



## Unit-at-a-Glance

This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 1</b> RI.7.1, RI.7.6, SL.7.3	<p><b>Close Read: “Five Weird Materials That Could Replace Plastic”</b></p> <p><b>Opening</b>            A. Engage the Learner – RI.7.1 (10 minutes)</p> <p><b>Work Time</b>            A. Close Read: “Five Weird Materials That Could Replace Plastic” – RI.7.6 (25 minutes)</p> <p><b>Closing and Assessment</b>            A. Introduction to Plastic Life Cycle Debate – SL.7.3 (10 minutes)</p> <p><b>Homework</b>            A. Understand Word Relationships: Students complete Homework: Understand Word Relationships: “Five Weird Materials That Could Replace Plastic” to better understand the meanings of words in the article.            A. Find Solutions: Students complete the first part of Homework: Find Solutions by doing research in their anchor text, <i>Trash Vortex</i>, to find examples of solutions to plastic pollution at the beginning of the plastic life cycle.</p> <p>Students closely read the article “Five Weird Materials That Could Replace Plastic,” analyzing it for central idea development and author’s point of view and purpose. Then students begin the plastic life cycle debate, learning how to present a position and ask cross-examination questions.</p>	<ul style="list-style-type: none"> <li>• I can identify the central ideas in an article about the beginning of the plastic life cycle. (RI.7.2)</li> <li>• I can identify the author’s point of view in an article about the beginning of the plastic life cycle. (RI.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 2, Lesson 1 (RI.7.1)</li> <li>• Work Time A: Close Read: “Five Weird Materials That Could Replace Plastic” note-catcher (RI.7.1, RI.7.2, RI.7.4, RI.7.6)</li> <li>• Closing and Assessment A: Beginning of Debate note-catcher (SL.7.3, SL.7.4)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 2</b> RI.7.1, RI.7.6, SL.7.4	<p><b>Close Read: “Five Things You Can Do to End Plastic Pollution”</b></p> <p><b>Opening</b>            A. Engage the Learner – RI.7.1 (10 minutes)</p> <p><b>Work Time</b>            A. Close Read: “Five Things You Can Do to End Plastic Pollution” – RI.7.6 (25 minutes)</p> <p><b>Closing and Assessment</b>            A. Debate Beginning and Middle of Plastic Life Cycle – SL.7.4 (10 minutes)</p> <p><b>Homework</b>            A. Reread Articles: Students reread “Five Things You Can Do to End Plastic Pollution” and “Five Weird Materials That Could Replace Plastic” to prepare to compare the articles, focusing on how the authors present their evidence.            A. Find Solutions: Students do research in their anchor text, <i>Trash Vortex</i>, to find examples of solutions to plastic pollution at the middle of the plastic life cycle to complete the second part of Homework: Find Solutions from Lesson 1.</p> <p>Students closely read the article “Five Things You Can Do to End Plastic Pollution,” analyzing it for central idea development and author’s point of view and purpose. Then students continue with the plastic life cycle debate, practicing how to present a position and ask cross-examination questions.</p>	<ul style="list-style-type: none"> <li>• I can identify the central ideas in an article about targeting plastic pollution at the middle of its life cycle. (RI.7.2)</li> <li>• I can identify the point of view in an article about targeting plastic pollution at the middle of its life cycle. (RI.7.6)</li> <li>• I can present my claims about plastic pollution in a clear way, supported by evidence. (SL.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 2, Lesson 2 (RI.7.1)</li> <li>• Work Time A: Close Read: “Five Things You Can Do to End Plastic Pollution” note-catcher (RI.7.1, RI.7.2, RI.7.4, RI.7.6)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 3</b> RI.7.1, RI.7.9, SL.7.4	<p><b>Analyze How Authors Present Evidence Differently in Articles</b></p> <p><b>Opening</b>            A. Engage the Learner – RI.7.1 (5 minutes)</p> <p><b>Work Time</b>            A. Discuss to Compare Evidence – RI.7.9 (15 minutes)            A. Answer Questions to Compare Evidence – RI.7.9 (10 minutes)            A. Debate Rebuttal and Summary Practice – SL.7.4 (10 minutes)</p> <p><b>Closing and Assessment</b>            A. Choose Debate Position and Role (5 minutes)</p> <p><b>Homework</b>            A. Understand Word Relationships: Students complete Homework: Understand Word Relationships: “Five Things You Can Do to End Plastic Pollution” to better understand the meanings of words in the article.            A. Find Solutions: Students do research in their anchor text, <i>Trash Vortex</i>, to find examples of solutions to plastic pollution at the end of the plastic life cycle to complete the third part of Homework: Find Solutions from Lesson 1.