

FREEHOLD BOROUGH SCHOOL DISTRICT
280 Park Avenue
Freehold, NJ 07728
Monmouth County

Office of Curriculum & Instruction



Course Title: ELA

Grade: 7

Board of Education Adoption Date: June 22, 2015

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Freehold Borough School District

District Mission

We will inspire the creativity and imagination of all students and empower them as knowledgeable, skillful, and confident learners who flourish and contribute willingly in a changing world.

Core Beliefs

We believe that:

- All people have inherent worth.
- Life-long learning is basic to the survival and advancement of society.
- The primary influence on the individual's development is the family in all its forms.
- Valuing diversity is essential to individual growth and the advancement of society.
- All individuals have strengths and human potential has no known limits.
- Democracy thrives when individuals accept responsibility for their choices.
- Being trustworthy builds trust.
- Creativity and imagination are essential for society to flourish.
- A safe environment is essential for the well-being of the individual and for society to flourish

Freehold Borough School District

Philosophy

The philosophy for our curriculum is developed with a democratic system of beliefs and values. Believing that our students deserve the best education, our curriculum is aligned to the most current New Jersey Core Curriculum Content Standards and current statewide assessments. Our scope and sequence is vertically and horizontally aligned. The progression of objectives embraces decades of rigorous research, conducted both independently and at the university level, and acknowledges that children develop differently and that learning experiences and strategies for performance are differentiated. Our borough is a diverse community, rich in tradition and spirit. Knowledge is a fusion balancing authentic experience and content, which language arts literacy skills are integrated with other content areas. Our curriculum contains common expectations that are rigorous and student centered, and teachers, who are most proximal to the children, will use this document as an instrument to ensure student success.

To ensure that our children are successful and receive the best education, this curriculum document, our staff will continuously collaborate on this living document. We will develop purposeful and effective formative and summative assessments which measure growth of our curriculum and inform our instruction. Finally, we will continuously seek to grow professionally through professional development, which is aligned to statewide regulations, but specifically geared to benefit our curriculum, school, and children.

General Curriculum & Instruction Objectives

- Teachers will employ lessons that are aligned to our curriculum and framed utilizing current research-based methods and techniques that focus on student achievement
- Our lessons will be structured according to statewide and district standards and our teachers will have flexibility to ensure that lessons meet the needs of all learners
- Units and lessons will be differentiated
- Curriculum is be student focused on success and balances developmental theory and psychometric standards
- Democratically developed benchmarks and assessments will be utilized to gauge student and curricular growth. Assessment will be multidimensional and developed according to student need.

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Educational Outcome Goals/Course Overview

Instructional Methods

Instructional Read Aloud - Teachers have always read aloud to young children, but recent research has shown that reading aloud can benefit middle and secondary students as well. Reading aloud to teenagers stimulates their imaginations and emotions; models good reading behavior; exposes them to a range of literature; enriches their vocabularies and understanding of sophisticated language patterns; makes difficult text understandable; models the fact that different genres are read differently; supports independent reading; and can encourage a lifelong enjoyment of reading.

The purpose of Interactive Read Aloud is for students to hear fluent reading as they develop higher level thinking skills such as analysis, synthesis and inference, and for teachers to explicitly model skills and strategies through Read Aloud-Think Alouds. Read Alouds expose students to a variety of genres and culturally relevant texts. Favorite texts and mentor texts are selected for special features and can be reread many times.

Student talk is linked directly to comprehension. Building the ability to communicate and think about texts is highly valued in the literacy classroom. During the read-aloud, teachers foster discussion about a text amongst the class. The teacher may show portions of the text to students on the document camera or by handing out sections of the text for students to hone in on and close read. However, at the middle level, it is highly recommended that students activate listening during a read aloud- by not having a copy of the text. This supports engagement and enhances active learning.

Read aloud can happen in a 40 minute block, incorporating read aloud and talk and stop and jot in the reader's notebook. It can happen 1-2 times per week. Shorter periods of read aloud can happen across the week at shorter intervals of time.

Research Evidence for Independent Reading and Reading Achievement

“Struggling readers need to read a lot because it is during the actual reading that they can practice all those complicated strategies and skills they are developing in unison. There is good evidence (Torgeson & Hudson, 2006) that we can design interventions that include word recognition skills and strategies and still be left with students who cannot read fluently and with comprehension. It isn't that teaching struggling readers better word reading skills and strategies isn't important, but rather that better word reading skills and strategies will not necessarily improve the reading of text—real reading, the ultimate goal. What we need in order to help struggling readers develop is the substantially more complicated achievement of reading text

accurately, fluently, and with comprehension. The only way to do this is to design interventions such that struggling readers engage in lots of text reading.” -Allington, R. A. (2009). *What Really Matters in Response to Intervention: Research-based Designs*. Boston, MA: Pearson Education.

Krashen, S. (2004). *The Power of Reading: Insights from the Research (2nd ed.)*. Portsmouth, NH: Heinemann. Krashen reports that in 93% of reading comprehension test comparisons, children who read in class or who read more in class performed as well or better than counterparts who didn't read or didn't read as much.

Allington, R. (2000). *What Really Matters for Struggling Readers: Designing Research-based Programs*. NY: Longman. “Replacing whatever went on in classrooms with added reading time was just as effective as, or more effective than, traditional instruction in enhancing reading comprehension.”

Lewis, M. & Samuels, S. J. (2005). *Read More, Read Better? A Meta-analysis of the Literature on the Relationship Between Exposure to Reading and Reading Achievement*. Unpublished manuscript, University of MN, Minneapolis. Lewis and Samuels report on a meta-analysis of experimental studies of the relationship between “exposure to reading” (independent reading in any format) and reading achievement. Results provided clear causal evidence that students who have in-school independent reading time in addition to regular reading instruction do significantly better on measures of reading achievement than peers who have not had reading time. Reading time was especially beneficial for students at earlier stages of reading development: students in lower grades, those experiencing difficulties in learning to read, and students learning English as a second language.

Block, C. & Mangieri, J. (2002). *Recreational Reading: Twenty Years Later*. *The Reading Teacher*, Vol. 55, No. 6, pp. 572-580. Block and Mangieri report that abundant recreational reading (in and out of school) has been linked to higher achievement test scores, vocabulary growth, and more sophisticated writing styles.

Taylor, B. Frey, M., & Maruyama, K. (1990). *Time Spent Reading and Reading Growth*. *American Educational Research Journal*, Vol. 27, pp. 351-362. As few as 15 extra minutes of reading make a difference, especially for struggling readers.

During independent reading, students read in their heads. They read alone. They read just right texts mostly - sometimes applying strategies explicitly taught to grade level texts as well. Students can read the same book in partnerships or in a book club. They still read alone, but set goals together and meet to discuss what was read.

Conferring and Small Groups - While students read, the teacher meets with students to support their reading.

Please see http://www.scholastic.com/teachers/top_teaching/2009/10/reading-workshop for further clarification on the mini-lesson and independent reading.

Core Materials

Resources – Unit 1

Dream Susan Bosak
“*Seventh Grade*” Gary Soto
House on Mango Street Sandra Cisneros
Marley and Me John Grogan
Knots in My Yo-Yo String Jerry Spinelli
TC Assessment Binder
Writer’s and Reader’s Notebooks
Independent Reading Books

Resources – Unit 2

Excerpts from the following:
The Outsiders - S.E. Hinton
“*Staying Gold*” - Robert Frost
The Outsiders movie - Francis Ford Coppola
“*What’s the Worst that Could Happen?*” - Bruce Coville
“*Shells*” - Cynthia Rylant
“*The Party*” - Pam Munoz Ryan

Resources – Unit 3

News Articles
Magazines
Vast selection of natural disaster informational text
National Geographic Videos

Resources – Unit 4

Excerpts from the following:
The Ender’s Game - Orson Scott Card
Hitchhiker's Guide to the Galaxy - Douglas Adams
Futuristic Short Stories
Nonfiction articles on technology
Various Media Clips

Resources – Unit 5	
<p>Writer’s and Reader’s Notebooks Independent Reading Books Posters Articles on Social Issues Websites for Organizations</p>	

