

READINGTON PUBLIC SCHOOL DISTRICT

Seventh Grade English Language Arts Curriculum 2023

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I. PURPOSE AND OVERVIEW

The Readington School District middle school literacy program provides a balanced instructional approach which includes the study of authentic and rich literature, word study, and experience and practice in effective writing traits. By the time our students are in seventh grade, they are able to handle difficult texts independently. Students will focus on reading texts in the seventh grade level independently as well as sustained practice with texts in the eighth and ninth grade level as “stretch” texts, which will require scaffolding by teachers. Students will read a wide variety of genres: narratives, dramas, poetry, and informational text. At the middle school level, students will read subgenres of adventure stories, biographies, memoirs, historical fiction, mysteries, folktales, legends, fables, tall tales, myths, fantasy, science fiction, realistic fiction, and graphic novels. Students will be exposed to dramas at that include one-act and multi-act plays both as text and as film. Poetry in the form of narrative poems, lyrical poems, free verse, odes, ballads, and epics will be read. Students will also read expository as well as argument in the form of essays and opinion pieces and other documents and digital media sources on a range of topics.

In writing workshop, students focus on specific text types: narrative, informative and explanatory text, and argument. In the study of vocabulary, students focus both on understanding words and their nuances and on acquiring new words through conversation, reading, and being taught them directly. Students will grow to understand the proper meanings of words, with the means (context, word analysis, and so on) to select words based on the situation.

Our curriculum is designed to be responsive to developmental stages. The differentiated workshop approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

II. GOALS

This curriculum is linked to the 2016 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

III. ASSESSMENT

Student learning will be assessed through

- Running Records
- Student/teacher conferences
- Reading logs
- Reading pace and stamina
- Contributions to book clubs
- Running records conducted at least four times a year for students that are below benchmark at the beginning of 7th grade.
- Teacher's College Scored District Benchmark Assessment for Student Writings in Narrative, Argument and Information
- Writing samples and student writing portfolios
- Student presentations
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection

- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

IV. PACING GUIDE

	Reading	Writing
Unit 1 Sept/Oct 6 Weeks	Investigating Characterization <ul style="list-style-type: none"> • Analyze the author's use of techniques to achieve certain goals • Analyze text using direct text evidence to support the analysis 	Narrative Writing: Extending storylines <ul style="list-style-type: none"> • Writes a narrative with a narrator, characters and clear point of view • Uses details and sensory language to describe, characters, events and setting • Includes a conclusion that is connected to and builds on the narrative
Unit 2 Oct/Nov 6 weeks	Tapping the Power of Nonfiction <ul style="list-style-type: none"> • Make inferences about text and use evidence to support inferences • Discern central ideas • Compares multiple texts about the same subject by different authors and determines how their different perspectives are presented through their presentation of facts and the inferences they make • Determining author's point of view and how it is advanced • Text structure 	Informational Essay: Focus on an environmental issue or historical event <ul style="list-style-type: none"> • Develop a researchable question • research to find answers to the researchable question • Use an introduction that convey what is to follow • Develop subtopics through the use of facts, detailed quotations, and examples and domain-specific vocabulary and definitions
Unit 3 Nov/Dec 5 weeks	Drama <ul style="list-style-type: none"> • Use stage directions and dialogue to draw conclusions about the setting, the traits and attitudes of the characters, and the nature of the central conflict • Analyze cause and effect relationships to examine character motivation • Compare different versions such as a stage version, film or audio version of a text, paying specific attention to the way in which elements such as lighting, scenery or audio sounds affect the message of the original script 	Scripted pieces adapted from other source materials (eg. poems, fairy tales, folk tales, nonfiction) <ul style="list-style-type: none"> • Effectively use dialogue and stage directions to convey characterization, setting, theme and mood in a script

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Unit 4 Jan/Feb 6 weeks	Classics <ul style="list-style-type: none"> • Understand complex classic literature:: • Analyze the complexity of language (word choice, figurative language) & emotion of characters • Analyze the time period, social norms, & impact on characters in relation to history and the story • Analyze the idea of power and voice • Analyze theme(s) of classic texts • Analyze the author's choice of perspective 	Literary Essay: Analyzing and interpreting themes within a text Honors: Comparing Themes across texts <ul style="list-style-type: none"> • Write a literary essay that presents clear reasons and relevant evidence to support chosen theme • Students should keep in mind their audience & select appropriate organizational format • Use of transitions and to properly connect claims
Unit 5 Feb/March 5-6 weeks	Mysteries and Strategies for Close Reading <ul style="list-style-type: none"> • Distinguish between major and minor details in the text in order to solve the mystery • Use understanding of cause and effect relationships to determine a character's motives • Create theories about the characters and the plot, then test theory to see if it holds true • Support theories with direct text evidence • Trace and evaluate the argument and specific claims made by the mystery solver, assessing whether the reasoning is sound 	Argument Essay: Taking a position on the validity of the outcome of one of three famous trials <ul style="list-style-type: none"> • Write arguments that present clear reasons and relevant evidence and include: Introductions, acknowledgements of opposing claims, logical organization of reasons and evidence. • Use of transitions and to properly connect claims. • Concluding statement(s) which supports the argument made
Unit 6 April/May 6 weeks	Social Issues (Fiction) <ul style="list-style-type: none"> • Analyze characterization to determine how characters are dealing with social issues • Consider various perspectives for an issue and the impact of such perspectives on character decisions, relationships, and plot development • Analyze problems and issues associated with social issues and the real-world connections 	Editorial Writing of an aspect of a social issue addressed in Social Issue novels (Explain/interpret, criticize, persuade, praise) <ul style="list-style-type: none"> • Collecting information and facts: include objective reporting based off of research • Research and practice objective, editorial writing • Present various perspectives and all sides of an argument
Unit 7 May/June 6 weeks	Historical Fiction Book Clubs <ul style="list-style-type: none"> • Relate texts to important events or concepts 	Short Research Reports: Topics of interest from the middle ages <ul style="list-style-type: none"> • Combining research and narrative

	<ul style="list-style-type: none"> Analyze the interactions between individuals, events, and ideas in a text. 	<p>writing to develop a realistic fiction story from the Middle Ages</p> <ul style="list-style-type: none"> Compares a historical account of an event, person, or place with a historical fiction text about the same period
Unit 8 June 1 week	<p>Launching a Summer of Reading</p> <ul style="list-style-type: none"> Apply signpost reading strategies to an independent novel Identify the connection between fiction elements 	<p>Writing about reading: Maintaining focus and developing stamina.</p> <ul style="list-style-type: none"> Identify key events in an independent novel Analyze the connection between fiction elements in a written response

7th Grade Reading

Unit 1: Investigating Characterization 6 weeks September/October

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Readers recognize that stories have certain elements in common.</p> <p>Readers recognize that characters are multifaceted and dynamic.</p> <p>Readers recognize that craft and structure used by authors enhance or impact the story.</p> <p>Readers recognize that authors use specific word choices to enhance a story.</p> <p>Goals: RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL 7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the</p>	<p>A Deep Dive into Perspective</p> <ul style="list-style-type: none"> Read-Aloud: Attending to details that illuminate perspective Attending to minor characters and how they see the world Figuring out point of view - Who is telling the story? Authors channel reader's sympathy by controlling access to character's inner thinking Distinguishing simultaneous, multiple perspectives Reflecting across the parts of a reading life The plot of a story centers around a conflict or a struggle that the main character has with internal or external forces An internal conflict involves the character's struggle with emotions such as fear or love An external conflict is a character's struggle with an outside force like nature, another character, or society <p>Author's Craft: Analyzing how</p>	<p>Core Materials: Units of Study for Reading</p> <p>Supporting Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <u><i>Outsiders</i></u> by S.E. Hinton (Z) "After Twenty Years" by O. Henry "The 11:59" by Patricia McKissack "From a Long Hard Journey: the story of the Pullman Porter" by Patricia McKissack "The Portrait" by Tomas Rivera "A Day's Wait" by Ernest Hemingway "Mars Climate Orbiter Team Finds Likely Cause of Loss" "The War of the Wall" by Toni Cade Bambara "Rikki-Tikki-Tavi" by Rudyard Kipling "The Green Mamba" by Roald Dahl</p> <p>Possible Book Club Books: <u><i>Secrets of My Hollywood Life</i></u> by Jen Calonita</p>

