI.7.11.Br	<p>Launch: Students self-assess confidence on W.7.1.c, W.7.1.d, and W.7.1.e to help the teacher form huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on cohesion, formal style, and conclusions anchored in a text excerpt of the teacher’s choice; other students engage in independent reading or argument-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning about argument revision from today’s work.</p>			Quick Write
Unit 4 — Connections that Shape Us: Family, Culture & Identity Anchor Text: <i>Red, White, and Whole</i> by Rajani LaRocca Writing Genre: Literary Analysis with Poetry & Author’s Note														
Spark														
Unit 4	Lesson 1	Writing	<i>Red, White, and Whole</i> by Rajani LaRocca; “Fish Cheeks” by Amy Tan	Students examine differences between poetry and prose, both in structure and in how they convey ideas and feelings.	Students will interpret how structure and word choice distinguish prose from poetry and write a short poem about duality.	Students will use contrast language, first-person point of view, and concrete imagery to discuss and draft a poem about living between two worlds.		RL.7.4 RL.7.5 W.7.10	RL.7.2 W.7.3 W.7.4 SL.7.1 SL.7.6 L.7.5	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.4.Em ELD.PI.7.4.Ex ELD.PI.7.4.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br	<p>Launch: Activate thinking about identity and help students connect the unit theme to their own lives.</p> <p>Literacy Lab: Examine and compare prose and poetry to determine their characteristics.</p> <p>Learning in Action: Part A: Reading Poetry (RL.7.4) Students will generate possible contrasts and analyze which word choices best show duality. Part B: Draft and Revise a Poem About Duality (W.7.10) Students will draft a short poem and share it aloud to hear how word choice and line breaks shape meaning.</p> <p>Look Back: Students will reflect on how word choice and structure helped them express duality in poetry.</p>	duality prose	stanza verse	Think-Pair-Share Whole Group Discussion Rehearse & Refine Check for Understanding
Unit 4	Lesson 2	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca; “Fish Cheeks” by Amy Tan	Students continue building understanding of bicultural identity by examining how one family scene reveals tension between belonging and home.	Students will determine a central idea and analyze how Amy Tan develops it through details and shifts in perspective in “Fish Cheeks.”	Students will explain how words connected to identity and emotion shape meaning using evidence-based discussion and writing frames.	Students will use context and word parts to determine and spell key words from the text.	RI.7.2 RI.7.3 RI.7.4	RL.7.2 RI.7.1 W.7.10 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.4.a L.7.4.d L.7.6 RI.7.10	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.8.Ex ELD.PI.8.Em ELD.PI.8.Br ELD.PI.7.10.b.Em ELD.PI.7.10.b.Ex ELD.PI.7.10.b.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will think about duality and connect homework reading to the unit question.</p> <p>Literacy Lab: Students will learn how key words in the ending of “Fish Cheeks” shape tone and central idea.</p> <p>Learning in Action: Part A: Tracking the Two Selves (RI.7.3) Students will use a literary analysis organizer to connect details from the dinner scene to Amy’s divided identity.</p> <p>Part B: From Shame to Pride (RI.7.2) Students will discuss how the final lines reframe the dinner scene and deepen the text’s central idea.</p> <p>Look Back: Students will use at least two specific details from the texts to explain the ideas of identity and belonging.</p>	different shame	belonging heritage duality bicultural	Think-Pair-Share Morphology & Vocabulary Organizer Graphic Organizer Deep Dive Quick Write
Unit 4	Lesson 3	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca; “Bicultural Identity: Then & Now”	Students continue investigating bicultural identity by studying how living between cultures can feel both difficult and meaningful.	Students will compare how a poem and an informational article present the experience of living between two cultures.	Students will use contrast language and textual evidence to compare how each author presents bicultural identity.	Students will read verse and informational sentences fluently, adjusting phrasing to line breaks and punctuation.	RI.7.2 RI.7.3 RI.7.4 RI.7.9	RL.7.4 RI.7.1 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d W.7.4 L.7.5.a L.7.5.b RI.7.10	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br ELD.PI.7.10.b.Em ELD.PI.7.10.b.Ex ELD.PI.7.10.b.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Activate prior learning about duality and belonging and connect homework thinking to today’s paired-text analysis.</p> <p>Literacy Lab: Study how line breaks, imagery, and connotative word choice in “Two” compress a complex feeling of living between two worlds.</p> <p>Learning in Action: Part A: Tracking a Central Idea Across Time (RI.7.2, RI.7.3, RI.7.4) Students will read the article and trace how the author shows both change and continuity in bicultural identity across generations. Part B: Comparing Two Ways of Showing Duality (RI.7.9) Students will compare how the poem and the article present living between two worlds through different forms, evidence, and emphasis.</p> <p>Look Back: Students will write a brief evidence-based reflection on whether duality is a burden, a gift, or both.</p>	connotation compression	bicultural persist duality	Think-Pair-Share Language Study Group Accountability Share Quick Write



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Investigation 1														
Unit 4	Lesson 4	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca	Students begin Investigation 1 by connecting scientific ideas about blood to literary symbolism and family connection.	Students will analyze how lines, sentences, and the order of two poems develop meaning about blood, sacrifice, and belonging.	Students will explain the function of phrases and clauses and use precise syntax language to discuss how structure shapes meaning.	Students will read complex poetic sentences fluently by chunking phrases and clauses into meaningful parts.	RL.7.5 L.7.1.a	RL.7.1 RL.7.2 RL.7.3 RL.7.10 W.7.10 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br	<p>Launch: Activate prior knowledge about blood in everyday language, and connect the previous lesson's work on duality to the unit's first essential question.</p> <p>Literacy Lab: Teach how phrases and clauses function inside a poetic sentence so students can analyze how syntax compresses sacrifice and connection.</p> <p>Learning in Action: Part A: Blood as a Repeated Symbol in "Give and Take" (RL.7.5) Students will close read the poem and track how blood works both literally and symbolically. Part B: Holding Joy and Obligation Across Two Poems (RL.7.5) Students will compare "Give and Take" and "Girls Just Want to Have Fun" to analyze how poem order and contrast develop Reha's identity as a daughter.</p> <p>Look Back: Formatively assess students' ability to explain how structure develops meaning using at least two specific details from the poems.</p>	forfeit sacrifice	bloodline loyalty symbol	Think-Pair-Share Language Study Think-Pair-Write-Share Quick Write
Unit 4	Lesson 5	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca	Students extend Investigation 1 by shifting from blood as a biological and symbolic connection to home as an emotional and relational connection built through memory, people, and ritual.	Students will explore a theme about home and belonging in a set of poems and analyze how the sequence of poems develops that theme.	Students will explain how words, images, and memories build meaning using evidence-linking language in discussion and writing.	Students will use context and reference materials to determine the meaning of key words from the poem set.	RL.7.2 RL.7.5	RL.7.1 RL.7.4 RL.7.10 W.7.10 SL.7.1.a SL.7.1.c L.7.4.b L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will activate homework thinking and connect the previous lesson's study of blood as symbol to today's study of home as a connection built through memory and relationships.</p> <p>Literacy Lab: Students will learn how key words and context clues help unlock the poem set's developing idea of home.</p> <p>Learning in Action: Part A: Mapping Reha's Home (RL.7.5) Students will organize words and images from the poem set to analyze how the sequence builds the theme of home.</p> <p>Part B: When Home Travels with You (RL.7.2) Students will write an evidence-based response about whether Rachel helps Reha feel at home and what that suggests about the meaning of home.</p> <p>Look Back: Students will synthesize how structure and details across the poem set deepen the meaning of home.</p>	unruly luminous	orbit ritual belonging	Think-Pair-Share Context Clues in Action RACE Strategy Response Quick Write
Unit 4	Lesson 6	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca; "What Is Blood?"	Students connect scientific terminology to literary symbolism by learning what red cells, white cells, and whole blood mean literally before tracing what they figuratively represent in Reha's life.	Students will determine the meaning of technical language in "What Is Blood?" and analyze how two texts shape the same topic differently.	Students will compare texts using precise domain-specific vocabulary and contrast language in speaking and writing.	Students will read and pronounce multisyllabic science terms accurately and use those words in context.	RI.7.4 RI.7.9	RL.7.1 RL.7.4 RL.7.10 W.7.10 SL.7.1.a SL.7.1.c L.7.6 RI.7.10	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Activate prior learning about belonging and home. Then bridge to EQ1 by introducing blood as both science and symbol.</p> <p>Literacy Lab: Build precise technical meaning for red cells, white cells, and whole blood so students can later notice how poetry transforms those terms symbolically.</p> <p>Learning in Action: Part A: Reading the Science Map (RI.7.4) Students will closely read the informational text to determine the meaning and purpose of technical language. Part B: From Cells to Symbols (RI.7.9) Students will compare the article and poem set to analyze how each text approaches blood differently.</p> <p>Look Back: Students will synthesize their learning in a short written response using evidence from both texts.</p>	red cells white cells whole blood	oxygen plasma symbol	Think-Pair-Share Context Clues in Action Close Read & Annotation Protocol Graphic Organizer Deep Dive Quick Write



