

READINGTON PUBLIC SCHOOL DISTRICT
Seventh Grade English Language Arts Curriculum

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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, and experience and practice in effective writing traits within a workshop approach. 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 (70 percent) independently as well as sustained practice with texts in the eighth and ninth grade level as “stretch” texts (30 percent), 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 writer's 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. COMPONENTS OF BALANCED LITERACY

The components of a successful balanced literacy program in the middle school setting include the following:

- Reading Workshop
- Writing Workshop
- Word Study/Vocabulary Instruction

Reading Workshop: (Approximately 40 minutes daily)

The reading workshop is one component of a balanced literacy program. The reading workshop is comprised of four parts; the mini-lesson (no longer than 15 minutes), independent reading time with conferring, a mid-workshop teaching point, and finally a teaching share, partnership, or book club discussion.

Writing Workshop: (Approximately 40 minutes daily)

Just like reading workshop, the writing workshop is comprised of 4 parts. It begins with a mini-lesson (no longer than 15 minutes) and is followed by independent writing within a specific genre. During this time, students write about self-selected topics as the teacher conferences or pulls together small groups of writers who need the same type of support. The teacher will stop conferencing time for a mid-workshop teaching point. At the end of the writing workshop, there is a teaching share led by the teacher, which often sets up partnership sharing.

Vocabulary/Word Study:

Vocabulary instruction is part of a balanced literacy program where vocabulary is focused on and specifically taught. The language arts curriculum in seventh grade encourages the appreciation and curiosity for words and their meanings, as well as direct instruction to help students learn essential academic vocabulary terms used

throughout the units of study. Vocabulary instruction is a component for each grade and every level of reader and writer. In middle school, this instruction can be limited to 15-20 minutes. Students continue to make use of a range of strategies to determine and clarify the meaning of unknown and multiple-meaning words. The repertoire includes considering the word's use in a broader context that includes the content of the paragraph in which the word appears and the overarching structure of the text. Students will develop their abilities to interpret a variety of figurative language found in what they read, verify their inferences with word meanings, and make distinction among words based on connotation. Students will acquire new words through interactive language use, including informal talk, discussion, and responding to text as well as being taught words directly. It is important for word study and vocabulary development to transfer into students' independent reading and writing. To do this, the teacher coaches students to draw on what they have learned during word study as they read or write on their own.

During seventh grade, teaching and instruction focus on word meaning, word structure, and word-solving actions.

Word Meaning

- **Figurative Language**
Recognize and use words as metaphors and similes to make comparisons
- **Idioms**
Recognize and use metaphors that have become traditional sayings and in which the comparisons are not evident (*raining cats and dogs*)
- **Word Origins**
Understand many English words are derived from new inventions, technology, or current events
- **Words With Latin Roots**
Understand many English words have Latin roots- *ab, and, bene, cap, ce, cide, cor, cred, dic, duce, equa, fac, fer, form, grac, grad, hab, ject, lit, loc, man, mem, miss, mob, mimr, ped, pens, port, pos, prim, uet, scub, sep, sist, spec, train, tract, val, ven, vens, vid, voc*
- **Words with Greek Roots**
Understand many English words have Greek roots- *aer, arch, aster, bio, centr, chron, eye, dem, derm, geo, gram, graph, dyd, ology, meter, micro, phon, photo, phs, pol, scope, sphere, tel*

Word Structure

- **Syllables**
Recognize and use syllables: open syllable (*ho-tel*), closed syllable (*lem-on*), syllables with a vowel and silent *e* (*hope-ful*), syllables with vowel combinations (*poi-son, cray-on*), syllables with a vowel and *r* (*corn-er, cir-cus*), syllables in words with V-V pattern (*ri-ot*), syllables with double consonants (*lad-der*), syllables with consonant and *le* (*ta-ble*).
- **Plurals**
Understand the concept of plurals and plural forms: adding *-s* (*dogs, cats, apples, cans, desks, faces, trees, monkeys*); adding *-es* (when words end in *d, ch, sh, s, ss, tch, zz*); changing *-y* to *-I* and adding *-es*; changing spelling (*foot/feet, goose/geese, man/men, mouse/mice, woman/women*); adding an unusual suffix (*ox/oxen, child/students*), keep the same spelling in singular and plural form (*deer, lamb, sheep, mouse*) add either *-s* or *-es* in words that end in a vowel and *o* or a consonant and *o* (*radios, rodeos, kangaroos, zeroes, heroes, potatoes, volcanoes*)
- **Verb Endings**
Recognize and form various tenses by adding endings (*-es, -e, -ing, -d, -ful*) to verbs
- **Endings for Adjectives**
Recognize and use endings for adjectives that add meaning or change the adjective to an adverb (*-ly, -ally*)
Recognize and use endings for adjectives that add meaning or change the adjective to a noun (*-tion, -ible* for partial words; *-abel* for whole words) and some exceptions
- **Nouns**