Resources – Unit 6	
Primary Source Readings	See Learning Plan – Readings are embedded
Secondary Source Readings	
Supporting Text pages	
Teacher Resources	
Texts:	
Supplemental Workbooks:	
Websites:	
www.parcconline.org	
www.achievethecore.org	
Worksheets:	
Videos:	

Resources – Unit 7	
<p>Writer’s and Reader’s Notebooks Independent Reading Books Various written works by selected authors Various Mentor Texts Plays Various Mentor Texts of Fantasy Stories</p>	

Pacing Guide

Unit	Anticipated Timeframe
Unit 1	3 weeks
Unit 2	6 weeks
Unit 3	6 weeks
Unit 4	6 weeks
Unit 5	5 weeks
Unit 6	2 weeks
Unit 7	6 weeks

Grade 7 ELA Overview

Unit	Reading	Writing
Launching Reader's and Writer's Workshop 4 Weeks / September	Independent Reading Reading Fiction	Memoir
Fictional Reading and Writing Narrative 5 Weeks / October/November	Reading Realistic Fiction	Realistic Fiction Story Responding to Literature
Informational Reading and Explanatory Writing November/ December	Reading Informational Texts	Explanatory Writing on the Impact of Natural and Man-Made Disasters
Informational & Science Fiction Reading and Argumentative Writing January-February	Science Fiction Informational Texts	Science Fiction Story Argumentative Writing on the Impact of Technology
Informational Reading on Non-Profit Organizations and Explanatory and Persuasive Writing March - April	Informational Articles Informational Websites	Social Studies Connection - Colonies On Demand Essay Explanatory Writing Persuasive Writing on Getting Support/Donations
Test Prep April (10 Days)	Literature and Informational Texts	Write arguments to support claims Write informative/explanatory texts
Reading Literature and Writing Realistic Fiction Scripts May / June	Reader's Theater Plays/Scripts Author Study Fantasy/Dystopian	Realistic Fiction Plays Fantasy/Dystopian Story

Unit 1 Launching Reader's and Writer's Workshop
15 days

Rationale

In the beginning of the year, incoming seventh graders will learn the routines of the Reading and Writing Workshop. This is a pivotal unit. This is the time to foster a community of independent readers, thinkers, writers and speakers. Students will make goals, reflect, and leave this unit understanding that readers actively read and writers use a process to refine their work.

After students are acquainted with the Reading and Writing workshop, the unit's next purpose is to show students how their readings of published, well-known authors can serve as models for their own writing. In this unit students will be reading a variety of published memoirs to dissect the small moments chosen by authors. Students will be able to explain how each person's life is unique and everyone has a story to tell. Students will look at how authors use literary technique such as reflection, vivid imagery, and the senses to tell their stories in a way that captures their audience.

After analyzing these moments, the readers will then begin to assess their own lives. Students will strive to look for moments that have shaped their character development. Finally, students will use the knowledge that they have gained through close reading of memoirs to construct their own memoir.

Assessments & Products

- September Benchmark Assessment
- On Demand Narrative Writing
- TC Reading Assessments
- Essential Question Reflection
- Reading History Essay
- Published Memoir
- Writer's Notebook
- Reader's Response Notebook
- Grammar/ Mechanic Assessment

Essential Questions

What are the habits of strong readers and writers?

How are reading strategies used to engage thoroughly with a text?

How do writers use reflection to make sense of prior experiences?

Unit Learning Goals

Learning goals are derived from the CCLS for the unit. Scales are written to connect to learning goals.

- I can make inferences about a literary text and provide text evidence to support my ideas.
- I can determine a theme or central idea of a literary text and provide supportive text evidence.
- I can provide a summary of a literary text.
- I can figure out the importance of dialogue in a literary text such as how it reveals aspects of character.
- I can describe the tone of a text and provide evidence to support my claim.
- I can create a thesis statement.
- I can support my claim with clear reasons and relevant evidence.
- I can write a memoir using effective techniques such as zooming in on a small moment, relevant descriptive details, reflection and a well-structured event sequence.

Common Core Standards

Learning goals are derived from the CCLS.

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective

summary of the text.

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4 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.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

In this unit plan, the following 21st Century Life and Careers skills are addressed:			
Check ALL that apply – 21st Century Themes		Indicate whether these skills are:	
			<ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed
Career Ready Practices			
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	T	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	TA	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable

			research strategies.
	Insuring and Protecting	TA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	ETA	CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections			
8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge			
9.1—All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.			

Daily Teaching Objectives

Objectives are your measurable daily lessons and activities that help students achieve a learning goal. All objectives connect to learning goals.

Readers will independently identify 3 character traits of a main character and offer 3 pieces of text evidence to support their theories by using their independent reading book.

Readers will work collaboratively through a group read aloud to determine the central idea of a short story and offer several pieces of

text evidence to support their theories.

Readers will work collaboratively to provide a one-paragraph summary of a literary text by using the whole-class short story.

Readers will independently pull out 3 separate lines of dialogue that highlight distinct traits of the main character in their independent reading book.

Readers will independently pull out 3 separate lines of dialogue that highlight distinct traits of the minor character in their independent reading book.

Readers will create a timeline of events using their independent book to track the plot's progression.

Writers will generate a list of 5-10 possible moments in their lives to develop into a memoir.

Writers will craft a memoir by reflecting on past experiences, designing a clear setting and plot with strong characters.

Writers will work in partners to revise and evaluate each other's writing by providing clear and accurate feedback according to the narrative rubric.

Suggested Pacing Schedule

Week 1

- Begin TC reading assessments
- Reading History Essay – Am I a reader? Am I a writer?
- Review habits, routines, rituals and rules
- Students choose IR books
- Begin reading short story
- Qualities of strong writing – mechanic review

Week 2

- Generate list of small moments
- Choose a moment to expand
- Active reading strategies: How do I stop and jot? What strategies can I use to keep track of my text? How do I prepare for book talk?
- TC Reading Assessments
- Qualities of strong writing – mechanic review

Week 3

- Reading for long stretches of time
- Retelling and Summarizing
- Revising, editing memoir draft
- TC reading assessment
- Qualities of strong writing – mechanic review

Week 4

- Reading Independent Book
- Book Logs
- Qualities of strong writing – mechanic review
- Reading responses
- Publish Memoir

Teacher’s College Reading Assessments Should Be Complete!!!

Reading & Writing Skills	Instructional Methods
Questioning	Independent Reading & Writing

<p>Monitoring For Meaning</p> <p>Inferring</p> <p>Retelling</p> <p>Predicting</p> <p>Determining Importance</p> <p>Synthesizing</p> <p>Elaboration</p> <p>Finding Theme</p>	<p>Close Reading</p> <p>Guided Reading</p> <p>Small-Group Strategy Lessons</p> <p>Explicit, Whole-Group Mini-Lessons</p> <p>Explicit Strategy Instruction</p> <p>Read Aloud</p> <p>Partner Reading</p> <p>Turn and Talk</p> <p>Stop and Jot</p> <p>Reading Log</p> <p>Free-Writing</p> <p>Writing Process</p> <p>Think-Aloud</p>
Resources	Vocabulary
<p><i>Dream</i> Susan Bosak</p> <p>"Seventh Grade" Gary Soto</p> <p><i>House on Mango Street</i> Sandra Cisneros</p> <p><i>Marley and Me</i> John Grogan</p> <p><i>Knots in My Yo-Yo String</i> Jerry Spinelli</p> <p>TC Assessment Binder</p> <p>Writer's and Reader's Notebooks</p> <p>Independent Reading Books</p>	<p>Elements of Fiction</p> <p>Characteristics / Traits</p> <p>Words to describe mood and tone</p> <p>Setting Descriptions</p>

Differentiation

- Students read books appropriate to their independent reading level
- Students can work at different paces
- Small strategy groups will support students to reach goals
- Questions embedded into read aloud are multi-leveled
- Graphic organizers may be provided to scaffold narrative writing
- 1:1 conferences offer extra individualized support to readers and writers
- Charts display examples and instructions

For enrichment, students can

- Publish 2 memoirs
- Complete 1 independent book by end of September

For struggling writers,

- Students can only publish one piece of writing- Can be varied in requirements

Suggested Reading Strategies for Small Group and Conferences

Lesson Ideas for Retelling (reading and writing)

- Good readers can retell a story.
- Good readers can identify the structure of a story (beginning, middle, and end).
- Good readers can retell a story in the correct sequence.
- Good readers use language that helps them describe the sequence of a story (e.g., first, next, then, finally, etc.).
- Good readers recognize important story elements (characters—setting— problem—solution).
- Good readers can identify main characters (referring to them by name).
- Good readers can identify the setting in a story.
- Good readers can identify the problem and solution in a story.