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 4	Lesson 7	Writing	<i>Red, White, and Whole</i> by Rajani LaRocca; "What Is Blood?"	Students connect facts from the informational article "What Is Blood?" to the symbolic meaning of blood in LaRocca's poems.	Students will write an analytical paragraph explaining how LaRocca uses blood as both a literal and a symbolic force in <i>Red, White, and Whole</i> .	Students will use at least one complex sentence (although, because, while) and at least one analytical verb (symbolizes, reveals, suggests) to show relationships among claim, evidence, and explanation.		W.7.2.a W.7.2.b W.7.2.d W.7.2.e W.7.2.f W.7.4 W.7.5 L.7.1.b	RL.7.1 RL.7.2 RL.7.4 RL.7.5 W.7.10 L.7.2 L.7.6	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br	<p>Launch: Students will activate prior learning from Lesson 6 and identify strong evidence they can use in today's analytical writing.</p> <p>Literacy Lab: Students will learn how sentence structure can help them move writing from summary to analysis.</p> <p>Learning in Action: Part A: Plan with Your Best Evidence (W.7.2b, W.7.4) Students will select evidence, study a writing model, and plan a paragraph that explains both literal and symbolic meanings of blood.</p> <p>Part B: Draft, Share, Strengthen (W.7.2d, W.7.4, L.7.1b) Students will draft a paragraph, use sentence variety to connect ideas, and give partner feedback that pushes analysis deeper.</p> <p>Look Back: Students will reflect on how their evidence and sentence choices helped them move from summary to analysis.</p>	- N/A	- N/A	Think-Pair-Share Language Study Modeled Writing Turn-and-Talk Quick Write
Unit 4	Lesson 8	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca	Students continue Investigation 1 by examining how bicultural identity can create pressure, silence, and emotional distance.	Students will analyze how structural choices (such as clauses, line breaks, and gaps) in poems from <i>Red, White, and Whole</i> develop meaning about identity, expectations, and belonging.	Students will explain how phrases and clauses convey Reha's internal thoughts and how structural contrast reveals what she wants to say versus what she actually says.	Students will read and unpack complex poetic lines fluently by chunking phrases and clauses.	RL.7.5 L.7.1.a	RL.7.1 RL.7.2 RL.7.10 W.7.4 SL.7.1.a SL.7.1.c L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br	<p>Launch: Activate prior learning about identity, belonging, and silence</p> <p>Literacy Lab: Explicitly teach how phrases and clauses can reveal the difference between internal meaning and what a character says aloud.</p> <p>Learning in Action: Part B: Comparing Hard Moments Across the Poem Set (RL.7.5) Students will use homework evidence from "Courtly Love"—"Mustard Seeds" to compare how different poems develop Reha's conflict between self-expression and social expectations.</p> <p>Look Back: Students will connect a theme of today's poems to personal experience in a Quick Write.</p>	clause		Think-Pair-Share Syntax & Sentence Deconstruction Close Read & Annotation Protocol Group Accountability Share Quick Write
Unit 4	Lesson 9	Flex Day	<i>Red, White, and Whole</i> by Rajani LaRocca; "What Is Blood?"	Students pause after Investigation 1 to strengthen the reading moves have used to study blood as both science and symbol.	Students will cite several pieces of textual evidence to support inferences, identify and explain how connotative and figurative language affect tone, and analyze how text structure contributes to meaning.	Students will use academic language to write evidence-based explanations, describe the impact of connotations, and explain the relationship between structure and effect to discuss and write about a passage.	Students will read a short passage fluently enough to notice key words and details, repeated or charged phrases, and structural shifts.	RL.7.1 RL.7.4 RL.7.5	SL.7.1.a-d W.7.4	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Students self-assess confidence on RL.7.1, RL.7.4, and RL.7.5 to help the teacher form responsive huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on citing evidence, interpreting words and phrases, and analyzing structure; other students engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning from huddles or independent work.</p>	evidence connotation structure	symbol motif	Quick Write



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Unit 4	Lesson 10	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca	Students examine culture as a social and emotional connection through music, media, language, and family expectations.	Students will analyze how line breaks, contrast, and poem sequence shape meaning by showing both connection and division in the poem set "Pop Music" and "After School."	Students will use compare-contrast and evidence-linking language to explain what connects people across differences, what still divides them, and whether those gaps are universal, specific to Reha, or both.	Students will read free-verse lines fluently, attending to pauses and phrasing created by line breaks to support meaning.	L.7.4.a L.7.4.d RL.7.5	RL.7.1 RL.7.2 RL.7.10 W.7.4 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d SL.7.4 L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br	<p>Launch: Students will share background knowledge about music and age groups, and build a working definition of generation and generation gap.</p> <p>Literacy Lab: Students will use context clues and morphology to determine the meaning of a key word in "Expectations" and explain how that word reveals the pressures of expectations.</p> <p>Learning in Action: Students will analyze how "Pop Music" shows both connection and division and how structure (line breaks and contrast) helps reveal that tension. Part B: Generation Gap Hunt (RL.7.5) Students will synthesize across poems to trace how everyday moments and structure reveal generational and cultural gaps, evaluating whether these gaps are universal, specific to Reha, or both.</p> <p>Look Back: Students will write an evidence-based response using details from multiple poems and at least one structural observation to explain whether the gap is universal, specific to Reha, or both.</p>	mediocre helps them feel linked	generation generation gap	Think-Pair-Share Context Clues in Action Jigsaw Reading Quick Write
Unit 4	Lesson 11	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca	Students trace how cultural distance can feel physical, emotional, and social at the same time.	Students will analyze how physical details, tone, and poem placement interact to develop Reha's experience of distance between two worlds.	Students will use word choice, contrast language, and structure vocabulary to explain tone shifts and poem sequence.	Students will read verse fluently by using line breaks and phrasing to support meaning.	RL.7.3 RL.7.5	RL.7.4 RL.7.1 RL.7.10 W.7.4 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.4.a L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Students will consider the challenges associated with generation gap and connect that understanding to Reha's in-between identity.</p> <p>Literacy Lab: Students will conduct a close language study of a line from "Accents" to analyze how repetition and line breaks reveal shifts in power and response.</p> <p>Learning in Action: Students will analyze how physical detail carries emotional weight and reveals Reha's experience of distance. Students will compare poems "MTV" and "Hot and Cold" to analyze how tone shifts and poem placement develop meaning across the set.</p> <p>Look Back: Students will complete one final piece of writing, using evidence from the lesson's poem set.</p>	accent in-between	aerogramme threshold	Think-Pair-Share Language Study Jigsaw Reading Close Read & Annotation Protocol Quick Write
Unit 4	Lesson 12	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca; "Savitri: A Princess Who Would Not Give Up"	Students extend Investigation 2 by studying stories as cultural inheritance and as tools people use to make sense of pain, duty, and belonging.	Students will analyze how details in poems and story retellings interact to show when and why Reha shifts from receiving stories to making meaning through them.	Students will explain word meaning (including cultural terms such as dharma) and compare how two versions of a story contribute different kinds of meaning using context-clue language, contrastive phrases, and evidence-based explanation.	Students will use context clues and syllable chunking to pronounce and determine the meaning of unfamiliar cultural and academic words.	RL.7.3 RL.7.9 RI.7.4	RL.7.1 RL.7.4 RL.7.10 RI.7.10 W.7.4 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d SL.7.4 L.7.4.a L.7.4.d L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.5.Em ELD.PI.7.5.Ex ELD.PI.7.5.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br	<p>Launch: Students will activate prior learning from Lesson 11 and homework. Students will frame stories as a cultural and emotional coping tool.</p> <p>Literacy Lab: Students will use context clues (appositive/restatement clues) to determine the meanings of key cultural terms that unlock today's reading.</p> <p>Learning in Action: Part A: What Kind of Hero Is Savitri? (RI.7.4, RL.7.9) Students will read the article and explain how word choice (such as duty and loyalty) shapes Savitri's heroism. Part B: When Reha Starts Making Stories (RL.7.3, RL.7.9) Students will compare how the poems and the article give different kinds of meaning (emotional perspective vs. background information) and explain why Reha needs this story now.</p> <p>Look Back: Students will demonstrate their ability to compare what the poem and the article each contribute, and explain their findings in writing.</p>	dharma Yama Dharmaraja	retold bargain hero	Think-Pair-Share Context Clues in Action Group Accountability Share Quick Write