Recognize and use nouns that are formed by adding *-tion, -ion, -sion, -ment, -ant, -ity, -ence, -ance, -ure, -ture*, including words that end in silent *e* or *y*

- **Adverbs**

Recognize and use adverbs that end in *e* (keep or drop the *e*: *truly, merely*), that end in *-ic* (*tragically, frantically*)

- **Suffixes**

Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs (*-er, -es, -r, -ing, -ily, -able, -ible, -ar, -less, -ness, -out, -coius, -tious*)

- **Contractions**

Recognize and understand multiple contractions with *not* and *have* (*shouldn't've*)

- **Possessives**

Recognize and use possessives that add an apostrophe and an *s* to a singular noun (*dog/dog's, woman/woman's, girl/girl's, boy/boy's*), that *its* does not use an apostrophe, and that a plural possessive like *women* uses an apostrophe and an *s* (*students/children's; men/men's*)

- **Prefixes**

Recognize and use common prefixes (*re-, un-, im-, in-, il-, dis-, non-, mis-, trans-, pre-, en-, em-, inter-, intra-, con-, com-, sub-, super-, mal-, ex-, per-, circum-, in-, ad-, ob-, subj-, com-, dis-, ex-*) as well as prefixes that refer to numbers (*uni-, bi-, tri-, cent-, dec-, mon-, multi-, con-, pent-, poly-, quad-, semi-*)

Recognize and use assimilated prefixes that change form to match the root word: *in-* (*immigrate, illegal, irregular*), *ad-* (*address, approach, aggressive*), *ob-* (*obstruct, opportunity*), *sub-* (*subtract, suppose, surround*), *com-* (*commit, collide, corrode*), *dis-* (*distinguish, difference*), *ex-* (*expand, expose, eccentric, efficient*)

- **Abbreviations**

Recognize and use abbreviation (state names; weights; *Sr., Jr., Ph.D.*)

- **Word Solving Actions**

Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word

Connect words that are related to each other because they have the same base or root word (*direct, direction, directional*)

Use the dictionary; an electronic or a hard copy to discover word history

Distinguish between multiple meanings of words when reading texts

Recognize and use the different types of dictionaries: general, specialized (synonyms, abbreviations, theme or topic, foreign language, thesaurus, electronic)

Understand the concept of *analogy* and its use in discovering relationships between words and among words

Use knowledge of Greek and Latin roots in deriving the meaning of words while reading texts

Use knowledge of prefixes, root words, and suffixes to derive the meaning of words while reading texts

A schedule for readers/writers workshop for an 80-85 minutes block of literacy while incorporating time for vocabulary/word study instruction is as follows:

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| 30 minutes Extended Read Aloud with Whole Class Discussion | 10 minute mini-lesson | 30 minutes Extended Read Aloud with Whole Class Discussion | 10 minutes mini-lesson | 10 minutes mini-lesson |
| 30 minutes Independent Reading | 30 Minutes Independent Reading | 25 minutes Independent Reading | 25 Minutes Independent Reading | 25 Minutes Independent Reading |
| | 35 minutes Writing | | 40 minutes Writing | 40 minutes Writing |

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| 15 minutes Writing about Reading | (10 minute mini lesson and 25 minutes of writing) | 20 minutes Writing about Reading | (10 minute mini lesson and 25 minutes of writing) | (10 minute mini lesson and 25 minutes of writing) |
| 5-10 minutes Vocabulary/Word Exploration | 5-10 minutes Vocabulary/Word Exploration | 5-10 minutes Vocabulary/Word Exploration | 10 minutes Vocabulary/Word Exploration | 10 minutes Vocabulary/Word Exploration |

III. GOALS (Linked to [New Jersey Learning Standards](#))

Reading Standards for Reading Literature:

Key Ideas and Details
 Craft and Structure
 Integration of Knowledge and Ideas
 Range of Reading and Level of Text Complexity

Reading Standards for Reading Informational Text:

Key Ideas and Details
 Craft and Structure
 Integration of Knowledge and Ideas
 Range of Reading and Level of Text Complexity

Writing Standards:

Text Types and Purposes:

Production and Distribution of Writing

NJSLS.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").

NJSLS.W.7.9.B

Apply *grade 7 Reading standards* 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").

Range of Writing:

NJSLS.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.