- Good readers find and use important language (repeated) from the text.
- Good readers stop, think, and remember (carrying through) important elements of a story.
- Good readers activate prior knowledge and experience when thinking about a story.
- Good readers practice retelling with partners.
- Good readers practice retelling longer texts.
- Good readers practice retelling in writing.

Lesson Ideas for Monitoring for Meaning

- Good readers leave tracks of their thinking as they read.
- Good readers make mental pictures or movies in their head as they read.
- Good readers stop reading when they are confused or not focused.
- Good readers stop reading when they can't see the mental pictures or movies (visualizations) in their head or can't hear the inner voice in their head.
- Good readers ask themselves “Does it sound right?” or “Does it make sense?” if they come to unknown words or confusing text.
- Good readers often skip an unknown word, read on, and then reread.
- Good readers use context clues to figure out the meaning of unknown words.

Suggested Reading Strategies for Small Group and Conferences

Lesson Ideas For Synthesis (reading and writing)

- Good readers monitor meaning and “think aloud” about important information and themes as they read.
- Good readers take notes to get the “gist” of their reading.
- Good readers retell what they have read.
- Good readers share their reading with others through book recommendations, book talks, and other conversations.
- Good readers push themselves to understand the inferential meaning of a text, in addition to the literal meaning.
- Good readers put all of their strategies together to better understand a text.
- Good readers compare and contrast to better understand their reading.
- Good readers write about their reading in order to synthesize their thinking.

- Good readers read like a writer noticing the craft of a piece as well as the content and reading process.
- Good readers notice the thinking they do to access content and gain knowledge from texts.
- Good readers synthesize information when they attempt to answer difficult questions.
- Good readers recognize how their thinking has changed while reading a text.

Lesson Ideas for Asking Questions

- Good readers ask purposeful questions before, during, and after reading.
- Good readers ask questions to clarify meaning.
- Good readers ask questions about unfamiliar words.
- Good readers ask questions about the author's style.
- Good readers ask question about their predictions.
- Good readers look for answers to their questions in the text.
- Good readers revise predictions based on evidence in the text.
- Good readers determine whether they will have to infer answers to their questions based on the text, use their background knowledge to answer questions, or seek an outside source for answers.
- Good readers can identify new questions and answers as a result of contributions from other readers.
- Good readers know that asking questions expands a reader's thinking and understanding.

Suggested Writing Strategies for Small Group and Conferences

Personal Narrative Writing

- Writers can find ideas. One way they find an idea is by thinking about moments of deep beauty and moments of tension in their lives.
- Writers use what they know about storytelling to retell a significant moment in their lives. They incorporate setting, dialogue and inner thinking as they craft their story.
- Writers use action verbs to help the reader visualize the story.
- Writers revise the setting of a story using descriptive details.

- Writers make sure that they get to the heart of their story or the “so what?”

Personal essay Writing

- Writers plan their ideas by creating a planning page.
- Writers think about their thesis statement and get started writing an catchy introduction.
- Writers make sure they have reasons to support their thesis statement.
- Writers revise their work by elaborating their ideas.
- Writers use appropriate transitional language to connect thoughts as well as to connect reasons back to their original thesis.
- Writers include a conclusion.

Day by Day Learning Plan

Date	Reading Workshop	Writing Workshop
Day 1	Introduction to library-genres, how to sign out book log. Introduction to Instructional Read Aloud <u>Dream</u> - Susan Bosak Readers understand the role of the teacher and their own role during the read aloud. Readers think freely by using open-ended stop and jot and turn and talk during read aloud. RL.7.1,10; SL.7.1.A-D.6.;L.7.1-6	<i>On Demand Writing</i> <i>Assessment:</i> Write a narrative account of a holiday or family celebration. All students write from prompt – 30 minutes. W.7.3.A-E

<p>Day 2</p>	<p>Introduction to choosing- Just right book, choose books.</p> <p>Mini-lesson “Responsibility in a Mini-Lesson”</p> <p>Strategy: I think, I notice, I wonder.</p> <p>Independent Reading</p> <p>RL.7.1,10; SL.7.1.A-D;L.7.1-6</p>	<p><i>Collecting Ideas:</i> Writers think about the important moments in their lives: first moments, last moments, goodbyes, losses, and big changes.</p> <p>W.7.3.A-E</p>
<p>Day 3</p>	<p>Shared Reading- Video 9/11, 9/11 Personal account TBD. Poem of “Heroes.”</p> <p>Mini-Lesson- Readers can use their independent notebooks to jot their thinking/reactions. Jot down small important moments in text.</p> <p>Independent Reading- Meet with partner and begin sharing jots.</p> <p>RI.7.7; RL.7.1,6,10; SL.1.A-D.;L7.1-6</p>	<p><i>Collecting Ideas:</i> Writers think about the people in their lives who greatly impacted them. They write about the memories they have with those people.</p> <p>W.7.3.A-E</p>
<p>Day 4</p>	<p>9/11 Personal account. Use for mini-lesson.</p> <p>Review- What is a mini lesson? What is your job during a mini-lesson? Students need to know to listen, copy down notes, and do the independent work quietly, and understand they are not sharing.</p> <p>Mini Lesson- Retell the most important parts to prove that they understand their books.</p> <p>Independent reading- Retelling their own reading.</p> <p>RI.7.7; RL.7.1,2,10; SL.1.A-D;L.7.1-6</p>	<p><i>Collecting Ideas:</i> Writers think about the big ideas of their lives. They think about fitting in, growing up, having courage and being afraid. Writers think about the memories they have around the big ideas of life.</p> <p>W.7.3.A-E</p>

<p>Day 5</p>	<p>Mini-Lesson reflect on reading goals/modify. Students should be reading at a comfortable, but acceptable pace.</p> <p>Independent reading- Set personal goals for reading. How to meet with a book partner.</p> <p>SL.1.A-D; RL.7.10; L.7.1-6</p>	<p>Choosing a Topic – Students choose and commit to a memory they would like to develop across the writing process.</p> <p>Planning – Students plan for the draft W.7.3.A-E</p>
<p>Day 6</p>	<p>Instructional read aloud- “Seventh Grade” Gary Soto Lens- Important details about characters/ notice changes in character. Actions, dialogue, thoughts. Interactions with other characters. Characterization.</p> <p>Independent Reading- Notice and jot important details about characters.</p> <p>Share- How to get my partner to add more? Prompts to use.</p> <p>RL.7.1,3,6,10; SL.7.1.A-D</p>	<p>Drafting – How do I use my draft plan to begin drafting? Students get started by crafting the <i>leads</i> of their stories.</p> <p>W.7.3.A-E.4,5</p>
<p>Day 7</p>	<p>Finish Instructional Read Aloud “Seventh Grade” Gary Soto- Making Predictions.</p> <p>Independent Reading- Making predictions and modifying their predictions as they read</p> <p>Share- Readers free write in their notebooks after meeting with partners.</p> <p>RL.7.1,3,6,10; SL.7.1.A-D</p>	<p>Drafting – How do I breathe life into my writing? Students pay attention to word choice – using <i>strong action verbs</i> as they continue to draft.</p> <p>W.7.3.A-E.4,5</p>
<p>Day 8</p>	<p>Mini-Lesson- Visualizing- choosing a scene from “Seventh Grade.”</p> <p>Independent Reading- Visualize a scene- jot and sketch.</p> <p>RL.7.1.3,6,10; SL.7.1.A-D</p>	<p>Drafting & Revising – Providing Closure – Students craft the ending to their narrative.</p> <p>Writers swap drafts to help give ideas for revision to partners.</p>