<p>characters or plot).</p> <p>RL 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL 7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their</p>	<p>authors bring characters to life</p> <ul style="list-style-type: none"> • Read-Aloud: Noticing moments that give readers extra insights into characters • analyzing smaller moments to get even more insight into characters • Investigating author's techniques • Reaching for precise words to describe an author's technique • Read-Aloud: Investigating the author's goals, as well as techniques • "Speed dating" to teach others what you are learning <p>Investigating Authorial Control</p> <ul style="list-style-type: none"> • Read-Aloud: Authors set readers up to develop intense, evolving relationships with a character • Authors use time shifts to deepen a reader's relationship with a character • Investigating verb tense and its relationship to subtle shifts in time <ul style="list-style-type: none"> ◦ Authors also use time shifts to include backstory and flash-forwards to embed significant details about the characters • Readers' experience with characters help them to also explore themes • Moving from themes to reinvestigating authorial techniques <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Analyze how characters are impacted by the theme of the story. • Analyze how the setting supports the development of the theme. 	<p><u>Scat</u> <u>Wednesday Wars</u> <u>Rules</u> <u>Freshman Phenom</u> <u>Define Normal</u> <u>Small Steps</u> <u>A Year Down Yonder</u> <u>Akeelah and the Bee</u></p> <p>Honors: <u>Peak</u> <u>I am the Cheese</u> <u>Ok for Now</u> <u>Tangerine</u></p> <p>Teacher Resources: <i>Notice and Note Strategies for Close Reading</i> by Kyleen Beers and Bob Probst <i>Investigating Characterization</i> by Mary Ehrenworth</p> <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Smartboard/document camera • Online resources and websites • Chromebooks • Online notebooks <p>Assessment: Formative:</p> <ul style="list-style-type: none"> • Think Pair Share for a shared text • Identify the central idea of daily reading assignment • Individual reading conferences • Reading journal responses <p>Summative:</p> <ul style="list-style-type: none"> • Analysis of a cold read Students will plot the story, identify the author's message • Students will identify examples of direct and
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<p>own views.</p> <p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Additional Honors Goals:</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<ul style="list-style-type: none"> • Determine how the theme drives the plot of the story. • Provide an objective summary of the interaction between the theme and plot, characters, and setting. 	<p>indirect characterization in a cold read</p> <p>Benchmark: Running Record Assessment for any student not on benchmark from the end of the year in 6th grade.</p> <ul style="list-style-type: none"> • Reading Rate (215-245 wpm is benchmark for 7th grade) • Comprehension • Fluency <p>Reading Benchmark: Level Y Level X: Approaching expectations Level W or below: Does not meet expectations</p> <p>Alternative:</p> <ul style="list-style-type: none"> • Create a timeline of events through novel • Create a news broadcast video about an event that takes place in a novel
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Interdisciplinary Connections
<p>Visual and Performing Arts: 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose. Activity: Utilizing a variety of music to create awareness of mood.</p> <p>Social Studies: 6.2.8.GeoPP3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Activity: Compare maps, historical and present day, to maps that are present in the stories we read.</p>
Career Readiness, Life Literacies, and Key Skills
<p>Career Readiness, Life Literacies, and Key Skills Practices: CRP1: Act as a responsible and contributing community members and employee. 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure. 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Students will participate in book club book discussions. Students will discuss how to appropriately have discussions in person and online.</p> <p>9.2.8.CAP3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. Activity: Students will participate in book club discussions using etiquette and collaboration skills that are appropriate for the workplace.</p>
Computer Science & Design Thinking
<p>8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. Activity: Students write and submit narrative realistic fiction drafts and a final story on Google Classroom.</p>

Reading Unit 2:
Tapping the Power of Nonfiction
6 weeks October/November

Objectives	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Readers Recognize: Different texts have different structures.</p> <p>Genre influences organization, technique, and style.</p> <p>The single central goal of reading is to make meaning from a text.</p>	<p>Navigating nonfiction chapter books in book clubs, with an emphasis on discerning central ideas</p> <ul style="list-style-type: none"> Read-aloud: Reading with engagement and fascination right from the introduction. Generating questions and ideas that spark rich club conversations. 	<p>Core Materials: Units of Study for Reading</p> <p>Supporting Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud):</p>

<p>Effective readers deliberately use specific strategies to help them better understand text and deepen comprehension.</p> <p>Goals:</p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing</p>	<ul style="list-style-type: none"> • Readers know that there are different elements of nonfiction, including autobiography, biography, personal essay, argumentative essay, informational essay, description, purpose, sensory details, characterization, introduction, and conclusion. • Determining central themes <ul style="list-style-type: none"> ◦ Readers of nonfiction examine one or more central ideas by analyzing details and how they fit together. Students understand that central ideas can change over a course of a text. • Rethinking initial ideas <ul style="list-style-type: none"> ◦ Readers of nonfiction understand the importance of differentiating between concrete details and feelings/opinions in a piece of informational text. • Learning from the stories embedded in nonfiction texts. • Ideas have roots: Tracing how ideas are developed across a text. <ul style="list-style-type: none"> ◦ Students study how ideas, events, or people are developed across the text and determine how these details connect. • Self-assessing and goal setting. <p>Investigating topics with research groups and synthesizing across texts on that topic</p> <ul style="list-style-type: none"> • Read-aloud: Building up a bit of background knowledge when you encounter a new 	<p><u><i>Oh Rats! The Story of Rats and People</i></u> By Albert Marrin</p> <p><u><i>Witches: The Absolutely True Tale of Disaster in Salem</i></u> by Rosalyn Schanzer</p> <p><u><i>Truce: The Day the Soldiers Stopped Fighting</i></u> by Jim Murphy</p> <p><u><i>Trapped!</i></u> by Marc Aronson</p> <p><u><i>Buried Alive! How 33 Miners Survived for 69 Days Deep Under the Chilean Desert</i></u> by Elaine Scott</p> <p><u><i>Trapped</i></u> ODYSSEY Magazine, September 2011 Issue</p> <p><u><i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i></u> by Jim Murphy</p> <p><u><i>The Giant and How He Humbugged America</i></u> by Jim Murphy</p> <p>Unit Texts and/or Texts to Use for Shared Reading of Excerpts:</p> <p><u><i>Shipwreck at the Bottom of the World</i></u> by Jim Murphy (Level Y)</p> <p><u><i>Blizzard! The Storm that Changed America</i></u> by Jim Murphy (Level Y)</p> <p><u><i>The Great Fire!</i></u> by Jim Murphy (Level W)</p> <p><u><i>Disasters: Natural & Man-Made</i></u> by Brenda Guiberson</p> <p><u><i>12 Incredible Facts about the Dropping of the Atomic Bombs</i></u></p> <p><u><i>Genetics: Breaking the Code of Your DNA</i></u></p> <p><u><i>Titanic</i></u></p> <p><u><i>Titanic Sinks!</i></u></p> <p><u><i>Understanding Viruses with Mas Axiom, super Scientist</i></u></p> <p>Honors:</p> <p><u><i>Black Potatoes</i></u> by Susan Campbell Bartoletti</p> <p><u><i>Members Only: Secret Societies, Sects, and Cults-Exposed</i></u> by Julie Tibbott</p>
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<p>different evidence or advancing different interpretations of facts. RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Honors Goals: RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>topic.</p> <ul style="list-style-type: none"> • Drawing on all you know to tackle new projects with more skill. • Summarizing complex texts. • Synthesizing complex texts. • Dealing with tricky parts: reading outside the text to help you comprehend inside. • Getting to know the lingo of your topic. • Readers don't wait to do their own thinking. <ul style="list-style-type: none"> o Readers of argumentative essays analyze the main idea and supporting details to assess the effectiveness of the author's argument • Developing carefully curated text sets. <p>Researching a new topic with more independence while helping students read critically</p> <ul style="list-style-type: none"> • Launching a new round of research groups with greater independence. • Inquiry into the particular challenges of online research. • Read-aloud: Determining the author's point of view and how it's advanced. <ul style="list-style-type: none"> o Nonfiction readers understand that authors present information in a variety of ways to serve a variety of purposes. o Identify text structures: cause & effect, compare & contrast, description, problem-solution, sequence of events. • Dealing with texts that contradict each other • Crafting TED talks to get 	<p>Teacher Resources: <i>Tapping the Power of Nonfiction</i> by Katie Clements Notice and Note: Strategies for Close Reading Nonfiction</p> <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Smartboard/document camera • Online resources and websites • Chromebooks • Online notebooks <p>Assessment: Formative:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Reading logs • Reader's notebooks • Student self-reflection <p>Summative:</p> <ul style="list-style-type: none"> • Student presentations • Rubrics <p>Alternative: Create blog posts in the perspective of the main character</p>
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	<p>others fascinated by your topic.</p> <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Cite evidence that makes relevant connections. • Analyze how supportive ideas are related to the central idea of the text. • Using comparisons, make connections between individuals, ideas, and events. • Using analogies, make connections between individuals, ideas, and events. • Using categories, make connections between individuals, ideas, and events. 	
Interdisciplinary Connections		
<p>Social Studies: 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. Activity: Students will read a variety of nonfiction texts. Texts focused on the Civil War, the events that led to it, and the events that followed will be one of the options.</p> <p>Science: MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. Activity: Students will read a variety of materials and use multiple principles and models to analyze test structure and identify the main idea and related theories.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: CRP5: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AL1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). Activity: Students will choose a topic to research, develop a researchable question, find the answers to that question and teach the reader what they have learned through a written report.</p>		

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Activity: During book club discussions, create claims about book club books and evaluate effective communication and book club skills.

Computer Science & Design Thinking

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices. Activity: Students will identify the real-world problem present in their nonfiction novel and create a presentation using the technology of their choice. Afterward, they will reflect on the issues they encountered with their technology and possible solutions.