Speaking and Listening Standards:

Comprehension and Collaboration
 Presentation of Knowledge and Ideas

Language Standards:

Conventions of Standard English
 Knowledge of Language
 Vocabulary Acquisition and Use

IV. ASSESSMENT

Student learning will be assessed through:

- Running Records
- Student/teacher conferences
- Reading logs
- Reading pace and stamina
- Contributions to book clubs
- Fountas and Pinnell Reading Level Assessment conducted at least four times a year for students that are below benchmark at the beginning of 6th 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

V. Scope and Sequence

| | Reader's Workshop | Writer's Workshop |
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| Unit 1 Sept/Oct 6 Weeks | Reading Realistic Fiction: Analyzing key elements of a story (characters, conflicts, setting, and point of view) | Narrative Writing: Extending storylines |
| Unit 2 Oct/Nov 6 weeks | Nonfiction Reading for Information | Informational Essay: Descriptive, chronological summary of an historical event |
| Unit 3 Nov/Dec 5 weeks | Drama | Scripted pieces adapted from other source materials (eg. poems, fairy tales, folk tales, nonfiction) |
| Unit 4 Jan/Feb 6 weeks | Mysteries and Strategies for Close Reading | Argument Essay: Taking a position on the validity of the outcome of one of three famous trials |
| Unit 5 Feb/March 5-6 weeks | Classics | Literary Essay: Analyzing and interpreting themes within a text Honors: Comparing Themes across texts |
| Unit 6 April/May 6 weeks | Social Issues (Fiction) | Editorial Writing of an aspect of a social issue addressed in Social Issue novels (Explain/interpret, criticize, persuade, praise) |
| Unit 7 May/June 6 weeks | Historical Fiction Book Clubs | Short Research Reports: Topics of interest from the middle ages Combining research and narrative writing to develop a realistic fiction story from the Middle Ages |

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| Unit 8 June 1 week | Launching a Summer of Reading | Writing about reading: Maintaining focus and developing stamina. |
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7th Grade Readers Workshop

Unit 1: Setting up Independence While Reading Realistic Fiction 5-6 weeks September/October

| Understandings | Teaching Points (Possible Mini-Lessons) | Mentor Texts/Resources |
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| <p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Readers recognize that stories have certain elements in common. 2. Readers recognize that characters are multifaceted and dynamic. 3. Readers recognize that craft and structure used by authors enhance or impact the story. 4. Readers recognize that authors use specific word choices to enhance a story. <p>Goals:</p> <p>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.</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> | <ul style="list-style-type: none"> • Readers keep track of their reading, developing systems that allow them to reflect on how reading is going for them both in the short term and in the long term. (Notebooks, post-it notes, graphic organizers, reading logs) • Readers come to discussions prepared to share their thinking and to listen to the opinion of other. • When readers talk about their book, they make decisions about how to retell in thoughtful ways, such as focusing on character development, or issues and themes that are emerging, or on what's happening now and what led up to that. • A thoughtful reader is actively engaged with the text. They think, identify, analyze, and infer to deeply comprehend the text. • There are certain elements every story must have to be considered a great story: Theme, character, plot, setting, point of view, and structure. • Plot is a series of events related to a central conflict. A plot usually involves the introduction of the conflict, the events that lead to the climax and the resolution. • Writers make careful choices | <p>Mentor Texts:</p> <p>"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>Teacher Resources:</p> <p><u>Notice and Note Strategies for Close Reading</u> by Kylene Beers and Bob Probst</p> <p>Possible Book Club Books:</p> <p><u>Secrets of My Hollywood Life</u> by Jen Calonita <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:</p> <p><u>Peak</u> <u>I am the Cheese</u></p> |

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| <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 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</p> | <p>about how they describe a story's main character. The changes a character goes through in a story can reveal the writer's message or theme.</p> <ul style="list-style-type: none"> • In addition to physical descriptions of the time and place, setting can also be revealed by how characters talk and behave. • Setting is important in the creation of "mood" the feeling or emotion created by a story. • Readers understand that authors decide from whose point of view a story will be told. Varying characters' points of view provide different information in a story. • 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. • Elements of the author's craft including the deliberate choice of words, the ways they structure pieces of writing, and the tones they create all lead the reader to feel and react in ways that the author intends. • Readers deepen their understanding of a text by identifying and analyzing evidence from the text that supports their theories about characters, theme, plot, tone, setting, and point of view. • Authors develop characters by telling readers directly about their characters, but they also use a character's speech, thoughts, effect on others, actions, and looks to develop | <p><u>Ok for Now</u> <u>Tangerine</u></p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Grade 7 2011-2012 (Available on the shared drive)</p> <p>Common Assessment: Fountas and Pinnell 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> |
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| <p>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> | <p>them.</p> <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. 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. | |
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**Readers Workshop Unit 2:
Nonfiction/Reading for Information
6 weeks October/November**

| Objectives | Teaching Points (Possible Mini-Lessons) | Mentor Texts/Resources |
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| <p>Enduring Understandings:</p> <p>Readers Recognize:</p> <p>Different texts have different</p> | <ul style="list-style-type: none"> Readers know that good nonfiction includes compelling details, | <p>Mentor Texts (Instructional Read Aloud):</p> <p><i>Oh Rats! The Story of Rats and People</i></p> |