Threads & Themes

ELA | Grade 7 Scope & Sequence

Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 4	Lesson 13	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca	Students continue Investigation 2 by tracing how cultural belonging, friendship, and family perception shape Reha's identity across the poem set.	Students will analyze how a sequence of poems develops the theme of acceptance.	Students will explain contrast and sequence using comparison language and evidence from the poem set.	Students will read short free-verse poems accurately and phrase lines to preserve meaning across line breaks.	RL.7.2 RL.7.5	RL.7.1 RL.7.4 RL.7.3 RL.7.10 W.7.4 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.5.b L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br	<p>Launch: Activate prior thinking from the previous lesson and surface the key distinction between being seen and being truly known.</p> <p>Literacy Lab: Teach analysis vocabulary (misread, unguarded) that students will use to track how Reha is understood or misunderstood across the poem set.</p> <p>Learning in Action: Part A: Who Sees Reha Clearly? (RL.7.5) Students will analyze how poem order and contrast shape meaning across "What Rachel Thinks" through "At the Mall." Part B: What Reha Cannot Yet See (RL.7.2) Students will analyze how "The Dress" and "Down the Stairs" deepen the theme of being truly seen, including what Reha may misinterpret.</p> <p>Look Back: Students will synthesize their thinking in a short literary response using at least two poem landmarks and precise vocabulary (misread, unguarded) to explain what it means to be truly seen.</p>	misread unguarded	glance contrast	Think-Pair-Share Morphology & Vocabulary Close Read & Annotation Protocol Group Accountability Share Quick Write
Unit 4	Lesson 14	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca	Students continue Investigation 1 by connecting blood as a biological reality to blood as a symbol of life, loss, and family connection.	Students will analyze how the order of poems develops theme in Red, White, and Whole.	Students will examine how tone and theme develop across a sequence using precise evidence language and cause-effect connectors.	Students will use morphology and context clues to determine and spell key words related to illness and diagnosis.	RL.7.2 RL.7.5.b	RL.7.1 RL.7.3 RL.7.4 RL.7.10 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.1.b L.7.4.b L.7.4.c L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br	<p>Launch: Activate prior reading and track where students noticed the tone shift from celebration to fear.</p> <p>Literacy Lab: Build meaning for key illness-related vocabulary and show how title language can signal a dramatic shift in tone.</p> <p>Learning in Action: Part A: Building the Joy Before the Break (RL.7.5) Students will analyze how the first poems create a joyful tone and how placing "What's Wrong" after them intensifies the shift. Part B: Scientific Voice at the Worst Moment (RL.7.2) Students will analyze why LaRocca shifts into scientific explanation in "The Diagnosis" and how the poem order shapes the theme, by using words like clinical, diagnosis, or tone.</p> <p>Look Back: Formatively assess how well students can explain the relationship between poem order and theme using two specific details.</p>	diagnosis leukemia	clinical realization	Think-Pair-Share Morphology & Vocabulary Jigsaw Reading Group Accountability Share Quick Write
Unit 4	Lesson 15	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca; "Search for My Tongue" by Sujata Bhatt	Students extend the unit's study of blood, culture, and belonging by examining language itself as a cultural and emotional connection.	Students will analyze how Sujata Bhatt structures Search for My Tongue and uses unfamiliar language to develop meaning about language and identity.	Students will use context-clue language and structure-based explanation frames to explain how unfamiliar language, structure and metaphor shape meaning in discussion and writing.	Students will read lineated verse fluently by phrasing across line breaks to preserve meaning	RL.7.5 L.7.4.a	RL.7.1 RL.7.2 RL.7.4 RL.7.10 W.7.4 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.5.a L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.5.Em ELD.PI.7.5.Ex ELD.PI.7.5.Br ELD.PI.7.6.b.Em ELD.PI.7.6.b.Ex ELD.PI.7.6.b.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br	<p>Launch: Activate prior learning about structure and identify by hearing the poem read aloud and experiencing what it feels like to not fully understand the text.</p> <p>Literacy Lab: Explicitly teach students how to use context clues across a whole poem to make meaning from unfamiliar language.</p> <p>Learning in Action: Part A: Reading Through the Unknown (L.7.4a) Students will reread the poem in sections and use context clues to infer meaning, especially in and around the untranslated Gujarati stanza. Part B: Tracking the Tongue Metaphor (RL.7.5) Students will analyze how the poem's three-part structure develops the tongue-as-plant metaphor and shows how structure shapes meaning.</p> <p>Look Back: Formatively assess students' ability to state the poem's argument about language and identity using structure-based evidence.</p>	stump	mother tongue metaphor	Think-Pair-Share Using Context Clues Group Accountability Share Quick Write



Threads & Themes

ELA | Grade 7 Scope & Sequence

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Unit 4	Lesson 16	Academic Discussion	<i>Red, White, and Whole</i> by Rajani LaRocca; "Search for My Tongue" by Sujata Bhatt	Students connect language, culture, and symbols to identity by comparing "Search for My Tongue" with a poem from Red, White, and Whole.	Students will engage effectively in a collaborative discussion about how symbols in two poems develop ideas about identity loss and return.	Students will build on others' ideas using discussion stems and evidence-based explanation during a Socratic Seminar.		RL.7.1 SL.7.1.a SL.7.1.c SL.7.1.d	RL.7.2 RL.7.3 RL.7.4 W.7.4 SL.7.1.b SL.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.4.Em ELD.PI.7.4.Ex ELD.PI.7.4.Br	<p>Launch: Activate students' prior thinking from Lesson 15 and their homework, so they enter the seminar with a focused idea and relevant evidence.</p> <p>Literacy Lab: Introduce and model the specific moves of a Socratic Seminar so students can enter, build, challenge, and clarify with evidence.</p> <p>Learning in Action: Part A: Rehearse Your Strongest Idea (SL.7.1.a, SL.7.1.c) Students will orally rehearse expressing a claim, evidence, and response move before the whole-class seminar.</p> <p>Part B: Socratic Seminar on Identity and Symbol (SL.7.1.a, SL.7.1.c, SL.7.1.d) Students will discuss how the two poems represent losing and possibly reclaiming parts of identity.</p> <p>Look Back: Students will reflect in writing on which symbol stayed with them most and how symbolism communicates meaning beyond plain language.</p>			Think-Pair-Share Socratic Seminar Quick Write
Unit 4	Lesson 17	Writing	<i>Red, White, and Whole</i> by Rajani LaRocca; "Search for My Tongue" by Sujata Bhatt	Students build on the unit's study of bicultural identity, symbolism, and belonging by explaining how symbols communicate experiences that may be difficult to state directly.	Students will develop a clear argument about whether symbolism is an effective way to express living between two cultures using evidence from two poems.	Students will use precise language and evidence-explanation sentences to draft a body paragraph and counterclaim paragraph.		W.7.1.a W.7.1.b W.7.1.c W.7.1.d W.7.4	RL.7.1 RL.7.4 RL.7.5 W.7.10 SL.7.1.a SL.7.1.d L.7.1.b L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br	<p>Launch: Students will activate thinking from the seminar in Lesson 16 and frame today's argumentative writing task about symbolism and bicultural identity.</p> <p>Literacy Lab: Students will learn how to build a defensible claim that answers the prompt and describes how symbolism works.</p> <p>Learning in Action: Part A: Build a Strong Body Paragraph (W.7.4) Students will select and introduce evidence from both poems to draft a body paragraph that supports their claim.</p> <p>Part B: Add a Counterclaim That Pushes Back (W.7.4) Students will draft a counterclaim paragraph that considers an opposing view and responds to it with reasoning and evidence.</p> <p>Look Back: Students will reflect on which writing move helped them move beyond summary and toward argument.</p>	- N/A	- N/A	Think-Pair-Share Language Study RACE Strategy Response Structured Paragraphs Quick Write
Unit 4	Lesson 18	Writing	<i>Red, White, and Whole</i> by Rajani LaRocca; "Search for My Tongue" by Sujata Bhatt	Students apply what they have learned about bicultural identity, symbolism, language, loss, and regrowth in "Search for My Tongue" and selected poems from Red, White, and Whole.	Students will revise and strengthen a literary analysis essay so the claim about symbolism remains clear throughout the essay.	Students will use precise verbs, commentary phrases, and varied sentence structures to connect evidence to a claim during revision and editing.		W.7.2.a W.7.2.b W.7.5	RL.7.1 RL.7.2 RL.7.4 W.7.4 W.7.10 L.7.1.a L.7.1.b L.7.1.c L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Students will review Lesson 17 and set a revision purpose to keep their claim about symbolism visible throughout their argumentative essays.</p> <p>Literacy Lab: Students will revise their essays to strengthen evidence sentences and commentary through precise word choice and sentence structure.</p> <p>Learning in Action: Part A: Trace the Claim (W.7.5) Students will give one focused round of partner feedback on whether the symbolism claim stays visible throughout the essay. Learning in Action Part B: Revise, Edit, Submit (W.7.5) Students will revise body paragraphs, edit for clarity and correctness, and finalize their essays.</p> <p>Look Back: Students will reflect on two specific revisions they made and evaluate how those changes strengthened their arguments.</p>	- N/A	- N/A	Turn-and-Talk Language Study Collaborative Revision Protocol Revision Sprint Quick Write