Reading Unit 3:

Drama

5 weeks November/December

Objectives	Teaching points Possible Mini-Lessons	Mentor Texts/Resources
<p>Enduring Understandings: Dramatic literature is different from prose because it is intended to be performed.</p> <p>The purpose of theater is to convey ideas and meaning about the human condition with the intent to broaden or change the perspective of the audience through a dramatic performance.</p> <p>Goals: RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL 7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL 7.6 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning RL 7.7 Compare and contrast a written story, drama or poem to its</p>	<ul style="list-style-type: none"> Readers of Drama know that while Drama shares many elements with fiction, such as plot, characters, dialogue, and setting, a drama also has its own elements like, a script, stage directions, acts, scenes, and scenery, that allow the story to be performed for an audience. When reading a dramatic script, readers will encounter dialogue and stage directions. These two elements allow the reader to imagine and draw conclusions about setting, characters, and actions. Like fiction, the plot of a dramatic work consists of an exposition, rising action, climax, falling action, and resolution. Whether reading or watching a play we must pay attention to the ways the conflict is revealed. Because drama is written to be performed, it does not contain many descriptive details, therefore, readers know they must analyze characters' words and actions to identify conflict. 	<p>Core Materials: Units of Study for Reading</p> <p>Supporting Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): Dramas: <u><i>A Defenseless Creature</i></u> by Neil Simon <u><i>A Christmas Carol: Scrooge and Marley</i></u> by Israel Horowitz <u><i>Let Me Hear You Whisper</i></u> by Paul Zindel <u><i>The Monsters are Due on Maple Street</i></u> by Rod Serling <u><i>St. Crispian's Day Speech</i></u> Monologue by William Shakespeare</p> <p>Informational: Paired text articles “What Jane Austen Ate and Charles Dickens Knew” essay by Daniel Pool “Going Ape Over Language” article by Natalie Rosinsky</p> <p>Poetry: “The Charge of the Light Brigade” by</p>

<p>audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus angles in a film)</p> <p>RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Additional Honors Goals:</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<ul style="list-style-type: none"> • A drama becomes something new each time it is performed. Each director, cast, theater, culture, and time period in which a drama is performed makes it new and different. • Readers of a dramatic script can use the dramatic elements including stage directions to identify and appreciate the tone and mood of the drama. For example, details in stage directions can be used to identify suspense in a dramatic work. • In drama, as in fiction, writers often use symbols to stand for ideas that are not easy to picture. Readers know that the theme of the drama is the message about life that the writer wants the reader to understand. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Analyze how the dialogue propels the action • Analyze how the dialogue reveals aspects of a character • Analyze how dialogue provokes decisions • Identify dramatic irony and how it is used to create suspense or humor 	<p>Alfred Lord Tennyson</p> <p>Unit Texts (Texts for students to read in book clubs): <i>Miracle Worker</i> by William Gibson <i>Our Town</i> by Thornton Wilder</p> <p>Honors: <i>12 Angry Men</i> by Reginald Rose</p> <p>Teacher Resources: Drama for Reading and Performance Collections, Perfection Learning</p> <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Smartboard/document camera • Online resources and websites • Chromebooks • Online notebooks <p>Assessment:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Reading logs • Reader's notebooks • Student self-reflection • Book discussions <p>Summative:</p> <ul style="list-style-type: none"> • Student presentations • Rubrics • Writing about reading <p>Benchmark: Running Record Assessment for any student not on benchmark in September of 7th grade</p> <ul style="list-style-type: none"> • Reading Rate: 215-245 wpm is benchmark for 7th grade • Comprehension • Fluency <p>Reading Benchmark: Level Y Level X: Approaching expectations</p>
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		Level W or below: Does not meet expectations Alternative: Create a video project acting out a scene from play
Interdisciplinary Connections		
<p>Social Studies:6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.. Activity: Students will read the play “Monsters Are Due on Maple Street” and research the influences of McCarthyism.</p> <p>Visual and Performing Arts:1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work. Activity: Students will analyze a variety of plays written throughout different historical time periods.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: CRP6. Demonstrate creativity and innovation. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. Activity: Students will write their own play in groups.</p> <p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. Activity: Students will work collaboratively to create and perform a drama of their own creation. Afterward, students will evaluate the skills necessary and the goals they would need to accomplish if they were interested in being a playwright or an author of any kind.</p>		
Computer Science & Design Thinking		
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. Activity: Students will use technology to create a presentation about McCarthyism using information from their text.		

Reading Unit 4:
Classics in Book Clubs
6 weeks January

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
Enduring Understandings: Readers use strategies to understand complex and classic texts	Bend I: Strategies to understand complex classic literature: <ul style="list-style-type: none"> When reading classic literature, we ask ourselves, <i>What makes</i> 	Core Materials: Units of Study for Reading Supporting Materials: Leveled Bookroom

<p>Readers interpret the impact of the time period a text was written</p> <p>Readers identify themes in classic texts and how those themes differ from themes in contemporary texts</p> <p>Outcomes:</p> <p>RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.1.A Come to discussions prepared, having read or researched</p>	<p><i>the characters memorable? How are they complex?</i></p> <ul style="list-style-type: none"> Readers of classic texts consider the complexity of language that an author uses. We consider the author's use of: <ol style="list-style-type: none"> Word choice Descriptive passages Hyperbole Imagery Metaphor Personification Readers consider the emotions of characters by asking <i>What is the character feeling?</i> We can do this during the rising action or when characters are faced with difficult choices. When reading classic texts, we notice when reading gets difficult. We pause and reread to confirm our understanding making inferences as we go. Readers determine the meaning of words and phrases by using strategies including: context clues, Greek and Latin affixes, Root words, dictionaries. Readers of classic literature always reread to confirm their understanding of the text. <p>Bend 2: Readers of classic literature interpret the impact of the time period a text was written.</p> <ul style="list-style-type: none"> Readers consider the time period in which a text was written as well as the time period and place that a text is written about. We gather big ideas from that time period. We might ask ourselves, <i>What major events happened at this</i> 	<p>Classroom Libraries</p> <p>Mentor Texts:</p> <p>'A Retrieved Reformation" by O. Henry</p> <p>"Charles" by Shirley Jackson</p> <p>"Amigo Brothers" by Piri Thomas</p> <p>"Legend of Sleepy Hollow" by Washington Irving</p> <p>"Ransom of Red Chief" by O. Henry</p> <p>"The Lottery" by Shirley Jackson</p> <p>Unit Texts (Texts for students to read in book clubs):</p> <p><u>White Fang</u> by Jack London</p> <p><u>Black Beauty</u> by Anna Sewell</p> <p><u>Where the Red Fern Grows</u> by Wilson Rawls</p> <p><u>The Hobbit</u> by J. R. R. Tolkien</p> <p>Honors:</p> <p><u>Just So Stories</u> by Rudyard Kipling</p> <p><u>A Tree Grows in Brooklyn</u> by Betty Smith</p> <p><u>The Pigman</u></p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Smartboard/document camera Online resources and websites Chromebooks Online notebooks <p>Assessment:</p> <p>Formative:</p> <ul style="list-style-type: none"> Student/teacher conferences Reading logs Reader's notebooks Student self-reflection Book discussions <p>Summative:</p> <ul style="list-style-type: none"> Student presentations
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<p>material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Additional Honors Goals: RL.8.1. Cite the textual evidence and make relevant connections that</p>	<p><i>time?</i></p> <ul style="list-style-type: none"> • Readers consider how social norms of a time period are revealed in literature. We might ask, <i>What is the author saying about these norms? Is the author making a comment on this time period?</i> • Readers consider how the time period affects characters by asking, <i>In what way are the norms of the time period unfair to the character? In what way do the norms of the time period affect the character's approach to a problem?</i> <p>Bend 3: Readers identify themes in classic texts.</p> <ul style="list-style-type: none"> • Readers consider the idea of power and voice by asking, <i>Who has the power? Whose voice is heard? Whose voice is missing?</i> When we consider power and voice it can often help us uncover theme. • Readers consider the theme(s) of classic texts by asking, <i>What is the author's message? What do you think the author believes? What are the underlying values found on the novel? Who do these characters represent in the real world?</i> • Classic literature often examines themes or ideas that retain their relevancy. Readers examine common themes to see if they exist in a classic text. • Readers consider the author's choice of whose perspective is being told. Does that perspective contribute to the theme of the text? 	<ul style="list-style-type: none"> • Rubrics • Writing about reading <p>Benchmark: Running Record Assessment for any student not on benchmark in December of 7th grade.</p> <ul style="list-style-type: none"> • Reading Rate 215-245 wpm is benchmark for 7th grade • Comprehension • Fluency <p>Reading Benchmark: Level Z Level Y: Approaching expectations Level X or below: Does not meet expectations</p> <p>Alternative:</p> <ul style="list-style-type: none"> • Create a poster Broadway billboard for a novel
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<p>most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Motif is a recurring element in a text. It can be one word but a theme is a full statement. • Readers notice and keep track of any recurring element (such as an idea, phrase, image, or group of images) that has symbolic significance in a text, or across multiple texts. • Readers know that theme can often be found by paying attention to motif. We ask ourselves, <i>What does this motif say about the human condition? Does this appear in other texts, movies, life? What is the author saying or teaching the reader about this motif?</i> 	
Interdisciplinary Connections		
<p>Social Studies: 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted. Activity: Students will track how the technological advancements of the time period connect to the events that take place in the novel.</p> <p>Visual and Performing Arts: 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. Activity: Discuss the social, historical, and political impact of artists during the time period of the novel.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity increase collaboration and communicate effectively. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication. Activity: Students will draft a literary analysis on the theme in a novel publishing it so others can comment.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Activity: Complete a character study and compare and contrast characters in a group. Afterward, evaluate the skills used in the activity and discuss how they would be useful in a career setting.</p>		
Computer Science & Design Thinking		

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Use text evidence MLA format in literary essay.