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| <p>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>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</p> | <p>interesting facts and anecdotes, and clear structure.</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. • Nonfiction readers understand that authors present information in a variety of ways to serve a variety of purposes. (text structure) • Readers of nonfiction understand the importance of differentiating between concrete details and feelings/opinions in a piece of informational text. • Nonfiction text readers read to find specific information. (text evidence to answer questions and support theories) • Nonfiction text readers read to explore new information and concepts. • Nonfiction readers use that new information to build background knowledge about new topics. • Essays are short pieces of nonfiction that express a writer's thoughts about a subject and can be personal, argumentative or informative and readers need to identify the writer's purpose for writing about a subject. • Readers of argumentative essays analyze the main idea | <p>By Albert Marrin <u>Witches: The Absolutely True Tale of Disaster in Salem</u> by Rosalyn Schanzer <u>Truce: The Day the Soldiers Stopped Fighting</u> by Jim Murphy <u>Trapped!</u> by Marc Aronson <u>Buried Alive! How 33 Miners Survived for 69 Days Deep Under the Chilean Desert</u> by Elaine Scott <u>Trapped</u> ODYSSEY Magazine, September 2011 Issue <u>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</u> by Jim Murphy <u>The Giant and How He Humbugged America</u> by Jim Murphy</p> <p>Unit Texts and/or Texts to Use for Shared Reading of Excerpts: <u>Shipwreck at the Bottom of the World</u> by Jim Murphy (Level Y) <u>Blizzard! The Storm that Changed America</u> by Jim Murphy (Level Y) <u>The Great Fire!</u> by Jim Murphy (Level W) <u>Disasters: Natural & Man-Made</u> by Brenda Guiberson</p> <p>Honors: <u>Black Potatoes</u> by Susan Campbell Bartoletti <u>Members Only: Secret Societies, Sects, and Cults-Exposed</u> by Julie Tibbott</p> <p>Teacher Resources: <u>Curricular Units of Study for Readers Workshop</u> by Lucy Calkins. Unit Three Published by Heinemann 2011-2012 Electronic copy available on the shared drive Notice and Note: Strategies for Close Reading Nonfiction</p> <p>Assessment:</p> |
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| <p>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 different evidence or advancing different interpretations of facts.</p> <p>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.</p> <p>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.</p> <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>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:</p> <p>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.</p> <p>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.</p> <p>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>and supporting details to assess the effectiveness of the author's argument.</p> <ul style="list-style-type: none"> • Readers of descriptive essays identify sensory details and use them to help analyze the author's perspective. • Nonfiction text readers use context clues to decode words they do not understand. • Readers of nonfiction examine one or more central ideas and can summarize the text using evidence presented by the author. • Readers know that authors' have different positions on the same subject and readers assess how writers use evidence to advance their opinions. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Cite evidence that makes relevant connections. • How are supportive ideas 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. | <p>Running Records</p> <p>Student/teacher conferences</p> <p>Reading logs</p> <p>Student presentations</p> <p>Reader's notebooks</p> <p>Student self-reflection</p> <p>Rubrics</p> |
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Reader's Workshop Unit 3:
Drama
5 weeks November/December