		W.7.3.A-E.4,5
Day 9	<p>Mini-lesson- Connecting to the world, text, self from “Seventh Grade.”</p> <p>Independent Reading- Making connections to self/text/world.</p> <p>RL.7.1.3,6,10; SL.7.1.A-D</p>	<p>Revision – Writers add to their drafts by using techniques such as setting and dialogue.</p> <p>W.7.3.A-E.4,5</p>
Day 10	<p>Mini-lesson- Start looking for the bigger idea in the story from “Seventh Grade.”</p> <p>Independent Reading- Finding the bigger idea in the story. (Theme).</p> <p>*Back up books</p> <p>RL.7.1,2,3,10; SL.7.1.A-D</p>	<p>Editing – Writers edit by circling all possibly misspelled words. Writers swap drafts to help one another edit.</p> <p>W.7.3.A-E.4,5 L.7.1,2,3</p>
Day 11	<p>Instructional Read Aloud- “Shells” by Cynthia Ryland. lens- Asking questions and accessing prior knowledge to think deeper about the text that they are reading.</p> <p>Independent Reading- Asking questions/seeking answers- Establish rules- books to consult, who to ask, independent time/conferring time.</p> <p>RL.7.1,2,3,6,10; SL.7.1.A-D.6</p>	<p>Hand out and Review the Student Friendly Rubric for Narrative Writing</p> <p>Editing – The four sentence types and end punctuation</p> <p>W.7.3.A-E.4,5 L.7.1,2,3</p>
Day 12	<p>Mini-lesson- Importance of Setting- Where and when and how it affects the characters from “Shells.”</p> <p>Independent Reading- How does the setting affect my characters.</p> <p>What do I do when I finish a book?</p> <p>RL.7.1.3.6.10; SL.7.1.A-D</p>	<p>Editing – Using complex versus simple sentences</p> <p>W.7.3.A-E.4,5 L.7.1,2,3</p>

<p>Day 13</p>	<p>Mini-lesson- Timeline-Track the scenes. Notice how the characters are changing from “Shells.”</p> <p>Independent Reading- When finishing a chapter, write a summary of what has been read in the independent reading.</p> <p>RL.7.1.3.6,10; SL.7.1.A-D</p>	<p>Final Copy – Students finish final copying the personal narrative.</p> <p>W.7.3.A-E.4,5 L.7.1,2,3</p>
<p>Day 14</p>	<p>Mini-lesson-Notice how parts of a text connect. They think about the relationships between two events and experiences from “Shells.”</p> <p>Independent Reading- How do we help our partners add more? Prompts to support elaboration in talk and writing.</p> <p>RL.7.1.3,6,10; SL.7.1.A-D</p>	<p>On Demand Assessment – Students revisit their original “On Demand” piece about a holiday or family celebration memory. Students think about the revisions they would make and begin rewriting.</p> <p>W.7.3.A-E.4,5 L.7.1,2,3</p>
<p>Day 15</p>	<p>Mini-lesson-Think about how a character changes over time from “Shells.”</p> <p>Independent Reading- Noticing how a character changes over time.</p> <p>Share- Building talk- fishbowl talk-students will listen in on conversations between partners.</p> <p>RL.7.1.3,6,10; SL.7.1.A-D</p>	<p>On Demand Assessment – Students continue to finish the final “On Demand” about a holiday or family celebration memory.</p> <p>W.7.3.A-E.4,5 L.7.1,2,3</p>

Unit 2 Fictional Reading and Writing Narratives
5 weeks

Rationale

In this unit, students realize they are not alone as they discover and connect to ideals of heroism, classism, poverty, family and self worth.

As they read a collection of short stories and excerpts from The Outsiders, students will uncover different literary devices and craft. Students will practice these strategies and find examples of other authors' practices in their independent books. Students will practice writing quick reflections where they experiment with craft to better show their reader their emotions and insights.

In addition to their reflections, students will practice working in partnerships in both reading and writing. The goal is for students to work alongside a reading and a writing partner to set goals, modify the goals, and hold each other accountable. The students will also participate in a collection of short activities through their reading and writing partnerships. The first activity will practice studying characterization and judging the importance of specific character traits. Next, fictional elements will be studied including plot, problem and resolution, dialogue, mood, tone, and importance of setting. Finally, figurative language will be analyzed.

Lastly, the students will view sections of The Outsiders movie and write a comparison of the two versions of the story. While the students are reading excerpts from The Outsiders and have read a variety of other short texts, they will synthesize the information and write a compelling teen angst story. The story will include a common problem in a young person's life and the ways the young person strives to find the right solution.

Assessments and Products

- Pre- and Post-Assessment
- On Demand Narrative Writing
- TC Reading Assessments
- Essential Question Reflection

- Published Narrative
- Writer's Notebook
- Reader's Response Notebook

Essential Questions

How does literature affect and reflect our lives?

Is conflict an inevitable component of being human, and how can some conflict serve as turning points in our lives?

Which skills does a writer need to employ in order to make writing clear and believable?

Unit Learning Goals

Learning goals are derived from the CCLS for the unit. Scales are written to connect to learning goals.

- I can make inferences about a literary characters' and provide text evidence to support my ideas.
- I can determine a theme or central idea of a literary text and provide supportive text evidence.
- I can provide a summary of a literary text.
- I can determine how conflict in the text affects characters, plot, and the theme of the story.
- I can figure out the importance of dialogue in a literary text such as how it reveals aspects of character and infer the characters' traits.
- I can figure out the tone of a text and provide evidence to support my claim.
- I can create a thesis statement.
- I can support my claim with clear reasons and relevant evidence.
- I can write a narrative using effective techniques such as zooming in on a small moment, relevant descriptive details, reflection and a well-structured event sequence.

Common Core Standards

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RL.7.3 Analyze how particular elements of a story or drama interact (eg., how setting shapes the characters or plot)

RL.7.5 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text

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.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

In this unit plan, the following 21st Century Life and Careers skills are addressed:			
Check ALL that apply – 21st Century Themes		Indicate whether these skills are:	
			<ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed
		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	TA	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections			
8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.			
9.1—All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.			

Sample

Daily Teaching Objectives

Objectives are your measurable daily lessons and activities that help students achieve a learning goal. All objectives connect to learning goals.

- Readers will focus on how figurative language contributes to the unique craft of the author and how it assists in bringing the story alive.
- Readers will track at least 3 characters and major and minor conflict to decide how choice and consequences weave a story.
- Readers will decide how authors affect our emotions by creating relatable characters by listing at least five characters.
- Readers will be able to infer based on a given text and be able to cite at least 3 textual evidence to support the inference.
- Writers will be able to write reflections after reading sections of texts by
- Writers will construct a narrative writing piece using characters that are relatable and realistic.
- Writers will develop a realistic conflict for a narrative writing piece that showcases emotions and depth of characters.
- Writers will compare and contrast sections of The Outsiders text and film by focusing on actualization of character and plot development.

Reading & Writing Skills	Instructional Methods
<p style="text-align: center;">Questioning</p> <p style="text-align: center;">Monitoring For Meaning</p> <p style="text-align: center;">Inferring</p> <p style="text-align: center;">Retelling</p> <p style="text-align: center;">Predicting</p> <p style="text-align: center;">Determining Importance</p> <p style="text-align: center;">Synthesizing</p> <p style="text-align: center;">Elaboration</p>	<p style="text-align: center;">Independent Reading & Writing</p> <p style="text-align: center;">Close Reading</p> <p style="text-align: center;">Guided Reading</p> <p style="text-align: center;">Small-Group Strategy Lessons</p> <p style="text-align: center;">Explicit, Whole-Group Mini-Lessons</p> <p style="text-align: center;">Explicit Strategy Instruction</p> <p style="text-align: center;">Read Aloud</p> <p style="text-align: center;">Partner Reading</p>

Summarizing Paraphrasing	Turn and Talk Stop and Jot Reading Log Free-Writing Writing Process Think-Aloud
Resources	Vocabulary
<u>Excerpts from the following:</u> <ul style="list-style-type: none"> ❖ <i>The Outsiders</i> - S.E. Hinton ❖ “<i>Staying Gold</i>” - Robert Frost ❖ <i>The Outsiders</i> movie - Francis Ford Coppola ❖ “<i>What’s the Worst that Could Happen?</i>” - Bruce Coville ❖ “<i>Shells</i>” - Cynthia Rylant ❖ “<i>The Party</i>” - Pam Munoz Ryan 	Vocabulary Characteristics/Traits Dialogue tags 60’s vernacular Transitions