**Reading Unit 5:
Mysteries and Strategies for Close Reading
5-6 weeks February/March**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Authors make specific decisions regarding setting and character behavior in order to reveal necessary clues to solve the mystery</p> <p>Readers need to adopt the perspective of the crime solver when reading a mystery</p> <p>Outcomes: RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.10. By the end of the year read and comprehend literature,</p>	<ul style="list-style-type: none"> Familiarize oneself with mystery-specific vocabulary Gather background information from the text about each character Determine levels of guilt Use textual evidence to gather information from the text concerning setting and characters Use a reading response journal to gather and keep track of clues. Intermittently make predictions about the solution of the mystery based on clues gathered. Contrasts and contradictions within primary and secondary characters reveal clues the reader must collect in order to solve a mystery. Organize facts and analyze characters and events to formulate a possible solution to the mystery <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Revisit the text to locate additional evidence that would provide clues for the solution of the mystery How is dialogue used to reveal the guilt or innocence of a character in a mystery Use forms of indirect characterization to analyze the characters in a mystery How does an author's word choice impact the meaning of 	<p>Core Materials: Units of Study for Reading</p> <p>Supporting Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): "The Speckled Band" by Arthur Conan Doyle "The Blue Carbuncle" by Arthur Conan Doyle "Copper Beeches" by Arthur Conan Doyle "The Red-Headed League" by Arthur Conan Doyle</p> <p>Poetry Resources: "Ten Little Indians" by "The Raven" by Edgar Allan Poe "Annabel Lee" by Edgar Allan Poe</p> <p>Unit Texts (Texts for students to read in book clubs): <u>The Deadman in Indian Creek</u> by Mary Downing Hahn <u>Mysterious Benedict Society</u> by Trenton Lee Stewart <u>London Eye Mystery</u> by Siobhan Dowd <u>Moon Over Manifest</u> by Clare Vanderpool <u>Jeremy Fink and the Meaning of Life</u> by Wendy Mass</p>

<p>including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>Additional Honors Goals: RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>the text</p> <ul style="list-style-type: none"> How does an author's word choice impact mood and tone in a mystery 	<p><u>The Haunting of Hill House</u> by Shirley Jackson</p> <p>Honors: <u>And Then There Were None</u> by Agatha Christie <u>Murder on Orient Express</u> by Agatha Christie</p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Smartboard/document camera Online resources and websites Chromebooks Online notebooks <p>Assessment: Formative:</p> <ul style="list-style-type: none"> Student/teacher conferences Reading logs Reader's notebooks Student self-reflection Book discussions <p>Summative:</p> <ul style="list-style-type: none"> Student presentations Rubrics Writing about reading Students create a map of the setting of their story and use textual evidence to indicate the clues gathered at each location on the map <p>Alternative:</p> <ul style="list-style-type: none"> Create a presentation jigsaw on a book club novel Create an infographic identifying clues in the mystery and explain how they connect/move plot along
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Interdisciplinary Connections
<p>Social Studies: 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. Activity: Students will study a case as depicted in their texts and differentiate between evidence to support the prosecution and defense.</p> <p>Visual and Performing Arts1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. Activity: Practice close reading strategies to interpret a piece of visual art for intent and meaning.</p>
Career Readiness, Life Literacies, and Key Skills
<p>Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. Activity: Students will identify the clues present in a mystery novel and create a timeline mapping how the detective solved the crime.</p> <p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. Activity: Compare and contrast the skills used by classic detective, Sherlock Holmes, to those used by young adult sleuths in current mystery novels.</p>
Computer Science & Design Thinking
<p>8.1.8.CS.3: Justify design decisions and explain potential system trade-offs. Activity: Organize court case evidence to support the prosecution and defense. Reflect on the design decisions made when selecting the organizational strategy.</p>

Reading Unit 6:
Social Issues/Fiction
April/May 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Characters, like the students, change through the experiences in a text.</p> <p>Social issues are experienced differently depending on the circumstances of the individual.</p> <p>Goals: RL.7.1. Cite several pieces of</p>	<ul style="list-style-type: none"> Good books are about more than one idea. More than a single social issue lives in a book. Ask questions to identify the issue(s) in a book for example: Which issue seems important in this story? What are the characters' reactions to these issues? How do characters deal with these issues? Analyze direct and indirect characterization to determine how 	<p>Core Materials: Units of Study for Reading</p> <p>Supporting Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): "7th Grade" by Gary Soto</p>

<p>textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.7.1.B Follow rules for collegial discussions, track progress toward</p>	<p>characters are dealing with issues.</p> <ul style="list-style-type: none"> • How do characters react differently to the same issue? How can we explain that difference? • Readers mark the places where characters first begin to struggle, choices they make, and how they overcome (or not overcome) the issue. • Readers know that the struggles faced by characters can be named as social issues. • Analyze how our own lives have been filled with experiences that have taught life-lesson. • One story can be interpreted to support several ideas about life lessons. • Powerful readers do not search for one idea within a text; rather they become analytical thinkers and develop ideas about events and experiences. • Support ideas from evidence in a text. Noticing pivotal moments in stories, paying attention to moments in stories when characters experience strong emotion and/or make critical choices. • Charting ideas and lessons gathered from revisiting stories. • Determining that more than one idea may appear in more than one story—this notion of theme is an idea that appears in more than one story. • Powerful readers don't wait until they're done with a book to begin constructing ideas and designing reading plans to investigate those ideas. • Powerful readers revise their ideas as they keep reading. • Keep multiple ideas about theme afloat while reading. • Recognize common themes • Synthesize narrative elements in stories that are being read. • Analyze external traits of characters 	<p>"Home" by Hena Kahn</p> <p>Unit Texts (Texts for students to read in book clubs):</p> <p><i>Swallowing Stones</i> by Joyce McDonald (Unleveled; Lexile 820)</p> <p><i>December Stillness</i> by Mary Downing Hahn (Unleveled; Lexile 860)</p> <p><i>Define Normal</i> by Julie Anne Peters (Y)</p> <p><i>Hold Fast</i> by Blue Balliett (Y)</p> <p><i>Tiger Eyes</i> by Judy Blume (W)</p> <p>Honors:</p> <p><i>I am The Cheese</i> by Robert Cormier (Z)</p> <p><i>Tangerine</i> by Edward Bloor</p> <p><i>Skinny</i> by Donna Cooner (Z)</p> <p>Teacher Resources:</p> <p><i>Teaching Students to Read Like Detectives Comprehending, Analyzing, and Discussing Text</i> by Douglas Fisher and Nancy Frey and Diane Lapp</p> <p><i>Curricular Units of Study for Readers Workshop</i> by Lucy Calkins. Test Preparation Unit Six Published by Heinemann 2011-2012 Electronic copy available on the shared drive</p> <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Smartboard/document camera • Online resources and websites • Chromebooks • Online notebooks <p>Assessment:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Student/teacher
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<p>specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Additional Honors Outcomes:</p> <p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course</p>	<p>(physical traits, dialogue, actions, attire, opinion, and point of view.)</p> <ul style="list-style-type: none"> Analyze internal traits of characters (feelings and relationships) Students will analyze moments in their own lives and in literature for what they can learn from them. Once we identify the social issue in a book, we ask ourselves what does the author try to teach us about that issue? Readers consider how social issues build the theme(s) of the text. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Compare how the same themes are developed in different texts. Infer about characters' emotions, traits, and changes in stories in order to determine how they are impacted by social issues. Connect character actions to earlier events in the story. Consider whose side of the story we hear in a story and whose voice is left out. What insight might that add to the issue? Do we agree or disagree with what the author is trying to teach us about the social issue. 	<ul style="list-style-type: none"> conferences Reading logs Reader's notebooks Student self-reflection Book discussions <p>Summative:</p> <ul style="list-style-type: none"> Student presentations Rubrics Writing about reading <p>Alternative:</p> <ul style="list-style-type: none"> Create an informational website about a topic in a novel Create blog posts from the perspective of a character dealing with a topic from a novel
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of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.		
Interdisciplinary Connections		
<p>Social Studies: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Activity: Students will compare and contrast the social issues of our country's past to the ones our country faces today. They will track how history repeats itself and how we have learned from our mistakes.</p> <p>Science: MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century. Activity: Students will discuss evidence of human activities that have negatively impacted the environment and their connection to social issues.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). Activity: Students will research a controversial issue that appears in their novel.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: Social issues book talks and book club meetings. Identify skills from book clubs that are valuable in the workplace.</p>		
Computer Science & Design Thinking		
<p>8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis. Activity: Students will create a presentation using technology that outlines the social issue present in their novel.</p>		