| Objectives | Teaching points Possible Mini-Lessons | Mentor Texts/Resources |
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| <p>Enduring Understandings:</p> <ol style="list-style-type: none"> Dramatic literature is different from prose because it is intended to be performed. 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>Goals:</p> <p>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.</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 7.6 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>RL 7.7 Compare and contrast a written story, drama or poem to its 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,</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. 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 | <p>Mentor Texts (Instructional Read Aloud): Dramas:</p> <p><i>A Defenseless Creature</i> by Neil Simon</p> <p><i>A Christmas Carol: Scrooge and Marley</i> by Israel Horovitz</p> <p><i>Let Me Hear You Whisper</i> by Paul Zindel</p> <p><i>The Monsters are Due on Maple Street</i> by Rod Serling</p> <p><i>St. Crispian's Day Speech</i> Monologue by William Shakespeare</p> <p>Informational:</p> <p>Paired text articles</p> <p>"What Jane Austen Ate and Charles Dickens Knew" essay by Daniel Pool</p> <p>"Going Ape Over Language" article by Natalie Rosinsky</p> <p>Poetry:</p> <p>"The Charge of the Light Brigade" by Alfred Lord Tennyson</p> <p>Unit Texts (Texts for students to read in book clubs):</p> <p><i>Miracle Worker</i> by William Gibson</p> <p><i>Our Town</i> by Thornton Wilder</p> <p>Honors:</p> <p><i>12 Angry Men</i> by Reginald Rose</p> <p>Teacher Resources:</p> <p>Drama for Reading and Performance Collections, Perfection Learning</p> <p>Assessment:</p> <p>Fountas & Pinnell Running Record Assessment for any student not on benchmark in September of 7th grade.</p> |

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| <p>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>RI.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>RI.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>directions can be used to identify suspense in a dramatic work.</p> <ul style="list-style-type: none"> 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 a decisions Identify dramatic irony and how it is used to create suspense or humor | <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>Student/teacher conferences Reading logs Student presentations Reader's notebooks Student self-reflection Rubrics</p> |
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**Readers Workshop Unit 4:
Mysteries and Strategies for Close Reading
January 6 weeks**

| Understandings | Teaching Points (Possible Mini-Lessons) | Mentor Texts/Resources |
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| <p>Enduring Understandings: Authors make specific decisions regarding setting and character behavior in order to reveal necessary clues to solve the mystery</p> | <p>Teaching Points:</p> <ul style="list-style-type: none"> Familiarize oneself with mystery specific vocabulary Gather background information from the text about each character | <p>Mentor Texts (Instructional Read Aloud): "The Speckled Band" by Arthur Conan Doyle</p> |

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| <p>Readers need to adopt the perspective of the crime solver when reading a mystery</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>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.8.3. 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.8.4. Determine the meaning of</p> | <ul style="list-style-type: none"> • 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 the text • How does an author's word choice impact mood and tone in a mystery | <p>"The Blue Carbuncle" by Arthur Conan Doyle</p> <p>"Copper Beeches" by Arthur Conan Doyle</p> <p>"The Red-Headed League" by Arthur Conan Doyle</p> <p>Poetry Resources:</p> <p>"Ten Little Indians" by</p> <p>"The Raven" by Edgar Allan Poe</p> <p>"Annabel Lee" by Edgar Allan Poe</p> <p>Unit Texts (Texts for students to read in book clubs):</p> <p><u>The Deadman in Indian Creek</u> by Mary Downing Hahn</p> <p><u>Mysterious Benedict Society</u> by Trenton Lee Stewart</p> <p><u>London Eye Mystery</u> by Siobhan Dowd</p> <p><u>Moon Over Manifest</u> by Clare Vanderpool</p> <p><u>Jeremy Fink and the Meaning of Life</u> by Wendy Mass</p> <p><u>The Haunting of Hill House</u> by Shirley Jackson</p> <p>Honors:</p> <p><u>And Then There Were None</u> by Agatha Christie</p> <p><u>Murder on Orient Express</u> by Agatha Christie</p> <p>Assessments:</p> <p>Running Records</p> <p>Student/teacher conferences</p> <p>Reading logs</p> <p>Student presentations</p> <p>Reader's notebooks</p> <p>Student self-reflection</p> <p>Rubrics</p> <p>Summative Assessment:</p> <p>Students create a map of the</p> |
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| 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. | | setting of their story and use textual evidence to indicate the clues gathered at each location on the map. |
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**Readers Workshop Unit 5:
Classics in Book Clubs
6 weeks February/March**

| Understandings | Teaching Points (Possible Mini-Lessons) | Mentor Texts/Resources |
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| <p>Enduring Understandings: Readers use strategies to understand complex and classic texts</p> <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: 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</p> | <p>Teaching Points: Bend 1: Strategies to understand complex classic literature:</p> <ul style="list-style-type: none"> When reading classic literature, we ask ourselves, <i>What makes the characters memorable? How are they complex?</i> 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 | <p>Mentor Texts: 'A Retrieved Reformation' by O. Henry 'Charles' by Shirley Jackson 'Amigo Brothers' by Piri Thomas 'Legend of Sleepy Hollow' by Washington Irving 'Ransom of Red Chief' by O. Henry 'The Lottery' by Shirley Jackson</p> <p>Unit Texts (Texts for students to read in book clubs): <u>White Fang</u> by Jack London <u>Black Beauty</u> by Anna Sewell <u>Where the Red Fern Grows</u> by Wilson Rawls <u>The Hobbit</u> by J. R. R. Tolkien</p> <p>Honors: <u>Just So Stories</u> by Rudyard Kipling <u>A Tree Grows in Brooklyn</u> by Betty Smith</p> <p>Assessment: Fountas & Pinnell Running Record Assessment for any student not on benchmark in December of 7th grade. <ul style="list-style-type: none"> Reading Rate 215-245 wpm is benchmark for 7th grade Comprehension Fluency </p> |