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Unit 4	Lesson 19	Academic Discussion	<i>Red, White, and Whole</i> by Rajani LaRocca; "Search for My Tongue" by Sujata Bhatt	Students continue tracing how symbols communicate identity, belonging, loss, and regrowth across poems.	Students will engage effectively in a fishbowl discussion by building on others' ideas and evaluating claims with relevant evidence from the poems.	Students will use claim language, text-landmark references, and counterargument language to present and respond to ideas in discussion and reflection.		SL.7.1.a SL.7.1.c SL.7.1.d SL.7.4.a	RL.7.2 RL.7.4 RL.7.5 W.7.4 SL.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.4.Em ELD.PI.7.4.Ex ELD.PI.7.4.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	Launch: Students will reflect on recent argument writing and prepare to test their thinking aloud. Literacy Lab: Students will use the Fishbowl Conversations protocol to participate in a discussion with a clear claim, evidence, and response move. Learning in Action: Part A: First Fishbowl Round (SL.7.1.a, SL.7.4.a) Students discuss whether writing their argument changed how they read either poem while the outer circle tracks strong and weak evidence. Part B: Switch, Respond, and Test the Counterargument (SL.7.1.c, SL.7.1.d, SL.7.4.a) Students switch circles, respond directly to what they heard, and evaluate whether the counterargument is actually supported by the poems. Look Back: Students write a one-paragraph reflection about one revision they would make to strengthen their essay after the fishbowl.	counterargument revise	position supported	Think-Pair-Share Fishbowl Conversations Quick Write
Unit 4	Lesson 20	Mid-Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RI.7.2 RI.7.3 RI.7.4 RI.7.9 RL.7.2 RL.7.3 RL.7.4 RL.7.5 L.7.1.a L.7.1.b L.7.4.a L.7.4.d L.7.5.a			Launch: The teacher will establish the testing environment for students to take their assessment. Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing. Look Back: Students will self-assess their ability to demonstrate the skills assessed.			No routines/protocols are used today Lesson Sequence
Unit 4	Lesson 21	Flex Day	<i>Red, White, and Whole</i> by Rajani LaRocca	Students revisit how blood, family, and culture are developed through poetic language and structure.	Students will analyze how language and structure shape meaning and tone in a short literary passage.	Students will use precise academic language to explain connotation, structure, and figurative meaning in speaking and writing.	Students will reread a short verse passage with attention to phrasing and form.	RL.7.5 RL.7.4 L.7.5.a	RL.7.1 SL.7.1.a-d W.7.4	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.8.Em ELD.PI.7.8.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	Launch: Students self-assess confidence on RL.7.5, RL.7.4, and L.7.5.a to help the teacher form huddles. Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on word meaning, verse structure, and figures of speech; other students engage in independent reading or knowledge-building tasks. Look Back: Students reflect on growth in confidence or new learning from independent work.	connotation structure figure of speech	tone stanza line break	Quick Write
Investigation 2														
Unit 4	Lesson 22	Research	"What is Blood?"; "What can go wrong with blood? An overview of anemia, bleeding, blood clotting and blood cancers."	Students use science research to deepen the unit's study of blood as both a biological system and a symbol of family and identity.	Students will conduct short research to answer a self-selected question about a biology-of-connection topic and synthesize information from multiple sources.	Students will use source-evaluation language, corroboration language, and evidence-linking phrases to explain how scientific evidence supports a synthesis claim about connection and belonging.		W.7.7 W.7.8 W.7.9	W.7.4 RI.7.1 RI.7.9 SL.7.1.a-d	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	Launch: Activate prior knowledge about blood as science and symbol, and preview how research can deepen the unit's essential question. Literacy Lab: Teach students how to use source evaluation and corroboration to build a synthesis claim from multiple sources. Learning in Action: Part A: Evaluate and Gather (W.7.7, W.7.8) Students choose a biology-of-connection topic, read at least two science sources, and record relevant notes in the Research Notes organizer. Part B: Write a Synthesis Claim (W.7.9) Students corroborate across sources and draft a 2–3-sentence synthesis claim that links scientific evidence to human meaning. Look Back: Students reflect on what they learned, what question remains, and what they need to carry into Lesson 23.	synthesis corroborate inherited	trait ancestry relevant	Turn-and-Talk Partner Reading & Discussion Quick Write



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Unit 4	Lesson 23	Research	"What is Blood?"; "What can go wrong with blood? An overview of anemia, bleeding, blood clotting and blood cancers."	Students extend the biology-of-connection research from Lesson 22 by examining what responsible source use looks like when topics involve blood, inheritance, and health information.	Students will assess the credibility and accuracy of health-related research sources and follow a standard format for citation.	Students will use evaluative language and citation language to explain whether a source is reliable, current, biased, and responsible to share.		W.7.8	RI.7.1 SL.7.1.a-d W.7.10	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br	<p>Launch: Reconnect students to the synthesis work from Lesson 22, and introduce the responsibility of handling health information carefully.</p> <p>Literacy Lab: Teach students how citation supports responsible sharing by helping readers trace, check, and evaluate a source.</p> <p>Learning in Action: Part A: Audit Your Sources (W.7.8) Students evaluate two research sources for reliability, currency, and bias while improving citation details. Part B: Write a Responsible Sharing Note (W.7.8) Students explain which source they would share, which they would question, and why, using evidence from their source audit.</p> <p>Look Back: Students reflect on how their source list or citation choices changed and name next steps for responsible research use.</p>	citation bias misinformation	reliable current sponsored	Think-Pair-Share Partner Reading & Discussion Rehearse and Refine
Unit 4	Lesson 24	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca	Students build on Investigation 1 by tracing how blood works as both a biological reality and a literary symbol of life, loss, and connection.	Students will analyze figurative language and connotative word choice in selected poems from Red, White, and Whole.	Students will explain how personification and symbolism shape meaning using precise literary vocabulary and evidence-based discussion frames.	Students will analyze the morphemes in personification and accurately encode the word in their Personal Dictionary.	RL.7.4 W.7.2.a W.7.2.b W.7.2.d	RL.7.1 RL.7.10 W.7.4 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d SL.7.4 L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br	<p>Launch: Activate prior thinking about blood as both life and loss, and prepare students to analyze how the symbol shifts into betrayal.</p> <p>Literacy Lab: Explicitly teach the morphology and meaning of personification and connect the term to LaRocca's description of blood as a "betrayor."</p> <p>Learning in Action: Part A: Reading Blood as Betrayal (RL.7.4) Students closely reread "The River" in pairs to analyze how personification shapes meaning. Part B: Tracing the Ripple Effect (RL.7.4, W.7.2) Students complete a poem jigsaw and discuss why LaRocca returns to "Savitri, Part 3" at this point in Reha's journey.</p> <p>Look Back: Students write a brief explanatory response using evidence from two poems to explain how blood's betrayal develops across the text.</p>	personification betrayal ripple effect	motif connotation allusion	Think-Pair-Share Morphology & Vocabulary Jigsaw Reading Quick Write
Unit 4	Lesson 25	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca	Students continue tracing how biological and cultural connections shape Reha's identity, now focusing on bicultural belonging and how illness changes the meaning of living in "two worlds."	Students will analyze how the repeated title "Two" shapes meaning across two poems in Red, White, and Whole.	Students will use compare-contrast language and evidence-based discussion stems to explain how the meaning of two shifts after Amma's diagnosis.	Students will reread poem titles, key lines, and short verse sections fluently to support comparison and discussion.	RL.7.5 RL.7.4	RL.7.1 W.7.10 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d SL.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Prepare students for discussion by connecting the previous lesson's work on betrayal and ripple effect to today's focus on how the idea of two changes across the novel.</p> <p>Literacy Lab: Introduce and model the Give One, Get One discussion protocol so students can exchange and refine ideas about repeated titles and shifting meaning.</p> <p>Learning in Action: Part A: Comparing the "Two" Poems (RL.7.5) Students will reread both poems titled "Two" and compare how the repeated title shapes meaning before and after the diagnosis. Part B: Trading Ideas About Two Worlds (SL.7.1 a-d, RL.7.4, RL.7.5) Students will use Give One, Get One to discuss how the meaning of two shifts and what that reveals about culture, identity, and belonging.</p> <p>Look Back: Students will write a short evidence-based response about why LaRocca gives two poems the same title and what readers should notice.</p>	contrast belonging	bicultural diagnosis	Think-Pair-Share Give One, Get One Quick Write