Differentiation
<ul style="list-style-type: none"> ➤ Students read books appropriate to their independent reading level ➤ Students can work at different paces ➤ Small strategy groups will support students to reach goals ➤ Questions embedded into read aloud are multi-leveled ➤ Graphic organizers may be provided to scaffold essay writing ➤ 1:1 conferences offer extra individualized support to readers and writers ➤ Charts display examples and instructions

- Pictorial charts and prompts used for students who need

For enrichment, students can

- Independently complete *The Outsiders*
- Write a literary critique of *The Outsiders*
- Use more resources
- Complete 2 independent books

For struggling writers,

- Students can use 2 resources that are at just right levels

Suggested Reading and Writing Strategies for Small Group and Conferences

- Readers preview a biography by reading the back of the book and the table of contents. They make predictions about the kind of person they think the subject may be – and then read on to discover if they were accurate or need to adjust their thoughts.
- Readers take notes by organizing their notebooks into sections such as “childhood”, “achievements”, etc.
- Readers think about the author’s point of view – and look for evidence to support their claim.
- Readers create a timeline of big events and smaller events in the life of the subject.
- Readers look across the timeline notes and think about which events influenced other events.
- Readers think about the era in which they are studying their subject. They think about how this era affected their subject and how the subject affected the era.
- Readers may go to another nonfiction source in order to collect more information about a time period.
- Readers read several texts about one subject. Readers may notice that information in each text differs or is the same.
- Readers jot notes and paraphrase and author’s words.
- Readers ask themselves: What important achievements or qualities made this person's life important enough to be written about? What can I learn from this person?
- Readers develop theories about a subject based on traits. They always use text evidence to support their thinking.

- Writers develop a point of view or opinion about the subject they are studying.
- Writers develop a thesis statement.
- Writers collect reasons and evidence to support their thesis statement.
- Writers use transitional phrases to connect reasons and evidence to the thesis statement.
- Writers elaborate their ideas by including data, examples and anecdotes.
- Writers stretch sentences by using prepositional phrases.

Suggested Pacing Schedule

Week #1

- Unit Pre-Assessment
- Begin excerpts from The Outsiders
- Collecting ideas of teen problems

Week #2

- Creating timelines and plot
- Examining cause and effect of conflict
- Writing reflections
- Writing summaries of text
- Planning graphic organizer for teen angst story
- Draft teen angst story

Week #3

- Reading short stories to determine character development and conflict
- Reading short stories to infer how a character is feeling/thinking/reacting to the conflict

Week #4

- Drafting an essay on character trait of subject
- Revising essay
- Adding evidence
- Citing sources
- Paraphrasing
- Independent reading of a realistic fiction, focusing on character development

Week #5

- Reading short stories to decipher how the author builds up the story for the conflict
- Independent reading of a realistic fiction, focusing on conflict and inferenci
- Editing/Revising
- Final Published Essay

Week #6

o Writing a short story with a peer using all story elements	o Preparation for presentations o Presentations and Celebrations
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Day by Day Learning Plan

Date	Reading Workshop	Writing Workshop
Day 1	<p>Introduce S.E. Hinton, Preview a book skill.</p> <p>Instructional Read Aloud- The Outsiders read a chosen section of text. Lens- Understanding the characters and their relationships.</p> <p>Independent Reading- Analyzing the relationships between characters-Why are these relationships formed this way?</p> <p>RL.7.1,3,10; SL.7.1.A-D.6</p>	<p>Pre-Assessment (based on Model curriculum but written by staff)</p> <p>W.7.3,4,10</p>
Day 2	<p>Mini-lesson- Point of view- Who is telling the story? How do you know? Types of point of view from The Outsiders.</p> <p>Independent Reading- Who is telling? How do you know? Which type?</p> <p>RL.7.1,6,10; SL.7.1.A-D.</p>	<p>Pre-Assessment (based on Model curriculum but written by staff)</p> <p>W.7.3,4,10</p>
Day 3	<p>Instructional Read Aloud- The Outsiders read a chosen section of text- Lens- Conflict- Types- internal, external-society, another character. (Examples - pages 2, 5, 13, & 47)</p> <p>Independent Reading- Finding, identifying, and describing conflicts in the story.</p> <p>RL.7.1,3,10; SL.7.1.A-D.</p>	<p>Collecting Ideas for Writing Process Piece</p> <p>Writers brainstorm a list of common teen social issues. One way they can get ideas is by looking at popular literature. After brainstorming, writers choose one or two issues to explore, by sharing possible</p>

		<p>story ideas with partners.</p> <p>W.7.3,4,10</p>
Day 4	<p>Mini-lesson- How the main character responds to conflict. Whether the internal and external matches from <i>The Outsiders</i>.</p> <p>Independent Reading- How is my main character responding to conflict? How do I know?</p> <p>RL.7.1,3,10; SL.7.1.A-D.</p>	<p>Setting - Students explore the use of setting by creating descriptive paragraphs in the writer's notebook about common places teens go like the mall, park, school, etc. Teacher reads scenes of setting for mentor work.</p> <p>W.7.3,4,10</p>
Day 5	<p>Mini-lesson- What does the main character want? What does he need or desire? Universal wants. From <i>The Outsiders</i>. Class discussion</p> <p>Independent Reading- What does my main character want? Is it similar to other books/partner work.</p> <p>RL.7.1,3,6,10; SL.7.1.A-D.6.</p>	<p>Choosing - Students choose a story idea based on a social issue. They use a chart in their notebook to help them solidify plans. Chart includes a section for main character/ description, minor characters and descriptions, settings, problem and solution.</p> <p>W.7.3,4,10</p>
Day 6	<p>Instructional read aloud- <i>The Outsiders</i> read a chosen section of text. Lens- Minor characters and their significance. (Examples - pages 4, 9-10)</p> <p>Independent Reading- Finding minor characters.</p> <p>RL.7.1,3,10; SL.7.1.A-D.</p>	<p>Plot mountain - students sketch scenes across a story mountain paying attention to scenes across beginning, middle and end.</p>

		W.7.3,4,10
Day 7	<p>Mini-lesson- What kind of person is the main character? How do you know? Do others like him/her?</p> <p>Independent Reading- Analyze the main character and if they are liked. What evidence do you have?</p> <p>Partner talk- Would your partner's character be viewed the same if they were plucked and dropped into your book?</p> <p>RL.7.1,3,10; SL.7.1.A-D.</p>	<p>Drafting - students begin to flesh out each scene onto looseleaf. As they write, they think about the main character, the minor characters and the setting.</p> <p>W.7.3,4,10</p>
Day 8	<p>Instructional read aloud-From a teacher select short story. Lens- Cause and Effect. How and why major and minor incidents happen in literature.</p> <p>Independent Reading- Making T-charts of cause and effect.</p> <p>RL.7.1,3,10; SL.7.1.A-D.</p>	<p>Drafting - students begin to flesh out each scene onto looseleaf. As they write, they think about the main character, the minor characters and the setting.</p> <p>W.7.3,4,10</p>
Day 9	<p>Mini-lesson- Finding symbolism throughout the book and Close reading with Robert Frost. Brief overview of figurative language.</p> <p>Independent Reading- Retell story with only main points and provide insight to partner.</p> <p>Share- Adding personal insight to partner's book.</p> <p>RL.7.1,4,5,10; SL.7.1.A-D.</p>	<p>Drafting - Will the reader fully understand the social issue of the story? How am I conveying the major issue to the reader?</p> <p>W.7.3,4,10</p>

<p>Day 10</p>	<p>Mini-lesson- How an author plays with time. The ways to extend time in a passage and the reason why some parts require more attention than others.</p> <p>Independent Reading- How does my author play with time? Chapter is day by day? How much time has elapsed?</p> <p>RL.7.1,2,3,10; SL.7.1.A-D.6.</p>	<p>Drafting - Is my character changing? What moment in my story is the turning point for my character?</p> <p>W.7.3,4,10</p>
<p>Day 11</p>	<p>Instructional read aloud- From a teacher select short story. Standing up for what is right. What this lesson teaches the main character.</p> <p>Independent Reading- Positive versus negative choices. Battle of good versus evil.</p> <p>Share- Universal conflict</p> <p>RL.7.1,3,10; SL.7.1.A-D.</p>	<p>Revision- May include: Inner thinking, dialogue, additional setting, transition between time and place, physical character description, word choice.</p> <p>W.7.3,4,5,10</p>
<p>Day 12</p>	<p>Mini-lesson- Specific points in text where we can identify a change/development in character.</p> <p>Independent Reading- Events that help develop a character.</p> <p>RL.7.1,3,10; SL.7.1.A-D.</p>	<p>Revision -May include: Inner thinking, dialogue, additional setting, transition between time and place, physical character description, word choice.</p> <p>W.7.3,4,5,10</p>
<p>Day 13</p>	<p>Instructional read aloud- The Outsiders How/why do characters relationships change? Sometimes problems are bigger than us.</p> <p>Independent Reading- Moments when we serve as a judge in our main character’s choices.</p> <p>RL.7.1,2,3,10; SL.7.1.A-D.</p>	<p>Editing-Partner work. Examining rubrics.</p> <p>W.7.3,4,5,10</p>