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| <p>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 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>by using strategies including: context clues, Greek and Latin affixes, Root words, dictionaries.</p> <ul style="list-style-type: none"> 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 time?</i> 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 affect 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. | <p>Reading Benchmark: Level Z Level Y: Approaching expectations Level X or below: Does not meet expectations</p> <p>Student/teacher conferences Reading logs Student presentations Reader's notebooks Student self-reflection Rubrics</p> |
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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.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Additional Honors Goals:

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.

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.

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.

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.

- Readers consider the theme(s) of classic texts by asking, *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?*
- 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?

Additional Honors Teaching Points:

- 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, *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?*

**Readers Workshop Unit 6:
Social Issues/Fiction
April/May 6 weeks**

| Understandings | Teaching Points (Possible Mini-Lessons) | Mentor Texts/Resources |
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| <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 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, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. SL.7.1 Engage effectively in a</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 characters are dealing with issues. • 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 | <p>Mentor Texts (Instructional Read Aloud): <u>Outsiders</u> by S.E. Hinton (Z)</p> <p>Unit Texts (Texts for students to read in book clubs):</p> <p><u>Swallowing Stones</u> by Joyce McDonald (Unleveled; Lexile 820) <u>December Stillness</u> by Mary Downing Hahn (Unleveled; Lexile 860) <u>Define Normal</u> by Julie Anne Peters (Y) <u>Hold Fast</u> By Blue Balliett (Y) <u>Tiger Eyes</u> by Judy Blume (W)</p> <p>Honors: <u>I am The Cheese</u> by Robert Cormier (Z) <u>Tangerine</u> by Edward Bloor <u>Skinny</u> by Donna Cooner (Z)</p> <p>Teacher Resources: <u>Teaching Students to Read Like Detectives Comprehending, Analyzing, and Discussing Text</u> 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>Assessment: Running Records</p> |

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| <p>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 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</p> | <p>story—this notion of theme is an idea that appears in more than one story.</p> <ul style="list-style-type: none"> • 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 (physical traits, dialogue, actions, attire, opinion, and point of view.) • 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. | <p>Student/teacher conferences</p> <p>Reading logs</p> <p>Student presentations</p> <p>Reader's notebooks</p> <p>Student self-reflection</p> <p>Rubrics</p> |
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| <p>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 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> | | |
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Readers Workshop Unit 7:
Historical Fiction
May/June 6 weeks

| Understandings | Teaching Points (Possible Mini-Lessons) | Mentor Texts/Resources |
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| <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,</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 | <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> |

and practice everything we know about reading for central ideas and themes.

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 effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

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.

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.

RI. 7.6 Determine an author's

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- Readers keep track of the relationship between the development of characters as it relates to the unfolding of historical events by creating *two-layer timelines*.
- 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 through the perspective of characters other than the main character. If 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.
- 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?

Additional Honors Teaching Points:

- 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

Honors:

Sword of the Rightful King by Jane Yolen

The Trumpeter of Krakow by Eric Kelly

Teacher Resources:

Reference *If...Then...*

Curriculum Assessment Based Instruction from the Units of Study in Argument, Information, and Narrative Writing written by Lucy Calkins, published by Heinemann, pages 75-87

Assessment:

Fountas & Pinnell Running Record Assessment for any student not on benchmark in September of 7th grade.

- Reading Rate 215-245 wpm is benchmark for 7th grade
- Comprehension
- Fluency

Reading Benchmark: Level Z

Level Y: Approaching expectations

Level X or below: Does not meet expectations

Student/teacher conferences

Reading logs

Student presentations

Reader's notebooks

Student self-reflection

Rubrics

Summative Assessment:

Student created best poetry work collected for peer review and presentation. Possibilities include an anthology of poems, a collection of poems by a particular author, a collection of written poems from the student about a particular topic, personal or class anthology, a display, or a

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| <p>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>predictions.</p> | <p>performance reading for others.</p> |
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Readers Workshop Unit 8:
Launching a Summer of Reading
June 1 week

| Understandings | Teaching Points (Possible Mini-Lessons) | Mentor Texts/Resources |
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| <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, scaffolding as needed.</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>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> <p>Assessment: Summer reading goals Book lists</p> |