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Unit 4	Lesson 26	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca	Students build understanding that routines and rituals can be emotional and cultural connections that help people endure stress.	Students will analyze how Rajani LaRocca uses a key comparison (simile) to develop and contrast points of view about routines, ritual, and endurance across a group of poems.	Students will explain contrast using comparative language, evidence-linking phrases, and terms such as simile, comparison, and point of view in discussion and writing.	Students will read free-verse lines fluently by phrasing across line breaks and attending to repeated words and punctuation.	RL.7.6	RL.7.4 RL.7.2 RL.7.10 W.7.4 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.4.a	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.7.6.a.Em ELD.7.6.a.Ex ELD.7.6.a.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br	<p>Launch: Activate thinking about routines by connecting journal entries to the unit question about belonging and emotional connection.</p> <p>Literacy Lab: Teach how a simile in "School Daze" reveals Reha's point of view toward school routines and emotional survival.</p> <p>Learning in Action: Part A: Reading the Life Raft Image (RL.7.6) Students will use the "life raft" simile to compare how Reha and the adults around her view routine in "School Daze" and a companion poem. Part B: Comfort or Survival? (RL.7.6) Students will use a chart to synthesize how routines and rituals across the poem set either hold Reha together or crack under pressure, applying key comparisons such as the "life raft" simile.</p> <p>Look Back: Students will write a short evidence-based explanation of how LaRocca contrasts points of view about routine across the poems.</p>	simile ritual	endurance virtue	Think-Pair-Share Language Study Jigsaw Reading Quick Write
Unit 4	Lesson 27	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca	Students continue tracing how biological, emotional, and cultural connections shape Reha's sense of self.	Students will analyze how LaRocca develops Reha's perspective by showing support from multiple characters across a set of poems.	Students will explain the author's craft using precise evidence language and cause/effect connectors to discuss why LaRocca spreads support across several characters.	Students will analyze a word and use associations with its root word and context to support meaning.	RL.7.6	RL.7.1 RL.7.4 RL.7.10 W.7.2.a W.7.2.b SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.4.a L.7.6	ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Activate prior thinking from homework and connect earlier lessons about betrayal and division to today's focus on support and belonging.</p> <p>Literacy Lab: Teach how a title word can act as a context clue that shapes mood and perspective.</p> <p>Learning in Action: Part A: Students will gather and discuss evidence showing how LaRocca reveals support through multiple characters' interactions with Reha. Part B: Students will explain why LaRocca spreads care across a network of characters instead of giving Reha one main pillar of support.</p> <p>Look Back: Students will reflect in writing on how today's evidence changed their understanding of Reha's perspective.</p>	rapids perspective	network presence steady	Think-Pair-Share Morphology & Vocabulary Jigsaw Reading Quick Write
Unit 4	Lesson 28	Writing	<i>Red, White, and Whole</i> by Rajani LaRocca	Students build from Lesson 27 by returning to Reha's support network and focusing on how imagery makes emotional connection visible and audible.	Students will write an explanatory paragraph that analyzes how imagery reveals that Reha is not alone.	Students will use embedded quotations, analytical verbs, and cause/effect language to explain the effects of word choice in a literary analysis paragraph.		RL.7.4 W.7.2.a W.7.2.b	RL.7.1 RL.7.5 W.7.4 W.7.10 W.7.5 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.1 L.7.2 L.7.6	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Activate students' memory of Reha's support network and connect that work to today's paragraph writing about imagery and effect.</p> <p>Literacy Lab: Teach how to move from identifying imagery to explaining what a word choice does in a poem.</p> <p>Learning in Action: B: Draft, Revise, and Edit for Effect (W.7.2a-b) Students will draft a literary analysis paragraph, get peer feedback, and revise for stronger explanation, sentence structure, and punctuation.</p> <p>Look Back: Students will reflect on how their paragraph explains the effect of imagery and connects to the unit performance task.</p>			Think-Pair-Share Language Study Peer Review Protocol Quick Write



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 4	Lesson 29	Reading	"Olympic Hopeful Works to Improve Bone Marrow Registries"	Students connect the science of bone marrow donation to the novel's symbolic use of blood, ancestry, and family ties.	Students will analyze how Rajani LaRocca develops Reha's point of view across poems about Amma's transplant search.	Students will compare explanation and perspective using contrast language and precise academic vocabulary in discussion and writing.	Students will use context clues to determine the meaning of unfamiliar academic words in an informational text.	RL.7.6 RI.7.4 L.7.4.a	RL.7.1 RL.7.4 RI.7.10 W.7.2.a W.7.2.b W.7.4 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.6 RL.7.10 RI.7.10 L.7.4.c L.7.4.d	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Br	<p>Launch: Students will activate prior thinking from the homework and frame the key turn in the unit: blood as both a family bond and an urgent biological need.</p> <p>Literacy Lab: Students will use context clues to determine the meaning of registry and ancestry so they can read the article with precision.</p> <p>Learning in Action: Part A: What Each Text Gives Us (RL.7.6, RI.7.4) Students will compare what the poems reveal through Reha's point of view and what the article explains directly about donor matching.</p> <p>Part B: Turn Comparison Into Insight (RL.7.6, W.7.2.a, W.7.2.b) Students will rehearse and write two synthesis sentences about what the article clarifies and what the poems uniquely convey.</p> <p>Look Back: Formatively assess students' ability to synthesize across literary and informational texts about blood, ancestry, and belonging.</p>	registry ancestry	donor transplant	Think-Pair-Share Introduce New Words Using Morphology Quick Write
Unit 4	Lesson 30	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca	Students continue tracing blood as both a biological reality and a changing symbol in Reha's life.	Students will analyze how Rajani LaRocca's word choice and repeated references to blood develop meaning as a symbol across a cluster of poems.	Students will explain how repeated words, symbolic language, and text placement shape meaning using comparison language and cause-effect connectors.	Students will read repeated lines fluently and attend to stress and phrasing to clarify meaning.	RL.7.4	RL.7.1 RL.7.5 RI.7.10 W.7.4 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.4.a L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.12.Ex ELD.PI.7.12.Em ELD.PI.7.12.Br	<p>Launch: Students will activate prior learning about blood as betrayal and support fellow students to notice how a repeated line can signal a change in symbolic meaning.</p> <p>Literacy Lab: Students will learn about how a repeated line and a single key word can shift meaning depending on speaker, context, and connotation.</p> <p>Learning in Action: Part A: Tracking the blood symbol (RL.7.4) Students will annotate a poem set to trace how blood as a symbol changes from fear to family connection to chosen offering. Part B: Why Savitri returns here (RL.7.5) Students will discuss why "Savitri, Part 4" appears at this exact moment and then connect that placement to Reha's developing heroism.</p> <p>Look Back: Students will explain what kind of hero Reha becomes using evidence from multiple poems.</p>	must hero	symbol offering	Think-Pair-Share Using Context Clues Annotation Spot-Check Group Accountability Share Quick Write
Unit 4	Lesson 31	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca	Students continue tracing blood as both a biological reality and a symbolic connection, now through a repeated title that marks change over time.	Students will analyze how LaRocca's repeated title and verse structure shape meaning across the two poems titled "The River."	Students will compare specific word choices and structural shifts using comparative language and cause-effect phrasing in discussion and writing.	Students will use morphemes and context to spell and explain key words that shape tone and meaning.	RL.7.5	RL.7.4 RL.7.6 RL.7.10 W.7.2.a W.7.2.b W.7.4 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.6	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br	<p>Launch: Activate homework thinking and connect the repeated title "The River" to the unit question about blood as connection and loss.</p> <p>Literacy Lab: Teach how precise word choice shapes tone and meaning.</p> <p>Learning in Action: Part A: Same Title, New Meaning (RL.7.5) Students will analyze one major difference between the two River poems and explain how surrounding poems deepen that shift.</p> <p>Part B: Write the Shift (RL.7.5) Students will write a short analytical comparison explaining what LaRocca achieves by repeating the title.</p> <p>Look Back: Assess students' ability to explain how repeated title, structure, and word choice reveal Reha's growth.</p>	comfortably numb	jealous	Think-Pair-Share Morphology & Vocabulary Group Accountability Share Modeled Writing Quick Write