<p>Day 14</p>	<p>Mini-lesson- The Outsiders Can you believe everything that you hear? What builds our trust in characters?</p> <p>Independent Reading- Who can you trust/or distrust and why? Provide evidence.</p> <p>RL.7.1,3,10; SL.7.1.A-D.</p>	<p>Editing- Partner work. Examining rubrics.</p> <p>W.7.3,4,5,10</p>
<p>Day 15</p>	<p>Mini-Lesson- The Outsiders Points of clarity for our characters. At what points do they realize the big picture?</p> <p>Independent Reading- Changes in characters. Judge the choices they make.</p> <p>Share- Universal solutions.</p> <p>RL.7.1,3,10; SL.7.1.A-D.</p>	<p>On Demand Writing #1- Create a story about a seventh grader who must deal with being homeless.</p> <p>W.7.3,4,10</p>
<p>Day 16</p>	<p>Instructional read aloud- From a teacher select short story. Lens- What is the theme or central idea in the story? Provide evidence to prove themes.</p> <p>Independent Reading- Identify theme and evidence in novels.</p> <p>RL.7.1,2,10; SL. 7.1.A-D.6</p>	<p>On Demand Writing #1 - Writing off of a prompt</p> <p>Create a story about a 7th grader who must deal with being homeless.</p> <p>W.7.3,4,10</p>
<p>Day 17</p>	<p>Mini-lesson- Compare/contrast points of views of characters. How they cope? Why this way?</p> <p>Independent Reading- Identify and compare/contrast points of views of characters/narrators.</p> <p>RL.7.1,6,10; SL.7.1.A-D</p>	<p>Final edit and copy social issues story</p> <p>W.7.3,4,5,6,10</p>

<p>Day 18</p>	<p>Instructional read aloud- Characters are complicated. They are real-life.</p> <p>Independent Reading- How can I relate to my character? Does my partner's character seem more realistic?</p> <p>Share- What is some examples of realistic qualities in characters that are relatable to middle school students.</p> <p>RL.7.1,3,6,10; SL.7.1.A-D</p>	<p><i>Writer's celebration</i></p> <p>W.7.3,4,5,6,10</p>
<p>Day 19</p>	<p>Mini-lesson- How can I relate my character's problems to problems in the present real-world?</p> <p>Independent Reading- How can I relate to my characters?</p> <p>RL.7.1,2,3,10; SL.7.1.A-D.</p>	<p><i>Writing about reading</i></p> <p>W.7.1,2,4,5,10</p>
<p>Day 20</p>	<p>Mini-lesson- Mood. How language helps convey mood. Using the senses in descriptive writing.</p> <p>Independent Reading- Close reading of language in my book. How does language affect the mood in my story?</p> <p>RL.7.1,4,5,10; SL.7.1.A-D.</p>	<p><i>Writing about reading</i></p> <p>W.7.1,2,4,5,10</p>
<p>Day 21</p>	<p>Instructional read aloud- From a teacher select short story. Lens-Does the main character get what he wanted? Did he need to change in order to get it?</p> <p>Independent Reading- What does my character want? How is he/she trying to obtain it?</p> <p>Share- How are we finding what our character wants?</p> <p>RL.7.1,2,3,10; SL.7.1.A-D.6</p>	<p><i>Writing about reading</i></p> <p>W.7.1,2,4,5,10</p>

<p>Day 22</p>	<p>Mini-Lesson- What does the reader learn at the end of the story? What is the bigger picture/theme? How do you know?</p> <p>Independent Reading- What am I learning as a reader? What am I learning as a person?</p> <p>RL.7.1,2,10; SL.7.1.A-D.</p>	<p><i>Begin Outsiders movie</i></p>
<p>Day 23</p>	<p>Building talk with partners. Discussing books.</p> <p>Author letter for realistic fiction.</p> <p>RL.7.1,2,10; SL.7.1.A-D.</p>	<p><i>Compare and Contrast</i></p> <p>W.7.1</p>
<p>Day 24</p>	<p>The Outsiders Movie</p> <p>Compare and contrast the book to the movie. Analyze and discuss the ways the two mediums are different and how they contribute to our understanding of the story.</p> <p>Independent Writing- Where have I had trouble visualizing?</p> <p>RL.7.1,7,10; SL.7.1.A-D.2</p>	<p><i>Compare and Contrast</i></p> <p>W.7.1</p>
<p>Day 25</p>	<p>Post Assessment (based on model curriculum but made by staff).</p>	<p><i>Post Assessment</i> (based on model curriculum but made by staff)</p> <p>W.7.3,4,10</p>

Unit 3 Informational Reading and Explanatory Writing
30 Days

Rationale

The purpose of this unit is to expose students to the various natural disasters that occur in different parts of the world. After thoroughly researching their chosen natural disaster, students will synthesize their knowledge and create an article that includes a variety of text features.

Students will begin the unit by researching how disasters develop and occur and how they then impact society and the environment. Students will also recognize how governments prepare and react to natural disasters.

Students will be introduced to various informational texts through the teacher's guidance. Students will be shown how to use various strategies to read through their own informational texts.

After students are better able to comprehend the vast amount of information given in these texts, students will start to judge the damaging effects of various disasters. Students will not only notice how the wake of a natural disaster is devastating, but also realize how often the impact of man-made disasters is the most damaging. While we cannot prevent natural disasters, we can prevent man-made ones.

Throughout the reading process, students will be recording notes that they will use to write their final article. Finally, an article will be made by each student to represent a specific aspect of his or her natural disaster (i.e.-How are animals affected during a tornado? What are the biggest hurricanes of all time and what type of damage did they inflict?). Students will also create a letter to a government official to share their knowledge and opinions about global change.

Assessments and Products

- Pre- and Post-Assessment
- On Demand Explanatory Writing

- Graphic Organizer of Important Information
- Essential Question Reflection
- Published Explanatory
- Argument letter
- Writer's Notebook
- Reader's Response Notebook

Essential Questions

Why is nonfiction reading important?

What control do humans have in preparing for and recovering from natural disasters?

How do I present pertinent information about natural disasters in an organized format for my audience?

Unit Learning Goals

Learning goals are derived from the CCLS for the unit. Scales are written to connect to learning goals.

- I can choose what is most important in a text and mark quickly and efficiently for future use.
- I can determine what information to hold onto and paraphrase for my own writing.
- I can use reading strategies to guide myself through multiple, non-fiction texts while reflecting on my understanding.
- I can provide a summary of a non-fiction text.
- I can create a thesis statement.
- I can decide the author's stance on a topic through his evidence and tone.
- I can persuade a knowledgeable delegate of the importance of my natural disasters issue.
- I can revise my writing through my own review and after peer review and conferences.
- I can support my claim with clear reasons and relevant evidence.

Common Core Standards

Learning goals are derived from the CCLS.

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.*

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.*

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.*

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.*

W.7.4 *Produce clear and coherent writing in which the development, organization, 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.*

In this unit plan, the following 21st Century Life and Careers skills are addressed:			
Check ALL that apply – 21st Century Themes		Indicate whether these skills are:	
		<ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed 	
9.1	Personal Financial Literacy		Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee.

	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	ETA	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	T	CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections			
<i>Other standards covered:</i>			

Sample

Daily Teaching Objectives

Objectives are your measurable daily lessons and activities that help students achieve a learning goal. All objectives connect to learning goals.