Reading Unit 7:
Historical Fiction Book Clubs
May/June 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Characters in historical fiction become entangled in both historical and social issues, and the events in the story are based on real historical events.</p> <p>We can turn to nonfiction as a way to build on the information in the novel and to add to our background knowledge.</p> <p>To read historical fiction well, we must pay close attention to the author's use of historical details, and practice everything we know about reading for central ideas and themes.</p> <p>Outcomes: RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the</p>	<ul style="list-style-type: none"> Setting is an integral part of historical fiction, and we must pay attention to the emotional as well as the physical environment. Readers use their notebooks to keep track of the vast amount of information in the pages of historical fiction. We sort information to understand the who, what, where, when, and why of the text. In historical fiction, much of the action in the plot relates to events that already occurred earlier in the story or even before the story began. Readers keep track of the relationship between the development of characters as it relates to the unfolding of historical events by creating <i>two-layer timelines</i>. What is the historical context? In order to understand the decisions made by the character, we keep in mind that the character's behavior is shaped by what is happening in the world in which the character lives. Different characters will act differently because each of those characters plays a different role in the world and therefore is shaped differently by the times. Readers of historical fiction look for passages in the text that remind them of earlier sections. They read those passages carefully because they can often help identify the author's meaning and message. It is important to look at a story from the perspective of characters other than the main character. If 	<p>Core Materials: Units of Study for Reading</p> <p>Supporting Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor text: “Sir Gawain and the Green Knight” “Young Arthur”</p> <p>Unit Texts: <u>The Executioner's Daughter</u> by Jane Hardstaff <u>Catherine Called Birdy</u> by Karen Cushman <u>Chains</u> <u>Fever</u> <u>My Brother Sam is Dead</u> <u>Otto of The Silver Hand</u> by Howard Pyle</p> <p>Honors: <u>Sword of the Rightful King</u> by Jane Yolen <u>The Trumpeter of Krakow</u> by Eric Kelly</p> <p>Teacher Resources: Reference <i>If...Then...</i> <i>Curriculum Assessment Based Instruction</i> from the Units of Study in Argument, Information, and Narrative Writing written by Lucy Calkins, published by Heinemann, pages 75-87</p> <p>Assessment: Formative:</p> <ul style="list-style-type: none"> Student/teacher conferences

<p>effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RL. 7.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>RI. 7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI. 7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.</p> <p>Additional Honors Outcomes:</p> <p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>we try to see the story through the eyes of someone whose perspective is not shown, we can expand on our understanding of the story and the time period.</p> <ul style="list-style-type: none"> • We should look closely at points in the novel where the character is faced with a critical choice and see how they respond. Then we can ask, why was this decision made? Who did it affect? What can we infer about the character? <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Analyze the various influences on the main character. How has each of these influences shaped the character into who they are? • Analyze the impact of “turning points” on a story’s plot and characters. Make evidence-based predictions. 	<ul style="list-style-type: none"> • Reading logs • Reader's notebooks • Student self-reflection • Book discussions <p>Summative:</p> <ul style="list-style-type: none"> • Student presentations • Rubrics • Writing about reading <p>Benchmark:</p> <p>Running Record Assessment for any student not on benchmark</p> <ul style="list-style-type: none"> • Reading Rate 215-245 wpm is benchmark for 7th grade • Comprehension • Fluency <p>Reading Benchmark: Level Z Level Y: Approaching expectations Level X or below: Does not meet expectations</p> <p>Alternative:</p> <ul style="list-style-type: none"> • Create a timeline of historical events that take place in a novel • Create a news broadcast video about events happening in a novel
Interdisciplinary Connections		
<p>Social Studies:MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century. Activity: Students will compare and contrast the people, cultures, and environment during the Medieval period to present day America.</p>		

Visual Arts: 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. Activity: Students will compare and contrast art (music, paintings, etc.) from the medieval period and present day.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. **9.4.8.IML.8:** Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b). **9.4.8.DC.1:** Analyze the resource citations in online materials for proper use. **9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem. Activity: Students will research the middle ages in preparation for their original play. They will identify potential conflicts in society that may appear in their play.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. **9.4.8.CT.3:** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. Activity: Students will familiarize themselves with the role of doctoring during the Black Plague and identify how this career has changed over time.

Computer Science & Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. Activity: Students will research the middle ages in preparation for their original play. Then reflect on the trade-offs associated with writing a play using technology.

Reading Unit 8: Launching a Summer of Reading June 1 week

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Independent reading can be a leisure activity over the summer.</p> <p>Choose just right books that are of personal interest is an important part of reading for pleasure.</p> <p>Reading over the summer assists students in retaining literacy skills.</p> <p>Outcomes: RL. 7.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above,</p>	<p>Teaching Points:</p> <ul style="list-style-type: none"> Review of summer reading selections Where and how to locate possible titles on subjects of personal interest to students The purpose of personal goals for reading and how to create them Stretching the limits of reading interests by trying new genres or authors 	<p>Core Materials: Units of Study for Reading</p> <p>Supporting Materials: Leveled Bookroom Classroom Libraries</p> <p>Unit Texts: Book reviews Texts of similar genre or the same author as those found on the summer reading lists Teacher Resources: 8th grade summer reading lists posted on the district website</p>

scaffolding as needed.		<p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Smartboard/document camera • Online resources and websites • Chromebooks • Online notebooks <p>Assessment: Formative:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Reading logs • Reader's notebooks • Student self-reflection • Book discussions • Summer reading goals • Book lists <p>Summative:</p> <ul style="list-style-type: none"> • Student presentations • Rubrics • Writing about reading <p>Alternative:</p> <ul style="list-style-type: none"> • Create a poster demonstrating a main event in a story
Interdisciplinary Connections		
<p>Social Studies: 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Activity: Students will select their summer reading books and identify the time periods present. Then they will connect those time periods to major events in history.</p> <p>Visual and Performing Arts: 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. Activity: Students will select a visual art piece and discuss how art communicates ideas about personal and social values found in the novels read this year.</p>		
Career Readiness, Life Literacies, and Key Skills		

Career Readiness, Life Literacies, and Key Skills Practices: Act as a responsible and contributing community members and employee. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Students will make a plan for their summer reading. Students will research all genres of interest and then create a presentation of their summer reading plan.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Activity: Students will keep track of reading over the summer through note-taking and applying signposts to identify analysis worthy text. They will evaluate how the skills used in this activity will be valuable in a career setting.

Computer Science & Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Students will practice citing text evidence on a google doc.

7th GRADE WRITING

Writing Unit 1 Narrative Writing: Extending Storylines September/October 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Realistic fiction writers incorporate the elements of story in their writing to convey an important message to a reader.</p> <p>Realistic fiction writers know that characters in stories are multifaceted and dynamic, so they aim to create complex characters.</p> <p>Realistic fiction writers plan their story by considering the conflict, resolution, and overall lesson revealed (theme).</p> <p>Goals: W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and</p>	<p>Bend 1: Generating Ideas</p> <ul style="list-style-type: none"> Identify the key elements of the original story. Infer character traits and analyze characters in the original story using the DDAT method. What are the character's dominant traits? What are their strengths and weaknesses? What is the conflict of the original story and how does it get resolved? Does it get resolved? What are the potential conflicts for a sequel? Some possibilities are: Original conflict is experienced by secondary character and main 	<p>Core Materials: Units of Study for Writing</p> <p>Supporting Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: <i>Thirteen and a Half</i> by Rachel Vail</p> <p>Teacher Resources: <i>Units of Study for Writing Narrative, Information, and Argument Writing</i> by Lucy Calkins & Colleen Cruz <i>Writing Realistic Fiction, Unit 1 Narrative</i> - Lucy Calkins and Colleen Cruz http://readingandwritingproject.com/ <i>Writing a Life</i> by Katherine Bomer <i>50 Tools for Writers</i> by Roy Peter</p>

<p>well-structured event sequences.</p> <p>W.7.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>WL 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WL 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>WL 7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a</p>	<p>character helps, main character must apply lesson learned to new conflict, original conflict is not resolved, how might it continue?</p> <ul style="list-style-type: none"> Once you have an idea, rehearse it by writing a short blurb or working out a scene. Try the scene where the trouble occurs. Write a scene from several points of view. <p>Bend 2: Drafting</p> <ul style="list-style-type: none"> Commit to the central situation, character, and setting. Try writing blurbs, timelines/plot diagrams, storyboards, or tell your story to a partner. Think of your story in three parts; introduce the characters, setting, and problem; develop the problem and choices the characters make, and finally, the change and/or resolution. Talk in small groups about your characters' relationship to the central situation. Are they the perpetrator, victim, or a witness? Draft in parts starting with the problem scene first, then go back and introduce characters and setting. Think about the grammar as you draft, not after. Choose a tense and stick to it throughout your story. <p>Bend 3: Revising</p> <ul style="list-style-type: none"> Look at a scene in a mentor text that interests you. What did the author do to make the part interesting? Find other places where the author used the same craft. 	<p>Clark <i>Crafting Authentic Voice</i> by Tom Romano <i>Independent Writing</i> by Colleen Cruz <i>Reviving Disengaged Writers, 5-8</i> by Christopher Lehman <u><i>Writing Pathways: Performance Assessment and Learning Progressions, Grades 6-8</i></u></p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Smartboard/document camera Online resources and websites Chromebooks Online notebooks <p>Assessment: Formative:</p> <ul style="list-style-type: none"> Pre-assessment for narrative writing Student/teacher conferences Writing samples Writer's notebooks Student Performance Checklists Student self-reflection Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> Student writing portfolios Student presentations Standards Based Writing Rubrics Writing Pathways Performance Assessments Rubrics <p>Benchmark: District benchmark assessment narrative writing</p> <p>Alternative:</p> <ul style="list-style-type: none"> Author a comic strip highlighting the key
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<p>range of discipline-specific tasks, purposes, and audiences.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.A Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).</p> <p>L.7.2.B Spell correctly.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</p>	<p>See if you can replicate that craft in your own writing. Try using metaphors and symbolism to create an emotional tone.</p> <ul style="list-style-type: none"> • What strategies do writers use to convey a sense of time and place throughout their story? Remember to describe how the character is feeling in that place throughout your story. • Flash draft • Instead of working on your old draft, set goals for a number of new pages to write. • Focus on your paragraphs and your endings. Endings, like problems in real life, do not have to be simple or easy. New paragraphs usually start when the setting or time changes, when a new character speaks, or when the action or mood changes. <p>Additional Honors Teaching points:</p> <ul style="list-style-type: none"> • Writers of narratives communicate the true meaning of their story by thinking more deeply about the story. They draw conclusions about their story by reflecting on the story. They convey this deeper thinking by including a reflection which can take the form of a turning point, image or explanation. • Some of you might need to rely on backstories or flashbacks to provide information that does not fit into the order of events you have chosen to write about. You can have a character tell what has happened earlier (giving a 	<p>concepts and themes in their narrative</p>
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<p>(e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>L.7.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Honors Goals: WL: 8.3 B Use variety of techniques, such as dialogue, pacing, description, and <i>reflection</i>, to develop experiences, events, and/or characters.</p>	<p>backstory), or write a scene that jumps back to the past (a flashback).</p>	
Interdisciplinary Connections		