Threads & Themes

ELA | Grade 7 Scope & Sequence

Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 4	Lesson 32	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca	Students deepen the unit idea that connection can be biological, emotional, and cultural by tracing how words become another kind of tie between family members.	Students will determine a theme of the final poems and analyze how Amma's letter develops that theme.	Students will use claim-and-evidence language and structure words to explain why LaRocca lets Amma speak directly at the end of the novel.	Students will analyze meaningful word parts and spelling patterns in key title words to support close reading.	RL.7.2 RL.7.5 L.7.4.b	RL.7.1 RL.7.6 RL.7.10 W.7.1.a W.7.1.b W.7.4 L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br	<p>Launch: Students will activate prior thinking from Lesson 29 and prepare to analyze Amma's direct voice at the end of the novel.</p> <p>Literacy Lab: Students will build meaning for key title words that unlock the final poems and prepare to track how language carries connection after loss.</p> <p>Learning in Action: Part A: Hearing Amma Directly (RL.7.2) Students will closely annotate "Aerogramme" to determine what Amma understands about Reha and how that shapes theme. Part B: Why Save Her Voice for the End? (RL.7.2, RL.7.5) Students will write a short text-based response explaining why LaRocca lets Amma speak for herself only at the very end.</p> <p>Look Back: Students will synthesize how the ending poems develop a theme about connection, memory, and healing through words.</p>	aerogramme remind	ties grief	Think-Pair-Share Morphology & Vocabulary Close Read & Annotate RACE Strategy Response Quick Write
Unit 4	Lesson 33	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca; "Bicultural Identity: Then & Now"	Students extend the unit's study of bicultural identity by comparing a personal author reflection with an informational article about Indian American experiences across generations.	Students will analyze how LaRocca's "Author's Note" and Kunmath's article present bicultural identity through different evidence and perspectives.	Students will compare and qualify ideas using contrast language and evidence-based frames in discussion and writing.	Students will read short nonfiction passages fluently, using phrasing and punctuation to support meaning.	RI.7.1 RI.7.9	RL.7.2 RL.7.4 RL.7.10 W.7.4 W.7.9.b SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.6 RI.7.10	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br	<p>Launch: Students will activate prior learning from the ending poems and set up the question of how an author's real-life perspective changes readers' understanding of the novel.</p> <p>Literacy Lab: Students will learn academic vocabulary for comparing texts and analyzing whether one text complements or complicates another.</p> <p>Learning in Action: Part A: Tracking the "Then" Generation (RI.7.1, RI.7.9) Students will gather and organize evidence from Kunmath's article and LaRocca's "Author's Note" to compare generational experiences of bicultural identity. Part B: Does LaRocca Match or Complicate the Pattern? (RI.7.1, RI.7.9) Students will write a short, evidence-based response comparing how the two texts present Indian American identity across time.</p> <p>Look Back: Students will explain how reading both texts together deepens understanding of culture, identity, and belonging.</p>	conform complicate generation	bicultural narrator perspective	Think-Pair-Share Morphology & Vocabulary Graphic Organizer Deep Dive Source-to-Claim Quick Write Check for Understanding
Unit 4	Lesson 34	Reading	<i>Red, White, and Whole</i> by Rajani LaRocca; "Bicultural Identity: Then & Now"	Students connect the novel's ending to a broader conversation about bicultural identity, belonging, and the pressure of moving between worlds.	Students will analyze how LaRocca's "Author's Note" and Kunmath's article shape different interpretations of bicultural identity.	Students will compare perspectives using contrast language and evidence-linking phrases in discussion and writing.	Students will use morphology and context to determine the meanings of key words that shape perspective across texts.	RL.7.6 RI.7.9	RL.7.1 RL.7.10 W.7.4 W.7.10 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.4.a L.7.6 RI.7.10	ELD.PI.7.6.a.Em ELD.PI.7.6.a.Ex ELD.PI.7.6.a.Br ELD.PI.7.6.c.Em ELD.PI.7.6.c.Ex ELD.PI.7.6.c.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br	<p>Launch: Students will analyze how two writers with similar backgrounds can describe belonging differently.</p> <p>Literacy Lab: Students will learn key vocabulary needed to compare perspective across the "Author's Note" and the article.</p> <p>Learning in Action: Part A: What Matches, What Shifts? (RI.7.9) Students will compare how LaRocca and Kunmath present bicultural identity in a paired-text Venn Diagram. Learning in Action B: One Idea Across Texts (RL.7.6) Students will trace how the novel supports, complicates, or contradicts one key idea from the article.</p> <p>Look Back: Students will compare perspectives and explain what remains unresolved at the end of the novel.</p>	bicultural	appropriation unresolved	Think-Pair-Share Morphology & Vocabulary Graphic Organizer Deep Dive Group Accountability Share Quick Write