- Writers develop a thesis statement.
- Writers collect reasons and evidence to support their thesis statement.
- Writers use transitional phrases to connect reasons and evidence to the thesis statement.
- Writers elaborate their ideas by including data, examples and anecdotes.
- Writers stretch sentences by using prepositional phrases.

Reading & Writing Skills	Instructional Methods
Questioning Monitoring For Meaning Inferring Retelling Predicting Determining Importance Synthesizing Elaboration Summarizing Paraphrasing	Independent Reading & Writing Close Reading Guided Reading Small-Group Strategy Lessons Explicit, Whole-Group Mini-Lessons Explicit Strategy Instruction Read Aloud Partner Reading Turn and Talk Stop and Jot Reading Log

	Free-Writing Writing Process Think-Aloud
Resources	Vocabulary
<ul style="list-style-type: none"> ❖ News Articles ❖ Magazines ❖ Vast selection of natural disaster informational text ❖ National Geographic Videos 	Content-based words Transitions Paraphrasing Summarizing

Differentiation
<ul style="list-style-type: none"> ➤ Students read books appropriate to their independent reading level ➤ Students can work at different paces ➤ Small strategy groups will support students to reach goals ➤ Questions embedded into read aloud are multi-leveled ➤ Graphic organizers may be provided to scaffold essay writing ➤ 1:1 conferences offer extra individualized support to readers and writers ➤ Charts display examples and instructions ➤ Pictorial charts and prompts used for students who need <p><i>For enrichment, students can</i></p> <ul style="list-style-type: none"> ➤ Design a feature article ➤ Use more resources ➤ Complete 2 independent books

For struggling writers,

- Students can use 2 resources that are at just right levels

Suggested Reading and Writing Strategies for Small Group and Conferences

- Preview a selection before reading.
- Review title, pictures, diagrams, subtitles, and any terms in boldfaced print or italics.
- Focus on the natural disaster from the point of view of a victim
- Put events in chronological order
- Focus on what the author wants to discuss and point of view
- Create T-chart to separate facts and opinions
- Writers of nonfiction sometimes present opinions, create chart to differentiate between the two
- Why did things happen the way they did? How did people feel?
- What is the writer's opinion? Do you share the writer's opinion, or do you have different ideas on the subject?
- During reading, stop now and then and try to predict what will come next.
- Add new information to what already has learned and see if the ideas and opinions change
- Evaluate what is being read. Evaluation should be an ongoing process, not just some-thing that is done when finished reading.
- A strong introduction, body, and conclusion
- Well-organized paragraphs that contain transition words to connect ideas
- A voice that is appropriate for the purpose and audience
- Language that is specific and appropriate for the audience
- Sentences that vary in length and structure to make the writing clear and easy to read

Suggested Pacing Schedule

Week #1

- Unit Pre-Assessment

Week #4

- Collecting ideas for essay

<ul style="list-style-type: none"> ○ Practice non-fiction reading strategies ○ Choose first non-fiction article 	<ul style="list-style-type: none"> ○ Revising/editing ○ Publish explanatory
<p>Week #2</p> <ul style="list-style-type: none"> ○ Practice non-fiction reading strategies ○ Multiple reads of non-fiction articles ○ Paraphrasing/summarizing 	<p>Week #5</p> <ul style="list-style-type: none"> ○ Reviewing texts for additional support/evidence ○ Drafting Essay ○ Editing/Revising Essay
<p>Week #3</p> <ul style="list-style-type: none"> ○ Stamina reading in non-fiction ○ Collecting evidence for Explanatory ○ Planning sections of writing and organizing notes ○ Drafting 	<p>Week #6</p> <ul style="list-style-type: none"> ○ Post-Test ○ Publishing of Essay

Day by Day Learning Plan

Date	Reading Workshop	Writing Workshop
Day 1	Introduction to Nonfiction reading- National Geographic video. Choosing topics. Independent reading- Previewing materials. Choosing first article/book. RI.7.10.SL.7.1,2,6	<i>Pre-Assessment</i> W.7.3,4,10

<p>Day 2</p>	<p>Introduction to Nonfiction reading- Read Aloud expository article. We read to learn and to teach, text feature, read a section multiple times. Practice using post-its to mark information and ask questions.</p> <p>Independent Reading- Choosing articles/books, mark with post its- discuss text features. RI.7.1,2,4,5,6,10.SL.7.1,2,6</p>	<p><i>Pre-Assessment</i></p> <p>KWL chart on chosen topic</p> <p>W.7.4,10</p>
<p>Day 3</p>	<p>Mini-lesson- Given a difficult text, show students how to attack it. Students will be figuring out what they need to know in order to understand the text. Use post-its to mark text in unclear parts/passages.</p> <p>Independent reading- attacking chunks of text, rereading.</p> <p>RI. 7.1,2,3,4,5,6,10.SL.7.1,2,6</p>	<p>How to take <i>notes</i> from reading.</p> <p>W.7 .4,10</p>
<p>Day 4</p>	<p>Read Aloud- Building stamina when reading nonfiction. Setting goals to attack more text.</p> <p>Independent reading- Reading nonfiction, rereading .</p> <p>RI.7.1,2,3,4,5,6,10.SL.7.1,2,6</p>	<p><i>Paraphrasing</i> activity. Using notebooks to go from facts to my own words.</p> <p>W.7.4,10</p>
<p>Day 5</p>	<p>Mini-lesson- Expository/Narrative/Hybrid text. What features will be in each? What is the purpose of each?</p> <p>Independent reading- Asking what type of nonfiction they are reading and what could be included to make it expository, narrative, or hybrid.</p> <p>RI.7.1,2,3,4,5,6,10.SL.7.1,2,6</p>	<p>Picking <i>out a topic</i> and the subtopics. How to organize notes based on purpose of article.</p> <p>W.7.4,10</p>
<p>Day 6</p>	<p>Mini-lesson- How is the passage organized? What is the purpose of this organization? Critique vs. Analysis vs. Portrait (summary) vs. Describing the history or giving a warning</p>	<p>Continue finding notes that fit the topic and paraphrasing.</p> <p>W.7.4,10</p>

	<p>Independent Reading-Reading nonfiction, rereading, identifying and describing the organization and purpose.</p> <p>RI.7.1,2,3,4,5,6,10.SL.7.1,2,6</p>	
Day 7	<p>Mini-lesson- Vocabulary. Using tools to understand tough words to better understand the text as a whole. Context clues, synonyms.</p> <p>Independent reading- Creating (ongoing) lists of vocabulary terms. Defining these words.</p> <p>RI.7.1,2,3,4,5,6,10.SL.7.1,2,6</p>	<p>Continue finding notes that fit the topic and paraphrasing.</p> <p>W.7.4,10</p>
Day 8	<p>Mini-lesson- Drawing/Diagramming and labeling. How to use pictures and diagrams to help better understand nonfiction reading.</p> <p>Independent reading- diagramming and labeling a process. Continue uncovering meaning behind text.</p> <p>RI.7.1,2,3,4,5,6,10.SL.7.1,2,6</p>	<p>How to edit notes. What can I get rid of/combine?</p> <p>W.7.4,10</p>
Day 9	<p>Read Aloud- Building stamina by practicing skills quickly with post-its and underlining.</p> <p>Independent reading- Reading and rereading</p> <p>RI.7.1,2,3,4,5,6,10.SL.7.1,2,6</p>	<p>What am I still missing? Where can I find it?</p> <p>W.7.4,10</p>
Day 10	<p>Mini-lesson- Read another few chunks of information. Teach to pause when the subject shifts, and create a summary for the information.</p> <p>Independent reading- Practice chunking information by topic, creating short summaries .</p>	<p>Continue to write notes and paraphrasing.</p> <p>W.7.4,10</p>