7th GRADE WRITING

Writer's Workshop Unit 1 ~ Narrative Writing: Extending Storylines
September/October 6 weeks

| Understandings | Teaching Points (Possible Mini-Lessons) | Mentor Texts/Resources |
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| <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 well-structured event sequences. 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. W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 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. W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey</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 character helps, main character must apply lesson learned to new conflict, original conflict is not resolved, how might it continue? 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. | <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</i>, Unit 1 Narrative - 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 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 <i>Writing Pathways: Performance Assessment and Learning Progressions, Grades 6-8</i></p> <p>Assessment: Student/teacher conferences Teacher's College Scored District Benchmark Assessment for Student Writings in Narrative 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</p> |

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| <p>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 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</p> | <ul style="list-style-type: none"> • 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. See if you can replicate that craft in your own writing. Try using metaphors and symbolism to create an emotional tone. • 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 | <p>Pre-assessment for narrative writing</p> <p>District benchmark assessment narrative writing</p> |
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| <p>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 (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5.B Use the relationship between</p> | <p>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> <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 backstory), or write a scene that jumps back to the past (a flashback). | |
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| <p>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: 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> | | |
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**Writer's Workshop Unit 2:
Informational Essay
October/November 6 weeks**

| Understandings | Teaching Points (Possible Mini-Lessons) | Mentor Texts/Resources |
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| <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 an historical event involves descriptive and summary writing.</p> <p>Information must be carefully organized to allow readers to deepen their knowledge and comprehension of a topic.</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. Achronological structure provides summaries and descriptions of a significant event's key moments in the order in which they occurred. Examine pieces by others to learn about informational strategies. | <p>Mentor Texts (Instructional Read Aloud): <u><i>Oh Rats! The Story of rats and people</i></u> By Albert Marrin <u><i>Witches: The Absolutely True Tale of Disaster in Salem</i></u> by Rosalyn Schanzer <u><i>Truce: The Day the Soldiers Stopped Fighting</i></u> by Jim Murphy <u><i>Trapped!</i></u> by Marc Aronson <u><i>Buried Alive! How 33 Miners Survived for 69 Days Deep Under the Chilean Desert</i></u> by Elaine Scott</p> |

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| <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 support from peers and adults, develop and strengthen writing as</p> | <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 open-ended and require research and considerable thinking to answer. Students research to find sources and evaluate their | <p><i>Trapped</i> ODYSSEY Magazine, September 2011 Issue <u><i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i></u> by Jim Murphy <u><i>The Giant and How He Humbugged America</i></u> by Jim Murphy</p> <p>Teacher Resources: <i>A Curricular Plan for the Writing Workshop, Grade 7, 2011-2012, (Informational Writing, Unit 3)</i> by Lucy Calkins <u>Writing Pathways</u> <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. Informational Writing Checklist http://readingandwritingproject.com/</p> <p>Assessment: Student/teacher conferences Informational writing pre-assessments Teacher's College Scored District Benchmark Assessment for Informational Writing 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</p> |
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| <p>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>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>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>relevance to their research questions, as well as revise their research questions based on the information they find.</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</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>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: 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. 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> | | |
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Writer's Workshop Unit 3 - Script Writing
November/December 6 weeks

| Understandings | Teaching Points (Possible Mini-Lessons) | Mentor Texts/Resources |
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| <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 well-structured event sequences. 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. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 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"). L.7.1 Demonstrate command of the conventions of standard</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 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. 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. | <p>Mentor Texts: <i>A Defenseless Creature</i> by Neil Simon <i>A Christmas Carol: Scrooge and Marley</i> by Israel Horovitz <i>Let Me Hear You Whisper</i> by Paul 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. <i>Writing Pathways</i></p> <p>Assessment: Student/teacher conferences Teacher's College Scored District Benchmark Assessment for Informational Writing 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</p> |