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 4	Lesson 35	Writing	<i>Red, White, and Whole</i> by Rajani LaRocca; "Through her grief, an Indian American photographer rediscovers her heritage"	Students extend the unit's study of bicultural identity by reading a visual text alongside verse from <i>Red, White, and Whole</i> and making connections across both texts.	Students will write an informative response explaining how one photograph and one poem work together to develop ideas about culture, identity, and belonging.	Students will use precise analysis verbs and evidence-linking phrases to connect visual details and poem evidence and explain how those details work together to support an explanatory claim.		RL.7.1 W.7.2.a W.7.2.b W.7.4	RL.7.4 W.7.2.c W.7.2.d W.7.2.e W.7.10 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.6	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Br ELD.PII.7.2.b.Br	<p>Launch: Students will activate prior thinking from Lesson 34 and connect bicultural identity to visual storytelling.</p> <p>Literacy Lab: Students will learn how to move from evidence to explanation using a short quote from the novel and apply the same structure to analyzing visual details using precise analysis verbs.</p> <p>Learning in Action: Students will study photographs, choose one image and one poem that speak to each other, and collect evidence from both texts to prepare for writing. Learning in Action B: Draft a Cross-Text Response (W.7.2) Students will draft and refine an informative paragraph answering the unit essential question with evidence from both a photograph and a poem.</p> <p>Look Back: Students will reflect on how combining visual and written evidence strengthened explanatory writing and how this skill will support the unit performance task.</p>		Think-Pair-Share Language Study Gallery Walk RACE Strategy Response Quick Write	
Unit 4	Lesson 36	Writing	<i>Red, White, and Whole</i> by Rajani LaRocca; "Through her grief, an Indian American photographer rediscovers her heritage"	Students continue analyzing how cultural images and poetic language work together to reveal identity and belonging.	Students will revise a literary analysis paragraph by strengthening a claim, sharpening image-based evidence, and embedding and explaining poem style in analytical analysis.	Students will refine precise word choice, sentence boundaries, and punctuation around quotations to increase clarity, coherence, and style in analytical writing.		W.7.2.b W.7.2.d W.7.5 L.7.3.a	W.7.2.a W.7.2.c W.7.2.e W.7.4 W.7.10 SL.7.1.c L.7.1.a L.7.1.b L.7.1.c L.7.2.a L.7.2.b L.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.4.Em ELD.PI.7.4.Ex ELD.PI.7.4.Br ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br	<p>Launch: Students will activate prior learning and be prepared to revise their cross-text analysis drafts by identifying a clear, arguable claim and noticing where explanation is needed.</p> <p>Literacy Lab: Students will learn how to test whether a sentence functions as a claim (not just a topic) and how to revise for precise evidence and clear explanation.</p> <p>Learning in Action: Part A: Claim Check and Partner Feedback (W.7.5) Students will identify, underline, and revise the sentence that most directly answers the essential question, using partner feedback to strengthen clarity and arguability.</p> <p>Learning in Action B: Specificity, Embedded Evidence, and Final Revision (L.7.3, W.7.5) Students will revise their paragraphs by: making image evidence specific and visible, embedding and explaining poem evidence, and editing for sentence clarity, boundaries, and correct quotation punctuation.</p> <p>Look Back: Students will reflect on which revision move made their analysis more effective and how they know.</p>		Think-Pair-Share Language Study Iterative Conversation Exchange Revision Sprint Quick Write	
Unit 4	Lesson 37	Academic Discussion	<i>Red, White, and Whole</i> by Rajani LaRocca; "Through her grief, an Indian American photographer rediscovers her heritage"	Students continue exploring how culture, grief, family, and belonging shape identity across visual and literary texts, deepening their understanding through peer analysis and comparison.	Students will engage in collaborative discussions about how peer writers connect a photograph and a poem to the unit's essential question, focusing on the strength of claims, evidence, and explanation.	Students will use specific feedback stems, evidence-based explanations, and respectful discussion moves to respond to peers' claims and evidence and to build on one another's ideas.		SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d	RL.7.1 W.7.4 SL.7.6	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.3.Em ELD.PI.7.3.Ex ELD.PI.7.3.Br ELD.PI.7.5.Em ELD.PI.7.5.Ex ELD.PI.7.5.Br ELD.PI.7.7.Em ELD.PI.7.7.Ex ELD.PI.7.7.Br	<p>Launch: Prepare students to give respectful, specific, and useful peer feedback by connecting today's work to their recent drafting and revision. Students discuss what makes feedback helpful (specific, evidence-based, revision-focused).</p> <p>Students rehearse responding to both claim and evidence.</p> <p>Literacy Lab: Introduce and model the Gallery Walk feedback protocol so students can respond to claims and evidence with clarity.</p> <p>Learning in Action: Students will circulate through peer displays, read claims and evidence, and leave one strength and one suggestion on each response sheet. Learning in Action B: Pairings That Changed Our Thinking (SL.7.1a-d) Students will discuss which photo-poem pairings deepened their understanding of the essential question and explain why.</p> <p>Look Back: Reflect on how peer discussion and feedback sharpened understanding of claim, evidence, and explanation.</p>		Think-Pair-Share Gallery Walk Group Accountability Share Quick Write	



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 4	Lesson 38	End of Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RI.7.2 RI.7.3 RI.7.4 L.7.4.a L.7.4.b L.7.4.d RL.7.2 RL.7.3 RL.7.4 L.7.5.a RL.7.5 RL.7.6 RI.7.9 RL.7.7 L.7.1.c L.7.2.b			<p>Launch: The teacher will establish the testing environment for students to take their assessment.</p> <p>Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing.</p> <p>Look Back: Students will self-assess their ability to demonstrate the skills assessed.</p>			No routines/protocols are used today Lesson Sequence
Unit 4	Lesson 39	Flex Day	<i>Red, White, and Whole</i> by Rajani LaRocca	Students revisit how Red, White, and Whole uses blood, repeated images, and family connection to develop meaning across poems.	Students will strengthen informative/explanatory writing by introducing a topic clearly, developing ideas with relevant details, and using transitions to connect ideas.	Students will use introduction frames, evidence-based explanation language, and transition words to make their informative writing more cohesive.		W.7.2.a W.7.2.b W.7.2.c	W.7.4 RL.7.1	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br ELD.PII.7.1.Em ELD.PII.7.1.Ex ELD.PII.7.1.Br	<p>Launch: Students self-assess confidence on W.7.2.a, W.7.2.b, and W.7.2.c to help the teacher form responsive huddles after the literary analysis Performance Task.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on writing clear introductions, developing ideas with relevant details, and linking ideas with transitions while other students engage in independent reading or knowledge-building connected to blood, culture, and belonging.</p> <p>Look Back: Students reflect on growth in confidence or new learning from independent work and name a next step as writers and readers.</p>			Reflection (Reflection) Quick Write
Showcase														
Unit 4	Lesson 40	Writing	<i>Red, White, and Whole</i> by Rajani LaRocca	Students revisit how blood, culture, grief, and family ties become meaningful through imagery, symbolism, and word choice, with a focus on how specific craft choices reveal connection.	Students will plan an explanatory literary analysis by selecting a poem and explaining how imagery or symbolism reveals an important connection in Reha's life.	Students will use precise analytical verbs and explanation frames to describe what an image, symbol, or weighted word choice does in a poem and to justify their analytical choices.		W.7.2.a W.7.2.b W.7.4 W.7.5	RL.7.2 W.7.10 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d L.7.3.a L.7.6	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PII.7.3.Em ELD.PII.7.3.Ex ELD.PII.7.3.Br	<p>Launch: Activate prior learning from the literary analysis task and set up today's shift from identifying meaning to analyzing how craft creates meaning.</p> <p>Literacy Lab: Teach students how to move from naming a craft move to explaining what that craft move does and what it reveals about connection in a poem.</p> <p>Learning in Action: Part A: Craft Hunt Across Poems (W.7.5) Students reread familiar poems to identify specific images, symbols, and weighted word choices, and explain what those craft moves do using precise analytical language. Students contribute clear, text-based observations to a shared class list. Part B: Choose Your Poem and Write a Working Claim (W.7.2a, W.7.2.b, W.7.4) Students review the performance task, select one poem for analysis, and draft a clear working claim that names a specific image or symbol, explains what it reveals, and establishes a clear direction for analysis.</p> <p>Look Back: Formatively assess poem choice and early analysis through a two-sentence Check for Understanding that asks students to justify their choice of image or symbol and explain what it reveals.</p>			Think-Pair-Share Language Study Collaborative Idea Board Quick Write Check for Understanding