Visual and Performing Arts: 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed Activity: Utilize a variety of music to create awareness of mood. Discuss how the form and elements of the music create the intended mood and relate this to mood in writing.

Social Studies: 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. Activity: Compose a realistic fiction small moment story related to a public issue affecting an upcoming election.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Act as a responsible and contributing community members and employee. 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7). 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). •9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. Activity: Students will use appropriate comments and criticisms during the peer review and editing process.

9.2.8.CAP.16: Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills. Activity: Writers will examine and assess the quality of their drafts rereading with attentiveness and make revisions. Evaluate how these skills will benefit them in a career setting.

Computer Science & Design Thinking

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Students create digital character tracking and note and notices to keep track of their reading progress.

Writing Unit 2: Informational Essay October/November 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understanding Informational/explanatory writing allows the writer to share information on a topic and to teach readers in order to increase their knowledge and understanding on that topic.</p> <p>Examining key moments in a historical event involves descriptive and summary writing.</p>	<p>Bend 1: Informational Essay Mentor Text Study</p> <ul style="list-style-type: none"> Writers of informational essays use many different strategies to convey information to the reader, including cause and effect, definition, compare and contrast, and classification. A chronological structure provides summaries and descriptions of a significant event's key moments in the 	<p>Core Materials: Units of Study for Writing</p> <p>Supporting Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>Oh Rats! The Story of rats and people</i> By Albert Marrin</p>

<p>Information must be carefully organized to allow readers to deepen their knowledge and comprehension of a topic.</p> <p>Analysis of the information helps readers understand how to interpret the facts and details they are given and make connections between different pieces of information.</p> <p>Goals: W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WI 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WI 7.5 With some guidance and</p>	<p>order in which they occurred.</p> <ul style="list-style-type: none"> Examine pieces by others to learn about informational strategies. <p>Bend 2: Synthesize information and develop an organizational pattern.</p> <ul style="list-style-type: none"> Brainstorm and pre-write to identify, explore, and select an historical event of interest. With teacher assistance, the class will develop and agree on research questions (open-ended) to focus investigation of a topic. Research to increase your knowledge about the historical event. Sort through prior knowledge, and research information, categorizing facts, details, quotations, and examples into categories and subcategories. Students will incorporate at least 2 sources. Determine the central idea of the essay. Draft strong informational paragraphs. Use transitions within and between paragraphs to create a logical flow of ideas. Add text features to enhance readers' understanding of central idea and supporting details. Introductory and concluding paragraphs make clear the importance of the topic. <p>Bend 3: Create a product to inform an audience</p> <ul style="list-style-type: none"> Use peer review to develop a revision plan. Publish essay. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Writers develop research questions to focus their investigation of a topic. These questions should be 	<p><u><i>Witches: The Absolutely True Tale of Disaster in Salem</i></u> by Rosalyn Schanzer</p> <p><u><i>Truce: The Day the Soldiers Stopped Fighting</i></u> by Jim Murphy</p> <p><u><i>Trapped!</i></u> by Marc Aronson</p> <p><u><i>Buried Alive! How 33 Miners Survived for 69 Days Deep Under the Chilean Desert</i></u> by Elaine Scott</p> <p><u><i>Trapped</i></u> ODYSSEY Magazine, September 2011 Issue</p> <p><u><i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i></u> by Jim Murphy</p> <p><u><i>The Giant and How He Humbugged America</i></u> by Jim Murphy</p> <p>Teacher Resources:</p> <p><i>A Curricular Plan for the Writing Workshop, Grade 7, 2011-2012, (Informational Writing, Unit 3)</i> by Lucy Calkins</p> <p><u><i>Writing Pathways</i></u></p> <p><u><i>The Continuum of Literacy Learning, Grades PreK-8: A Guide to Teaching</i></u> by Gay Su Pinnell and Irene C. Fountas, 2011.</p> <p>Informational Writing Checklist</p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Smartboard/document camera Online resources and websites Chromebooks Online notebooks
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<p>support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>WI 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>WI 7.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>WI 7.9.B Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p> <p>WI 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WI 7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single day or two) for a range of tasks, purposes, and audiences.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>open-ended and require research and considerable thinking to answer.</p> <ul style="list-style-type: none"> Students research to find sources and evaluate their relevance to their research questions, as well as revise their research questions based on the information they find. 	<p>Assessment:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-assessment for narrative writing Student/teacher conferences Writing samples Writer's notebooks Student Performance Checklists Student self-reflection Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> Student writing portfolios Student presentations Standards Based Writing Rubrics Writing Pathways Performance Assessments Rubrics <p>Benchmark: Teacher's College Scored District Benchmark Assessment for Informational Writing</p> <p>Alternative: Create an infographic</p>
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<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.A Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).</p> <p>L.7.2.B Spell correctly.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>L.7.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.A Interpret figures of speech (e.g., literary, biblical, and</p>		
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<p>mythological allusions) in context.</p> <p>L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Additional Honors Goals:</p> <p>WI 8.7 Conduct short as well as more sustained research projects based on focused questions (<i>including a self-generated question</i>), demonstrating understanding of the subject under investigation.</p> <p>WI 8.8 Gather information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information avoiding plagiarism.</p>		
Interdisciplinary Connections		
Social Studies: 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). Activity: Students will participate in a		

real or simulated hearing to develop and share a legislative proposal that addresses a public issue related to their information writing topic.

Visual and Performing Arts: 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events. Activity: Create an infographic to accompany their informational writing, emphasizing their most important information.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.CIb). 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. Activity: Use a reliable research process to search for new information in order to write informational pieces on current events.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. Activity: Identify traditional and nontraditional careers that have evolved regionally, nationally, and globally based on the social and environmental issues connected to the students' informational writing.

Computer Science & Design Thinking

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Students will evaluate online sources to be utilized in research and incorporate proper in-text citations.

Writing Unit 3 Scriptwriting November/December 5 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Not every text is worthy of adaptation to the stage.</p> <p>Script writers need to modify the story and the dialogue to successfully adapt a text into script.</p> <p>Goals: W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and</p>	<ul style="list-style-type: none"> Students will read a variety of fables, folktales, and fairytales and, through small group discussion, develop an understanding of the format of each genre. Decide on the fable, folktale, or fairy tale you will be adapting to a play. Make sure you are able to identify all of the literary elements that exist in the original piece. Ask yourself if the original contains plot elements that make it worthy of an adaptation. Create a plot diagram of the original. Read your story a second time and focus 	<p>Core Materials: Units of Study for Writing</p> <p>Supporting Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: <i>A Defenseless Creature</i> by Neil Simon <i>A Christmas Carol: Scrooge and Marley</i> by Israel Horowitz <i>Let Me Hear You Whisper</i> by Paul</p>