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| <p>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>Research shades of meaning, nuances of words, or common period phrases as needed.</p> <ul style="list-style-type: none"> • 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. | |
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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: 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</p> | | |
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| <p>purpose and audience have been addressed.</p> <p>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.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> | | |
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Writer's Workshop Unit 4:
Argument Essay
January/February 6 weeks

| Understandings | Teaching Points (Possible Mini-Lessons) | Mentor Texts/Resources |
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| <p>Enduring Understandings:</p> <p>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:</p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</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: Learning to Make Judgments Based on Criteria Developing and Supporting Criteria for | <p>Mentor Texts (Instructional Read Aloud):</p> <p><i><u>Oh, Rats! The Story of Rats and People</u></i> By Albert Marrin</p> <p><i>Nonfiction resource packets on topics:</i></p> <p><i>Organic or not?</i></p> <p><i>Is Diet Soda healthy?</i></p> <p><i>Are energy drinks safe?</i></p> <p><i>College football players and Unions?</i></p> <p><i>Lunch cafeteria foods</i></p> <p><i><u>The Giving Tree</u></i> by Shel Silverstein</p> <p>Teacher Resources:</p> <p><i><u>Teaching Argument Writing by George Hillocks, Jr. Grades 6-12</u></i></p> |

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| <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 speaking.</p> <p>L.7.1.A Explain the function of</p> | <p>Arguments of Judgment</p> <ul style="list-style-type: none"> 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><i>PDF file of Research-Based Argument (Persuasive) Essays 2012 Teachers College Version Unit 4</i></p> <p><i>Units of Study in Argument, Information, and Narrative Writing by Lucy Calkins</i></p> <p><i>Writing Pathways, Grades K-8 Performance Assessments and Learning Progressions by Lucy Calkins</i></p> <p><i>Pathways to the Common Core Accelerating Achievement by Lucy Calkins</i></p> <p>Assessment:</p> <p>Student/teacher conferences</p> <p>Teacher's College Scored District Benchmark Assessment for Argument Writing</p> <p>Writing samples and student writing portfolios</p> <p>Student presentations</p> <p>Writer's notebooks</p> <p>Student Performance Checklists</p> <p>Student self-reflection</p> <p>Standards Based Writing Rubrics</p> <p>Writing Pathways Performance Assessments</p> <p>Learning Progressions</p> <p>Rubrics</p> |
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phrases and clauses in general and their function in specific sentences.

L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2.A Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

L.7.2.B Spell correctly.

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

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.

L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

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.

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| <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> | | |
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Writer's Workshop Unit 5:
Literary Essay
February/March 6 weeks

| Understandings | Teaching Points (Possible Mini-Lessons) | Mentor Texts/Resources |
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| <p>Enduring Understandings: Writing about the themes and 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.</p> | <p>Generating Ideas</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 influence 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 that 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, | <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 <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>Assessment(s): Student/teacher conferences 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</p> |
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| <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.7.9. 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</p> | <p>disgust, or admiration?) Responses 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, 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. | |
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| <p>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, 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</p> | | |
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| <p>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>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> | | |
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**Writer's Workshop Unit 6:
Editorial Writing on Social Issues
April/May 6 weeks**

| Understandings | Teaching Points (Possible Mini-Lessons) | Mentor Texts/Resources |
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| <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. 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</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 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 | <p>Mentor Texts (Instructional Read Aloud): Nytimes.com - 10 Ways to Teach Argument Writing Newsela.com - opinion articles 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>Assessment: Student/teacher conferences 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</p> |

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| <p>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> <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</p> | <p>beliefs and develop your case using facts, details, figures, quotations. Pick apart the other side's logic.</p> <ul style="list-style-type: none"> • 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 | |
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| <p>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 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</p> | | |
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| <p>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> | | |
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Writer's Workshop Unit 7
Short Research Reports
May/June 3-4 weeks

| Understandings | Teaching Points (Possible Mini-Lessons) | Mentor Texts/Resources |
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| <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>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. 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). B. Develop the topic with relevant facts, definitions, concrete</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 their topic and identify interesting aspects of their topic. 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. | <p>Mentor Texts: <i>Writing Short Reports</i> <i>Just the Facts</i> <i>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...</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 <i>Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions</i> by Lucy Calkins and Audra Robb</p> <p>Assessment: Student/teacher conferences</p> |

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| <p>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 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</p> | <ul style="list-style-type: none"> 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. 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. | <p>Writing samples and student writing portfolios</p> <p>Student presentations</p> <p>Writer's notebooks</p> <p>Student Performance Checklists</p> <p>Student self-reflection</p> <p>Standards Based Writing Rubrics</p> <p>Writing Pathways Performance Assessments</p> <p>Learning Progressions Rubrics</p> |
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| <p>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> <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,</p> | <ul style="list-style-type: none"> • 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) | |
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| <p>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 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.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating</p> | | |
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| <p>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> | | |
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**Writer's Workshop 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>Resources: Portfolios of student work Readers Notebooks</p> |

Bibliography

Quotations and citations were not specifically referenced in the curriculum document, but much credit should be given to The Reading and Writing Project and Lucy Calkins, as well as her colleagues. Our curriculum document would not be possible without the thinking and research of this organization.

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