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Unit 4	Lesson 41	Writing	<i>Red, White, and Whole</i> by Rajani LaRocca	Students apply what they have learned about identity, culture, and belonging in <i>Red, White, and Whole</i> , focusing on how poetic choices reveal internal conflict and connection.	Students will develop and strengthen a literary analysis draft by planning a thesis, evidence, and commentary about a key symbol or image in a poem from <i>Red, White, and Whole</i> .	Students will explain the difference between description and analysis and use clearly placed phrases and clauses to write commentary that explains what a poetic choice reveals.		W.7.5 L.7.1.c	W.7.2.a W.7.2.b W.7.2.d W.7.4 W.7.9.a L.7.1 L.7.2.a L.7.3.a W.7.10 L.7.6	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br ELD.PI.7.11.a.Em ELD.PI.7.11.a.Ex ELD.PI.7.11.a.Br	<p>Launch: Students review the literary analysis checklist, identify strengths and questions, and connect today's drafting work to the Performance Task by focusing on how strong analysis explains the effect of a poetic choice.</p> <p>Literacy Lab: Students learn the difference between describing and analyzing and practice writing clearer commentary using correctly placed phrases and clauses.</p> <p>Learning in Action: Part A: Planning Thesis, Evidence, and Commentary (W.7.5) Students will focus on a selected poem and use one key symbol or image for their analysis.</p> <p>Part B: Drafting the Analysis (W.7.5, L.7.1.c) Students will draft a literary analysis paragraph that includes: a thesis explaining what the poem does and how, one specific piece of evidence, commentary that explains what the author's choice reveals, and at least one sentence with clearly placed phrases or clauses.</p> <p>Look Back: Students revisit the checklist and set a concrete revision plan, identifying specific places where they will strengthen commentary and improve sentence clarity in their literary analyses.</p>			Turn-and-Talk Language Study Think-Pair-Write-Share Modeled Writing Quick Write
Unit 4	Lesson 42	Writing	<i>Red, White, and Whole</i> by Rajani LaRocca	Students continue tracing how blood functions as both a biological reality and a symbol of connection, fear, and loss in <i>Red, White, and Whole</i> .	Students will revise and complete a literary analysis draft with clear organization, a thesis, evidence, and commentary, and strengthen their analysis by explaining what an image or symbol accomplishes and what it reveals.	Students will connect ideas logically with precise verbs, cause/effect language, and well-placed phrases and clauses to clearly explain the effect of imagery or symbolism during peer review and revision.		W.7.2.a W.7.2.b W.7.2.c W.7.2.d W.7.2.e W.7.4 W.7.5 W.7.9.a L.7.1.c	RL.7.4 RL.7.5 SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d W.7.2.f W.7.10 L.7.6	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PII.7.2.b.Em ELD.PII.7.2.b.Ex ELD.PII.7.2.b.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br	<p>Launch: Students review drafts from Lesson 40. Focusing on whether their commentary explains what the image or symbol does and why it is strong evidence, students will identify one area of strength and one area where they want peer support.</p> <p>Literacy Lab: Explicitly teach the difference between commentary that restates imagery or symbolism versus commentary that explains effect or meaning, by using precise verbs and cause/effect language.</p> <p>Learning in Action: Part A: Peer Review for Stronger Commentary (W.7.5) Students exchange drafts, give targeted feedback on commentary, and identify where analysis needs to go further, including whether the image or symbol is strong evidence (repeats, connects across moments, or carries central meaning). Part B: Finish and Refine the Full Draft (W.7.4, L.7.1.c) Students revise and complete their literary analysis using a clear thesis-evidence-commentary structure, prioritizing commentary that explains what the image does and what it reveals, and precise language.</p> <p>Look Back: Students complete a final editing pass focused on sentence variety, punctuation, and replacing vague verbs with more precise choices to clarify what the image or symbol does in their analysis.</p>			Checklist Reviews Language Study Rehearse and Refine Modeled Writing Quick Write
Unit 4	Lesson 43	Flex Day	<i>Red, White, and Whole</i> by Rajani LaRocca	Students continue connecting literary analysis to the unit study of blood, culture, grief, family ties, and belonging.	Students will revise informative writing to use precise language and domain-specific vocabulary, strengthen writing by establishing and maintaining a formal style, and craft concluding statements that follow from and support the information presented.	Students will use precise analytical verbs, formal academic phrasing, and concluding frames to explain revision choices.		W.7.2.d W.7.2.e W.7.2.f	W.7.4 W.7.5 L.7.1 L.7.3.a	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PI.7.12.a.Em ELD.PI.7.12.a.Ex ELD.PI.7.12.a.Br ELD.PI.7.4.Em ELD.PI.7.4.Ex ELD.PI.7.4.Br	<p>Launch: Students self-assess confidence on W.7.2d, W.7.2e, and W.7.2f to help the teacher form responsive writing huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on precise language, formal style, and conclusions anchored in a teacher-selected short passage; other students engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning from huddles or independent work.</p>			Quick Write



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Unit 4	Lesson 44	Writing	<i>Red, White, and Whole</i> by Rajani LaRocca; "Search for My Tongue" by Sujata Bhatt	Students apply what they have learned about blood, culture, family ties, and belonging as layered connections that shape identity to select and develop a symbol that makes these connections visible.	Students will develop an original poem that uses a specific image or symbol to carry meaning and earn its place by revealing a meaningful connection.	Students will explain why an image or a symbol is effective by using cause/effect and conditional clauses in speaking and writing.		W.7.3.a W.7.3.b W.7.3.c W.7.3.d W.7.3.e W.7.4 L.7.1.c	RL.7.4 RL.7.5 W.7.5 W.7.9.a SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d W.7.3.a W.7.10 L.7.6	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br ELD.PI.7.8.Em ELD.PI.7.8.Ex ELD.PI.7.8.Br	<p>Launch: Students will activate prior learning about imagery and symbolism and connect analysis work to original poem writing.</p> <p>Literacy Lab: Students will learn how to test whether an image or symbol "earns its place" by analyzing what would be lost if the poet chose a different image.</p> <p>Learning in Action: Part A: Pick the Image That Does the Work (W.7.3.d) Students will compare powerful symbols in a LaRocca poem and "Search for My Tongue" and then generate and test possible images for their own original poems using the same criteria. Part B: Draft and Refine the Poem (W.7.3.d, W.7.3.e, W.7.4) Students will draft an original poem anchored in one image or symbol and use peer feedback to strengthen how it expresses feeling and meaning (not just states it).</p> <p>Look Back: Students will reflect on where their chosen image or symbol is already earning its place in the poem and what revision will strengthen it next.</p>			Think-Pair-Share Language Study Rehearse & Refine Quick Write
Unit 4	Lesson 45	Writing	<i>Red, White, and Whole</i> by Rajani LaRocca	Students connect their own image or symbol choices to the unit study of blood, culture, grief, family ties, and belonging, and what that choice does to shape meaning.	Students will write an author's note that explains why a specific image or symbol was chosen and how it reveals meaning. Students will also revise their poems for clear development.	Students will use cohesive transitions, expanded noun phrases, and precise language to explain why they chose a specific symbol and what that choice does to shape meaning.		W.7.3.d W.7.3.e W.7.4	RL.7.4 RL.7.5 W.7.5 W.7.9.a W.7.10 SL.7.4 L.7.3.a L.7.6	ELD.PI.7.10.a.Em ELD.PI.7.10.a.Ex ELD.PI.7.10.a.Br ELD.PII.7.6.Em ELD.PII.7.6.Ex ELD.PII.7.6.Br ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br	<p>Launch: Students will activate prior learning from the original poem draft lesson and clarify the difference between naming a craft move and explaining why it matters. Students will briefly self-check their own drafts to determine whether they have explained why they chose their image or only named it.</p> <p>Literacy Lab: Students will revise a sentence and prepare to apply the same structure (image → because → effect) to their author's note. Teach students how strong author's notes explain purpose and effect while revising unclear modifier placement and sentence logic.</p> <p>Learning in Action: Part A: Explaining Your Craft Choices (W.7.4) Students will orally rehearse and draft an author's note that explains the image or symbol in their poem and why they anchored the poem around it. Students will explicitly explain why this specific image or symbol was the right choice, not just what inspired the poem. Part B: Revising for Clarity and Submission (W.7.3.d, W.7.4) Students will use peer feedback and a final editing pass to strengthen the poem's imagery or symbolism, the author's note explanation, and sentence-level precision. Peer feedback prioritizes the author's note—focusing first on whether it clearly explains why the image was chosen and what it accomplishes. If needed, prioritize revision of the author's note before final poem edits to ensure clarity and completion within time.</p> <p>Look Back: Formatively assess how clearly students can explain the relationship between one poem line and one sentence from the author's note. Students will connect this explanation work to future presentation and performance task expectations (explaining how craft choices create meaning).</p>			Think-Pair-Share Language Study Peer Review Protocol Quick Write



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Threads & Themes

ELA | Grade 7 Scope & Sequence

Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 4	Lesson 46	Presentation		Students synthesize biological, cultural, and social connections by hearing how classmates turned meaningful images into symbols that express identity and belonging.	Students will present an original poem and author's note with clear pacing, deliberate emphasis, and relevant details, and listen actively by identifying and explaining the impact of a specific line or image.	Students will use temporal transitions, comparative language, and clarification stems to explain an image or symbol choice and respond to others' ideas with specific, evidence-based comments.		SL.7.4 SL.7.5 SL.7.6	SL.7.1.a SL.7.1.b SL.7.1.c	ELD.PI.7.1.Em ELD.PI.7.1.Ex ELD.PI.7.1.Br ELD.PI.7.9.Em ELD.PI.7.9.Ex ELD.PI.7.9.Br ELD.PI.7.5.Em ELD.PI.7.5.Ex ELD.PI.7.5.Br	<p>Launch: Students will review the presentation checklist, reconnect to the unit's essential questions, and set one speaking and one listening goal for the final performance task.</p> <p>Literacy Lab: Students will learn how TAP shapes final delivery by rehearsing pacing, emphasis, and audience annotation before presentations begin.</p> <p>Learning in Action: Students will present their original poems and author's notes using clear pacing, deliberate emphasis, and relevant explanatory details. As they listen, students will annotate one line or image that lands effectively and respond with specific, evidence-based feedback during structured pauses.</p> <p>Look Back: Students will synthesize patterns across classmates' poems and reflect on how culture, connection, and belonging was revealed through shared images and symbols.</p>	audience pacing	emphasis annotate	Checklist Reviews Turn-and-Talk Whole-Class Discussion