<p>well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.9.A Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization,</p>	<p>on characters. Are these characters going to be easy to turn into good characters for the stage? Are they believable, enjoyable, and interesting? Create a list of characters with a detailed description of their physical appearance as well as their personality traits.</p> <ul style="list-style-type: none"> Read the original a third time. Write down every object you would need a prop for and every special effects action that is needed to ensure that the story will work on stage. Write the dialogue with the understanding that you may need to add additional lines that help character development. Remember, books can get away with explaining things without having characters "talk" it. Don't quote the story exactly. While you want to make the play as close to the real story as possible, don't just take the dialogue directly from the script and stick it into your script. Often this will not work, and you will need to be creative in order to bring the dialogue to life. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Base word choice selections on what would be appropriate dialogue for characters given the time period and who they are interacting with on stage. Research shades of meaning, nuances of words, or common period phrases as needed. Discuss your adaptation. Make revisions as needed to ensure the portrayal of the plot and characters will connect with the audience. Consider adapting your script for a different audience. What revisions would need to be made? Reflect on the experience of adapting a text for the stage. What benefits and drawbacks exist in each type of writing. 	<p>Zindel <i>The Monsters are Due on Maple Street</i> by Rod Serling <i>St. Crispian's Day Speech</i> Monologue by William Shakespeare</p> <p>Teacher Resources: <i>The Continuum of Literacy Learning, Grades PreK-8: A Guide to Teaching</i> by Gay Su Pinnell and Irene C. Fountas, 2011. <u>Writing Pathways</u></p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Smartboard/document camera Online resources and websites Chromebooks Online notebooks <p>Assessment:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-assessment for narrative writing Student/teacher conferences Writing samples Writer's notebooks Student Performance Checklists Student self-reflection Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> Student writing portfolios Student presentations Standards Based Writing Rubrics Writing Pathways Performance Assessments Rubrics <p>Alternative:</p>
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<p>punctuation, and spelling when writing.</p> <p>L.7.2.A Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).</p> <p>L.7.2.B Spell correctly.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>L.7.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.A Interpret figures of speech</p>		<p>Have students write a play or monologue that was inspired by a moment in history, summarizes a story, or explains a concept.</p>
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<p>(e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Honors Goals: W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to</p>		
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develop experiences, events, and/or characters. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
Interdisciplinary Connections		
<p>Visual and Performing Arts: 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience. Activity: Students will write dramas and effectively use stage directions along with font size and type to convey intonation, pacing, and meaning.</p> <p>Social Studies: 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. Activity: Perform a rehearsed theatrical work for an audience and include an aspect of how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and/or to allow for greater division of labor.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural/global competence. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). Activity: Provide clear and meaningful (written and/or verbal) feedback on peer writing.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: Discuss the communication, collaboration, and leadership skills that are used in careers related to performing arts.</p>		
Computer Science & Design Thinking		
<p>Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Students will create a drama in Google Classroom and utilize the features particular to scriptwriting.</p>		

Writing Unit 4:
Literary Essay
January/February 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
Enduring Understandings: Writing about the themes and	Generating Ideas	Core Materials: Units of Study for Writing

<p>crafts of different texts helps writers to make connections, refine ideas, and write coherently.</p> <p>Goals: W.7.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. D. Establish and maintain a formal style/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented. W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.7.6. Use technology, including the Internet, to produce and</p>	<ul style="list-style-type: none"> Students brainstorm to determine a story they have read in the unit that stands out in their mind, they found interesting, or changed their perspective on something. Students identify a specific aspect of the story (character, conflict, setting, something interesting/surprising, message/theme, author's style) that influences their reaction. Students return to the story and start to gather specific details pertaining to that aspect. Examine various ways to gather and organize details. Students will review details and ask questions to help them decide on their thesis or the point they want to make about the story. <p>Drafting</p> <ul style="list-style-type: none"> Students experiment with a variety of organizational structures while drafting to determine what will help them convey their ideas clearly and effectively. Students create an outline for their essay that has three main parts: introduction, body paragraphs, conclusion. While using the outline as a guide, students decide if they will create their first draft from beginning to end and reread and revise only after they have finished the first draft or if they want to reread and revise after each paragraph. Students should keep in mind their audience when determining how much background information to include in their essay. Students experiment with tone in their paper (Will their paper be formal/informal? Will it show an attitude such as sympathy, humor, disgust, or admiration?) Responses 	<p>Supporting Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud and/or Samples of Literary Essays): Past student writing samples Teacher created materials Teacher selected short stories "The Fun They Had" Hollywood and the Pits" by Cherylene Lee</p> <p>Teacher Resources: Information from <u><i>Units of Study for Narrative, Information, and Argument Writing</i></u> <u><i>Writing Pathways Grades 6-8</i></u> <u><i>Performance Assessments and Learning Progressions</i></u> by Lucy Calkins and Audra Robb <u><i>The Continuum of Literacy Learning, Grades PreK-8: A Guide to Teaching</i></u> by Gay Su Pinnell and Irene C. Fountas, 2011.</p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Smartboard/document camera Online resources and websites Chromebooks Online notebooks <p>Assessment: Formative:</p> <ul style="list-style-type: none"> Pre-assessment for narrative writing Student/teacher conferences Writing samples Writer's notebooks Student Performance
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<p>publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>B. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.1.C Place phrases and clauses</p>	<p>should sound natural but not too casual.</p> <p>Revising</p> <ul style="list-style-type: none"> Students look over their own paper for strengths and weaknesses. Students exchange papers with a classmate for peer review. Students apply a revision checklist: Does the introduction state the thesis? Is the response clearly organized? Are the main ideas supported with specific details and examples? Does the conclusion sum up the thesis and main points? <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Identifying the most appropriate evidence to support a claim. Refute (reject) the other side and develop your case using facts, details, figures, and quotations. Pick apart the other side's logic. Distinguish between descriptive and analytical writing and push beyond description into ideas that are convincing, argumentative, and defend a position. Analyze how modern fiction draws themes, patterns of events, and character types from myths and traditional stories. Explain how modern fiction recreates themes, events, and characters from myths, traditional stories, or religious works to produce new works. In the conclusion, in addition to outlining the main ideas of the essay, students provide their own opinion and reflection about their process of analyzing the text. 	<p>Checklists</p> <ul style="list-style-type: none"> Student self-reflection Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> Student writing portfolios Student presentations Standards Based Writing Rubrics Writing Pathways Performance Assessments Rubrics <p>Alternative:</p> <p>Debate</p>
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<p>within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.A Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).</p> <p>L.7.2.B Spell correctly.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>L.7.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		
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<p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Honors Goals:</p> <p>W.8.1. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.9.A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>		
Interdisciplinary Connections		

Social Studies: 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. Activity: Discuss current social issues and their connection to social issues found in literature.

Visual and Performing Arts: 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events. Activity: Discuss how visual and performing arts represent social issues in the novel students are currently reading.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. **9.4.8.DC.3:** Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure. **9.4.8.IML.15:** Explain ways that individuals may experience the same media message differently. **9.4.8.TL.3:** Select appropriate tools to organize and present information digitally. Activity: Discuss how to be flexible and adaptive in acquiring new technology and develop plans for projects using technology. Discuss the risks and benefits of when ideas are shared publicly.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. Activity: Discuss the importance of setting goals and meeting deadlines for long-term projects.

Computer Science & Design Thinking

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Students will write a literary essay based on a social issue in Google Classroom.

Writing Unit 5: Argument Essay February/March 5-6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Argument writing is more than stating an opinion.</p> <p>Writers need to make judgements when selecting evidence.</p> <p>Recognizing and interpreting bias is an important part of researching a topic.</p> <p>Not all experts are equal.</p> <p>Goals: W.7.1. Write arguments to support</p>	<p>Bend 1: Teaching the Basics of Argument Writing</p> <ul style="list-style-type: none"> Whodunit? Solving Mysteries to Teach Simple Arguments of Fact What Makes a Good Mascot – or a Good Leader? Teaching Simple Arguments of Judgment Solving Problems Kids Care About: Writing Simple Arguments of Policy <p>Bend 2: Teaching Students to Write More Complex Arguments</p> <ul style="list-style-type: none"> How are judgments made in the real world? Answering Difficult Questions: 	<p>Core Materials: Units of Study for Writing</p> <p>Supporting Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>Oh, Rats! The Story of Rats and People</i> By Albert Marrin Nonfiction resource packets on topics: Organic or not? Is Diet Soda healthy?</p>

<p>claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.9.B Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or</p>	<p>Learning to Make Judgments Based on Criteria</p> <ul style="list-style-type: none"> Developing and Supporting Criteria for Arguments of Judgment Argument and Interpretation: Teaching Students How to Make Literary Judgments <p>Bend 3: Teaching Students to Write Arguments from Several Nonfiction Resources</p> <ul style="list-style-type: none"> Gathering and Responding to facts and information Taking notes by recording the most important information Jotting questions as we read Thinking about the author's opinion on a topic Thinking about our own opinion on a topic Evaluating and interpreting information and author's perspectives Becoming an expert on a topic What are the different sides and thoughts about a topic? Researchers paraphrase the author's words Rehearsing, substantiating and debating claims to build our essays around Creating a thesis statement Quoting experts Adding examples Including statistics Using transitions to elaborate: nonetheless, but, however <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Crafting a counterargument Choosing the right evidence The importance of the placement in the text of the counterargument Create relationships and connections between counterarguments, claims, reasons, and evidence 	<p>Are energy drinks safe? College football players and Unions? Lunch cafeteria foods <i>The Giving Tree</i> by Shel Silverstein</p> <p>Teacher Resources: <i>Teaching Argument Writing by George Hillocks, Jr. Grades 6-12 PDF file of Research-Based Argument (Persuasive) Essays 2012 Teachers College Version Unit 4</i> <i>Units of Study in Argument, Information, and Narrative Writing</i> by Lucy Calkins <i>Writing Pathways, Grades K-8 Performance Assessments and Learning Progressions</i> by Lucy Calkins <i>Pathways to the Common Core Accelerating Achievement</i> by Lucy Calkins</p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Smartboard/document camera Online resources and websites Chromebooks Online notebooks <p>Assessment: Formative:</p> <ul style="list-style-type: none"> Pre-assessment for narrative writing Student/teacher conferences Writing samples Writer's notebooks Student Performance Checklists Student self-reflection Learning Progressions <p>Summative:</p>
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<p>speaking.</p> <p>L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.A Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).</p> <p>L.7.2.B Spell correctly.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>L.7.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word</p>		<ul style="list-style-type: none"> • Student writing portfolios • Student presentations • Standards Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics <p>Benchmark: Teacher's College Scored District Benchmark Assessment for Argument Writing</p> <p>Alternative: Produce a multimedia, interactive poster</p>
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<p>or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Honors Goals:</p> <p>W.8.1. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>		
Interdisciplinary Connections		

Visual and Performing Arts: 1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work. Activity: Students will debate utilizing the fishbowl and socratic discussion methodologies.