</p> <p>Students form small groups to discuss and compare authors’ use of evidence in “Five Things You Can Do to End Plastic Pollution” and “Five Weird Materials That Could Replace Plastic.” Then students continue working on the plastic life cycle debate, learning how to make a rebuttal and summary.</p>	<ul style="list-style-type: none"> <li>• I can compare how two authors emphasize different evidence when presenting information on plastic pollution. (RI.7.9)</li> <li>• I can present my claims about plastic pollution in a clear way, supported by evidence. (SL.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 2, Lesson 3 (RI.7.1)</li> <li>• Work Time A: Compare Evidence note-catcher (RI.7.9)</li> <li>• Work Time B: Compare Evidence (RI.7.6, RI.7.9)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 4</b> RI.7.9, W.7.1, SL.7.3, SL.7.4	<b>Analyze How Authors Present Evidence Differently in Articles and <i>Trash Vortex</i></b>  <b>Opening</b> A. Engage the Learner – W.7.1 (5 minutes) <b>Work Time</b> A. Read and Compare Evidence – RI.7.9 (15 minutes) <b>Closing and Assessment</b> A. Practice Debate – SL.7.3, SL.7.4 (25 minutes) <b>Homework</b> A. Prepare for Debate: Students use Homework: Prepare for Debate note-catcher to write an opening statement, draft cross-examination questions, consider counter-claims as a responder, or draft a summary to plan for their role in the final debate. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  Students independently answer questions to analyze how authors present evidence differently in articles and in <i>Trash Vortex</i> in preparation for the mid-unit assessment. Then students practice all aspects of the plastic life cycle debate: presenting a position, asking and answering cross-examination questions, and making a rebuttal and summary.	<ul style="list-style-type: none"> <li>I can compare how two authors emphasize different evidence when presenting information on plastic pollution. (RI.7.9)</li> <li>I can delineate and evaluate a speaker's claims about plastic pollution. (SL.7.3)</li> <li>I can present my claims about plastic pollution in a clear way, supported by evidence. (SL.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lesson 4 (W.7.1)</li> <li>Work Time A: Compare Text Evidence (RI.7.9)</li> <li>Closing and Assessment A: End of Debate note-catcher (SL.7.3, SL.7.4)</li> </ul>
<b>Lessons 5–6</b> RI.7.2, RI.7.4, RI.7.6, RI.7.9, L.7.4, L.7.5b	<b>Mid-Unit 2 Assessment: Analyze How Authors Present Evidence Differently</b>  <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. Mid-Unit 2 Assessment: Analyze How Authors Present Evidence Differently (40 minutes) A. Track Progress (10 minutes) A. Language Dive: “Boyan Slat: The Great Pacific Garbage Patch Kid” – RI.7.6 (10 minutes) <b>Closing and Assessment</b> A. Debate Plastic Life Cycle – SL.7.3, SL.7.4 (25 minutes) <b>Homework</b> A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  Students complete their mid-unit assessment by reading a new article, “Boyan Slat: The Great Pacific Garbage Patch Kid,” and answering selected and constructed response questions to analyze the development of central idea, author's point of view and purpose, and how authors present evidence differently. Students also participate in a Language Dive about the author's point of view and purpose. Students close the lesson with a formal debate on which part of the plastic life cycle is best for reducing plastic pollution.	<ul style="list-style-type: none"> <li>I can analyze how authors treat the same topic differently by looking at how they present evidence and interpret facts. (RI.7.9)</li> <li>I can delineate and evaluate a speaker's claims. (SL.7.3)</li> <li>I can present my claims in a clear way, supported by evidence. (SL.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lessons 5–6</li> <li>Work Time A: Mid-Unit 2 Assessment: Analyze How Authors Present Evidence Differently (RI.7.2, RI.7.4, RI.7.6, RI.7.9, RI.7.10, L.7.4a, L.7.5, L.7.5b)</li> <li>Work Time B: Track Progress: Read, Understand, and Explain New Text (RI.7.4, RI.7.10, L.7.4)</li> <li>Work Time C: Language Dive: “Boyan Slat: The Great Pacific Garbage Patch Kid” note-catcher (RI.7.6)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 7</b> W.7.1, W.7.5	<b>Write an Argument Essay: Analyze a Model</b>  <b>Opening</b> A. Engage the Learner – W.7.1 (5 minutes) <b>Work Time</b> A. Analyze a Model – W.7.1 (25 minutes) <b>Closing and Assessment</b> A. Pair Practice: Plan an Argument Essay – W.7.5 (15 minutes) <b>Homework</b> A. Modifying Phrases: Students create sentences from phrases without misplaced or dangling modifiers to complete Homework: Modifying Phrases: Lesson 7. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  Students use the Painted Essay® structure to analyze a model argument essay about the beginning of the plastic life cycle. Then students work in pairs to plan an argument essay about the end of the plastic life cycle being the best place to reduce plastic pollution.	<ul style="list-style-type: none"> <li>I can identify the parts of a model argument essay and explain the purpose of each. (W.7.1, W.7.4)</li> <li>I can plan an argument essay to support the claim that we should reduce plastic pollution by targeting the end of the plastic life cycle. (W.7.4, W.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lesson 7 (W.7.1)</li> <li>Work Time A: Annotated, color-coded model argument essay (W.7.1, W.7.4)</li> <li>Closing and Assessment A: Argument Writing Plan graphic organizer (W.7.1, W.7.4, W.7.5)</li> </ul>
<b>Lesson 8</b> W.7.1a, L.7.1c	<b>Write an Argument Essay: Draft an Introduction</b>  <b>Opening</b> A. Engage the Learner – L.7.1c (5 minutes) <b>Work Time</b> A. The Painted Essay®: Sort and Color-Code the Parts of an Introduction – W.7.1a (15 minutes) A. Language Dive: Model Essay, Main Claim – W.7.1a, (10 minutes) <b>Closing and Assessment</b> A. Pair Writing: Draft an Introduction – W.7.1a (15 minutes) <b>Homework</b> A. Modifying Phrases: Students create sentences from phrases without misplaced or dangling modifiers to complete Homework: Modifying Phrases: Lesson 8. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  Using the Painted Essay® structure, students sort and color-code parts of the model argument essay introduction. Then they participate in a Language Dive to analyze what makes the main claim of the model essay effective. Students then work with a partner to draft an introduction to their pair argument essay.	<ul style="list-style-type: none"> <li>I can write an introduction for my essay giving context on plastic pollution, acknowledging an opposing claim, and clearly stating the main claim of the piece. (W.7.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket, Unit 2, Lesson 8 (L.7.1c)</li> <li>Work Time A: Annotated, color-coded model argument essay introduction (W.7.1a)</li> <li>Work Time B: Language Dive: Model Essay, Main Claim note-catcher (W.7.1a)</li> <li>Closing and Assessment A: Introductory Paragraph of Pair Argument Essay (W.7.1a)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 9</b> RI.7.1, W.7.1b, L.7.1c	<b>Write an Argument Essay: Draft Proof Paragraph 1</b>  <b>Opening</b> A. Engage the Learner – L.7.1c (5 minutes) <b>Work Time</b> A. The Painted Essay®: Sort and Color-Code Evidence from the Proof Paragraphs – W.7.1b (15 minutes) A. Draft Proof Paragraph 1 – W.7.1b (20 minutes) <b>Closing and Assessment</b> A. Share Best Evidence – RI.7.1 (5 minutes) <b>Homework</b> A. Coordinate Adjectives: Students review their learning about coordinate adjectives and add commas between adjectives to complete Homework: Coordinate Adjectives: Lesson 9. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  Using the Painted Essay® structure, students sort and color-code evidence from the model argument essay Proof Paragraphs. Then students work with a partner to draft Proof Paragraph 1 of their pair argument essay.	<ul style="list-style-type: none"> <li>I can write Proof Paragraph 1 of my pair argument essay using logical reasoning and relevant evidence from the text to support my point. (W.7.1b)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket, Unit 2, Lesson 9 (L.7.1c)</li> <li>Work Time A: Annotated, color-coded model argument essay Proof Paragraphs (W.7.1b)</li> <li>Work Time B: Proof Paragraph 1 of Pair Argument Essay (RI.7.1, W.7.1b)</li> </ul>
<b>Lesson 10</b> W.7.1c, L.7.2a	<b>Write an Argument Essay: Draft Proof Paragraph 2</b>  <b>Opening</b> A. Engage the Learner – L.7.2a (5 minutes) <b>Work Time</b> A. Analyze a Model: Transitional Phrases and Clauses – W.7.1c (10 minutes) <b>Closing and Assessment</b> A. Pairs: Draft Proof Paragraph 2 – W.7.1c (30 minutes) <b>Homework</b> A. Coordinate Adjectives: Students use commas to separate coordinate adjectives in sentences from the model argument essay to complete Homework: Coordinate Adjectives: Lesson 10. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  As a class, students study the model argument essay for transitional phrases and clauses. Then, students work with a partner to draft Proof Paragraph 2 of their pair argument essay.	<ul style="list-style-type: none"> <li>I can write Proof Paragraph 2 of my pair argument essay with phrases and clauses that show the relationship between the points, reasons, and evidence. (W.7.1c)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket, Unit 2, Lesson 10 (L.7.2a)</li> <li>Closing and Assessment A: Draft Proof Paragraph 2 of Pair Argument Essay (W.7.1c)</li> </ul>



Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 11</b> W.7.1e, L.7.2a	<p><b>Write an Argument Essay: Draft Conclusion</b></p> <p><b>Opening</b>  A. Engage the Learner – L.7.2a (10 minutes)</p> <p><b>Work Time</b>  A. The Painted Essay®: Sort and Color-Code the Parts of the Conclusion – W.7.1e (10 minutes)  A. Language Dive: Model Argument Essay, Conclusion – W.7.1e (10 minutes)</p> <p><b>Closing and Assessment</b>  A. Pairs: Draft Conclusion – W.7.1e (15 minutes)</p> <p><b>Homework</b>  A. Coordinate Adjectives: Students use commas to separate coordinate adjectives in sentences from the model argument essay to complete Homework: Coordinate Adjectives: Lesson 11.  A. Review Note-Catchers and Texts: To prepare for the end of unit assessment in the following lesson, students reread their note-catchers and texts to find evidence to support their stance on solving plastic pollution.</p> <p>Using the Painted Essay® structure, students sort and color-code parts of the model argument essay conclusion. Then students participate in a Language Dive to analyze what makes the reflection sentence in the conclusion of the model essay effective. Students then work with a partner to draft the conclusion of their pair argument essay.</p>	<ul style="list-style-type: none"> <li>I can write the conclusion of my argument essay, restating the main claim and an opposing claim and adding a reflection. (W.7.1e)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket, Unit 2, Lesson 11 (L.7.2a)</li> <li>Work Time A: Conclusion Paragraph Strips (W.7.1e)</li> <li>Work Time B: Language Dive: Model Argument Essay, Conclusion note-catcher (W.7.1e)</li> <li>Closing and Assessment A: Draft Conclusion of Pair Argument Essay (W.7.1e)</li> </ul>
<b>Lessons 12–13</b> W.7.1, W.7.5, W.7.6, W.7.9b	<p><b>End of Unit 2 Assessment, Part I: Write an Argument Essay</b></p> <p><b>Opening</b>  A. Engage the Learner (5 minutes)</p> <p><b>Work Time</b>  A. End of Unit 2 Assessment, Part I: Write an Argument Essay (75 minutes)</p> <p><b>Closing and Assessment</b>  A. Track Progress – W.7.1 (10 minutes)</p> <p><b>Homework</b>  A. Coordinate Adjectives QuickWrite: Students complete Homework: Coordinate Adjectives QuickWrite, using commas to separate coordinate adjectives.  A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students complete the first part of their end of unit assessment by independently planning and writing an argument essay about the middle of the plastic life cycle being the best place to reduce plastic pollution.</p>	<ul style="list-style-type: none"> <li>I can plan and write an argument essay about addressing plastic pollution in the middle of the plastic life cycle. (W.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket, Unit 2, Lesson 12</li> <li>Work Time A: End of Unit 2 Assessment, Part I: Write an Argument Essay (W.7.1, W.7.1a, W.7.1b, W.7.1c, W.7.1d, W.7.1e, W.7.5, W.7.6, W.7.9, W.7.9a, W.7.10)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lessons 14–15</b> W.7.5, L.7.1c, L.7.2	<p><b>End of Unit 2 Assessment, Part II: Revise an Argument Essay</b></p> <p><b>Opening</b>  A. Engage the Learner – SL.7.1 (5 minutes)</p> <p><b>Work Time</b>  A. Analyze a Model – L.7.1c (10 minutes)  A. Tuning Protocol – W.7.5 (30 minutes)  A. End of Unit 2 Assessment, Part II: Revise an Argument Essay (30 minutes)</p> <p><b>Closing and Assessment</b>  A. Independent Research Reading Share – RI.7.10 (15 minutes)</p> <p><b>Homework</b>  A. Reflect on Writing Process: Students reflect on their improvement over the course of the writing process from planning to writing to revision and set goals for future writing to complete Homework: Reflect on Writing Process.  A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students analyze the model argument essay for placement of modifying phrases and commas between coordinate adjectives. Then, students participate in a tuning protocol to improve one another's writing with regards to placement of modifying phrases and commas between coordinate adjectives. Students then complete the second part of their end of unit assessment by revising their argument essays for modifying phrases and commas.</p>	<ul style="list-style-type: none"> <li>• I can offer kind, helpful, and specific feedback to my peers, focusing on the effective use of modifying phrases and commas in their essays. (L.7.1c, L.7.2a)</li> <li>• I can revise my essay, focusing on effectively expressing my ideas using modifying phrases and commas. (W.7.5, L.7.1c, L.7.2a)</li> </ul>	<ul style="list-style-type: none"> <li>• Work Time C: Revisions and Edits to End of Unit 2 Assessment, Part I (W.7.5)</li> </ul>