Social Studies: 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. Activity: Collect evidence and deliberate in small groups on a public issue affecting an upcoming election, considering opposing arguments and developing a reasoned conclusion.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Model integrity, ethical leadership and effective management. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. Activity: Use effective tone and presentation skills to articulate ideas in small group discussions or debates related to argument writing topics. Discuss using relevant and factual information when presenting and how to know the validity of the resources.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. •9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. Activity: Identify communication skills required for effective group discussions and debates.

Computer Science & Design Thinking

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Students will evaluate online sources to be utilized in research and incorporate proper in-text citations.

Writing Unit 6: Editorial Writing on Social Issues April/May 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Skilled writers identify important information and make it accessible and thought provoking to a target audience.</p> <p>Researching and reporting must be credible and factual.</p> <p>Goals: W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>How to Write an Editorial: The Elements of Persuasion</p> <ul style="list-style-type: none"> Reasons behind successful persuasion: using sound reasoning, using facts to support a position, and using a respectful tone Editorials are a form of persuasive writing and follow a similar structure Types of Editorials: Explain or interpret, Criticize, Persuade, Praise 	<p>Core Materials: Units of Study for Writing</p> <p>Supporting Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): Nytimes.com - 10 Ways to Teach Argument Writing Newsela.com - opinion articles</p>

<p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<ul style="list-style-type: none"> Picking a significant topic Collecting information and facts: include objective reporting and do your research Writing an Editorial: Use of facts and opinions Explain the issue objectively as a reporter would and tell why this situation is important Give opposing viewpoint first with its quotations and facts (introduction) Directly refute the opposition's beliefs (introduction) Give a realistic solution(s) to the problem that goes beyond common knowledge. Encourage critical thinking and proactive reaction. Wrap it up in a concluding punch that restates your opening remark (thesis statement). Keep it to 500 words making every word count <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> State your opinion briefly in the fashion of a thesis statement Give opposing viewpoint first with its quotations and facts Directly refute the opposition's beliefs and develop your case using facts, details, figures, quotations. Pick apart the other side's logic. Looking like a rationale writer: Concede a point of the opposition — they must have some good points you can acknowledge Repeat key phrases to reinforce an idea into the reader's minds 	<p>Hunterdon County Democrat - editorial pages Pennykittle.com - texts & commentary</p> <p>Teacher Resources: Information from <i>Units of Study for Narrative, Information, and Argument Writing Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions</i> by Lucy Calkins and Audra Robb <i>The Continuum of Literacy Learning, Grades PreK-8: A Guide to Teaching</i> by Gay Su Pinnell and Irene C. Fountas, 2011.</p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Smartboard/document camera Online resources and websites Chromebooks Online notebooks <p>Assessment: Formative:</p> <ul style="list-style-type: none"> Pre-assessment for narrative writing Student/teacher conferences Writing samples Writer's notebooks Student Performance Checklists Student self-reflection Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> Student writing portfolios Student presentations Standards Based Writing Rubrics Writing Pathways Performance Assessments
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<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.A Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).</p> <p>L.7.2.B Spell correctly.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>L.7.4.C Consult reference materials (e.g., dictionaries, glossaries,</p>		<ul style="list-style-type: none"> • Rubrics <p>Alternative: Create an infographic</p>
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<p>thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Honors Goals: W.8.1.A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>		
Interdisciplinary Connections		

Science: MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century. Activity: Identify factors that have caused the rise in global temperatures and discuss ways in which this environmental issue impacts social issues.

Social Studies: 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change. Activity: Write argument letters to appropriate governmental agencies regarding the best course of action regarding climate change.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). Activity: Identify recent decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. Activity: Identify careers related to measuring human activity on the environment or creating laws that impact social and environmental issues.

Computer Science & Design Thinking

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Students will evaluate online sources to be utilized in research and incorporate proper in-text citations in editorials.

Writing Unit 7 Short Research Reports May/June 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Research reports communicate information compiled as a result of research and the analysis of data and issues.</p> <p>The true value research if often assessed through a report since it may be the only tangible product.</p>	<p>Prewriting</p> <ul style="list-style-type: none"> Select a topic of interest from the Medieval Ages that you have either learned about from social studies or learned about in language arts. Narrowing the focus: students use a cluster chart to narrow 	<p>Core Materials: Units of Study for Writing</p> <p>Supporting Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: <i>Writing Short Reports</i></p>

<p>Goals: W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well</p>	<p>their topic and identify interesting aspects of their topic.</p> <ul style="list-style-type: none"> • Include both primary and secondary sources in your research. • Evaluate your resources to make sure information is accurate and current. • From your initial research, develop a list of researchable questions that you want to answer about your topic to guide your research. • Use your questions to keep your research focused. • Decide on your purpose and develop a thesis stating your topic and perspective. <p>Drafting</p> <ul style="list-style-type: none"> • Organize sources: students keep track of research and sources using note cards. • As students research sources they take notes, writing the main idea or guiding question at the top of each note card. • Students quote the supporting detail using quotation marks or paraphrase information, listing page number(s) where information was found. • Students sort note cards by main idea/guiding question and consider the best order for presenting their ideas. Review various text structures. • Students create an outline from which to create their first rough draft. • Students check for clear organization and appropriate transitions as they review their draft. • Students conduct peer review. 	<p><i>Just the Facts Writing Your Own Research Report</i> by Nancy Loewen <i>The Gruesome Truth About the Greeks, the Middle Ages, the Egyptians</i> by Jillian Powell & Matt Buckingham <i>The Story of the World Volume 2: The Middle Ages</i> by Susan Wise Bauer (Honors)</p> <p>Teacher Resources: Reference <i>If...Then... Curriculum Assessment Based Instruction</i> from the Units of Study in Argument, Information, and Narrative Writing written by Lucy Calkins, published by Heinemann, pages 75-87 <i>Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions</i> by Lucy Calkins and Audra Robb</p> <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Smartboard/document camera • Online resources and websites • Chromebooks • Online notebooks <p>Assessment: Formative:</p> <ul style="list-style-type: none"> • Pre-assessment for narrative writing • Student/teacher conferences • Writing samples • Writer's notebooks • Student Performance Checklists • Student self-reflection • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Student writing
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<p>purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.A Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).</p> <p>L.7.2.B Spell correctly.</p>	<ul style="list-style-type: none"> • Editing • Students check for proper citations (e.g. direct quotation, paraphrasing, and summarizing). • Avoid plagiarism. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Accessing multiple avenues of investigation. • Researching and discussing issues generated by literary texts. • Extending research questions beyond their original focus. • Include the strongest facts, quotations, and/or examples to support and develop the topic • Students differentiate between genres (e.g. research report, historical narrative, narrative poetry, propaganda text) 	<ul style="list-style-type: none"> • portfolios • Student presentations • Standards Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics <p>Alternative: Conduct an interview</p>
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<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>L.7.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5.C Distinguish among the</p>		
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<p>connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Honors Goals:</p> <p>W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>		
Interdisciplinary Connections		
<p>Science: MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. Activity: Present and/or discuss ways in which human activity can impact Earth's systems in small groups. Compare the middle ages to present day.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: Model integrity, ethical leadership and effective management. 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Identify skills needed for effective communication in presentations, small group discussions, and debates.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. Activity: Practice effective communication skills during presentations, small group discussions, and debate.</p>		
Computer Science & Design Thinking		

Core Idea: The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data. **Activity:** Students will evaluate online sources to be utilized in research, utilize databases to locate topic appropriate information, and incorporate proper in-text citations into research.

Writing Unit 8~
Writing About Reading
June 1 week

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Students will review and reflect on writing throughout the year.</p> <p>Goals: W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p>Setting writing goals. Reflection on writing about reading</p>	<p>Core Materials: Units of Study for Reading Units of Study for Writing</p> <p>Supporting Materials: Leveled Bookroom Classroom Libraries Portfolios of student work Readers Notebooks</p> <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Smartboard/document camera • Online resources and websites • Chromebooks • Online notebooks <p>Assessment: Formative:</p> <ul style="list-style-type: none"> • Pre-assessment for narrative writing • Student/teacher conferences • Writing samples • Writer's notebooks • Student Performance Checklists • Student self-reflection • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Student writing portfolios • Student presentations • Standards Based Writing Rubrics • Writing Pathways

		Performance Assessments <ul style="list-style-type: none"> Rubrics <p>Alternative: Student/teacher conferences regarding reading and writing goals</p>
Interdisciplinary Connections		
Visual and Performing Arts: 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. Activity: Create visual art to represent knowledge and experiences gained during the school year.		
Career Readiness, Life Literacies, and Key Skills		
Career Readiness, Life Literacies, and Key Skills Practices: Plan education and career paths aligned to personal goals. 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. Activity: Assess school performance and identify personal and academic goals for success next year. Students create surveys to gather information on the different genres and topics discussed this school year.		
9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. Activity: Reflect on writing history and develop goals for writing next year with ELA teacher.		
Computer Science & Design Thinking		
Core Idea: The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data. Activity: Students will record, rate, and reflect on their goals in a reading/writing chart.		