	RI.7.1,2,3,4,5,6,10 .SL.7.1,2,6	
Day 11	<p>Mini-lesson- Chunking alike information and picking out “WOW” versus important facts.</p> <p>Independent reading- Continuing to read choice nonfiction on natural disasters and picking facts and important parts.</p> <p>RI.7.1,2,3,4,5,6,10.SL.7.1,2,6</p>	<p>Break information into sections. Label sections based on content.</p> <p>W.7.4,10</p>
Day 12	<p>Mini-lesson- Paraphrase important facts and synthesize each chunk of text based on topic.</p> <p>Independent Reading- paraphrase topics.</p> <p>RI.7.1,2,3,4,5,6,10.SL.7.1,2,6</p>	<p>Revise notes and create sections of original text from paraphrasing using my own opinions.</p> <p>W.7.4,10</p>
Day 13	<p>Mini-lesson- Timeline. What to do with the dates and names? What should be included. What dates and names are most important to my topic.</p> <p>Independent Reading- Create timeline of important dates and names.</p> <p>RI.7.1,2,3,4,5,6,10.SL.7.1,2,6</p>	<p>Revise notes and create sections of original text from paraphrasing using my own opinions.</p> <p>W.7.4,10</p>
Day 14	<p>Read Aloud- Synthesizing a new text with the old. Text will be chunked together and start combining information from multiple sources.</p> <p>Independent reading- Start a new article, reread.</p> <p>RI.7.1,2,3,4,5,6,10.SL.7.1,2,6</p>	<p>Synthesize information to revise notes and continue working on my voice.</p> <p>W.7.4,10</p>

<p>Day 15</p>	<p>Mini-lesson- synthesize information. Find what information links together.</p> <p>Independent reading- Start chunking new text.</p> <p>RI.7.1,2,3,4,5,6,10.SL.7.1,2,6</p>	<p>Compose vocabulary box- Use resources dictionary/thesaurus</p> <p>W.7.4,10</p>
<p>Day 16</p>	<p>Read Aloud- Close reading. Vocabulary context clues.</p> <p>Independent Reading- Building Stamina</p> <p>RI.7.1,2,3,4,5,6,10.SL.7.1,2,6</p>	<p>Create full draft</p> <p>W.7.2,4,7,8,9,10</p>
<p>Day 17</p>	<p>Mini-lesson- Close reading. Asking why this is included.</p> <p>Independent Reading- Rereading</p> <p>RI.7.1,2,3,4,5,6,10.SL.7.1,2,3,4,6</p>	<p>Create full draft</p> <p>W.7.2,4,7,8,9,10</p>
<p>Day 18</p>	<p>Mini-lesson- Taking a stance and proving with evidence. Deciding what is important to me based on facts and information.</p> <p>Independent reading- Read nonfiction to take a stance. List facts and information that “strikes a nerve.”</p> <p>RI.7.1,2,3,4,5,6,8,10.SL.7.1,2,3,4,6</p>	<p>Revise final draft</p> <p>W.7.2,4,5,7,8,9,10</p>
<p>Day 19</p>	<p>Mini-lesson- Taking a stance and proving with evidence part 2. Refining stance with best evidence from all sources.</p> <p>Independent reading- Reading nonfiction and jotting evidence.</p> <p>RI. 7.1,2,3,4,5,6,8,9,10.SL.7.1,2,3,4,SL.7.1,2,4,6</p>	<p>Revise- Peer Review</p> <p>W.7.2,4,5,7,8,9,10</p>

<p>Day 20</p>	<p>Read Aloud- Using online sources to find missing information to fill in the blanks.</p> <p>Independent reading- Scouring the internet for reputable sources and articles. Jotting sources and sites that are valuable.</p> <p>RI.7.1,2,3,4,5,6,8,9,10.SL.7.1,2,3,4,6</p>	<p>Edit final draft- Peer Review</p> <p>W.7.2,4,5,7,8,9,10</p>
<p>Day 21</p>	<p>Mini-lesson- Reading and then skimming for notes online</p> <p>Independent reading- Reading new material found online, and then reading again for notes.</p> <p>RI.7.1,2,3,4,5,8,10.SL.7.1,2,6</p>	<p>Publish Feature article</p> <p>W.7.2,4,5,6,7,8,9,10</p>
<p>Day 22</p>	<p>Mini-lesson- Finding charts, maps, diagrams, and graphs to support information and convert into text.</p> <p>Independent reading- Continuing reading nonfiction text and visual displays. Convert displays into text.</p> <p>RI.7.1,2,3,4,5,8,10.SL.7.1,2,6</p>	<p>Publish Feature Article while adding text features.</p> <p>W.7.2,4,5,6,7,8,9,10</p>
<p>Day 23</p>	<p>Read Aloud- Explanatory Essay. How is this organized? What is the purpose?</p> <p>Independent reading- Jot specific purpose of reading/audience.</p> <p>RI.7.1,2,3,4,5,8,10.SL.7.1,2,6</p>	<p><i>Publish Feature Article</i></p> <p>W.7.2,4,5,6,7,8,9,10</p>
<p>Day 24</p>	<p>Mini-lesson- Finding the voice of my author. What is he/she trying to teach the reader?</p> <p>Independent reading- Discovering voice in reading. Jot notes on author's perspective.</p> <p>RI.7.1,2,3,4,5,8,10.SL.7.1,2,6</p>	<p>Plan/Write first copy of draft of letter</p> <p>W.7.1,4,10</p>

Day 25	<p>Mini-lesson- Balance of facts and narrative.</p> <p>Independent reading- Is my article effective? What could be better balanced?</p> <p>RI.7.1,2,3,4,5,8,10.SL.7.1,2,6</p>	<p><i>Continue draft and revise</i></p> <p>W.7.1,4,5,10</p>
Day 26	<p>Mini-lesson- Close Reading. How is it organized/what type of language is used?</p> <p>Independent reading- Phrases that are used frequently. Convey the message well.</p> <p>RI.7.1,2,3,4,5,8,10.SL.7.1,2,6</p>	<p><i>Revise/Edit Letter</i></p> <p>W.7.1,4,5,10</p>
Day 27	<p>Mini-lesson- Domain specific language. How did the author incorporate vocabulary. Do they seem like an expert? Why?</p> <p>Independent reading- Continue domain specific word/vocabulary list.</p> <p>RI.7.1,2,3,4,5,8,10.SL.7.1,2,6</p>	<p><i>Compose final draft of letter</i></p> <p>W.7.1,4,5,10</p>
Day 28	<p>Reading nonfiction for stamina</p> <p>W.7.10.SL.7.1,2,6</p>	<p><i>Post Assessment</i></p> <p>W.7.1,3,4,10</p>
Day 29	<p>Reading nonfiction for stamina</p> <p>W.7.10.SL.7.1,2,6</p>	<p><i>Post Assessment</i></p> <p>W.7.1,3,4,10</p>
Day 30	<p>Writing Celebration. Sharing work and getting feedback.</p> <p>W.7.10 .SL.7.1,2,6</p>	

Unit 4 Informational and Science Fiction Reading and Explanatory Writing

6 weeks

Rationale

The purpose of this unit is to show the students the progression of time and how everyday life has been changed since the start of civilization, especially in the world of technology. Students should master the concept that even though the future seems unimaginable, literature and media has consistently and accurately predicted technology of the future. The students will begin by looking at the past by watching films and media excerpts from the past that show the projected and even fantasized future. These clips can be taken from the Jetsons, Star Trek, Lost in Space.

In conjunction with the media excerpts, students will read a science fiction novel. Students will set goals as a group to read through an entire novel as they also hold scholarly conversations about their science fiction story. Students will be recording the conversations and creating their own reflections and commentary about how their science fiction story presents our current world. The goal of their independent notebook work is to think and write about how the technology supports or holds back the imagined world by using supporting evidence throughout the text.

Then, we will study the technology of today, the spirit of invention and how it supports or holds back a society. Students will create an argument to support or refute the technological advancement.

Finally students will create their own fictional futuristic narratives that depict technological advancement and how it supports or holds back society. The goal is for each child to visualize a time in future where our present fantasy becomes a reality. Will that world benefit from the advancement?

Assessments and Products

- Pre- and Post-Assessment
- On Demand Explanatory Writing
- TC Reading Assessments
- Essential Question Reflection

- Published Explanatory Writing
- Writer's Notebook
- Reader's Response Notebook

Essential Questions

What control should government have on a society/individuals?

What are the reasons why an author would create a science fiction/ futuristic story?

What can I learn from reading sci fi literature if it doesn't apply to the real world or to me?

Unit Learning Goals

Learning goals are derived from the CCLS for the unit. Scales are written to connect to learning goals.

- I can determine a theme or central idea of a text and I can analyze its development over the course of the text.
- I can provide an objective summary of the given text.
- I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- I can cite several pieces of textual evidence to support analysis of what the text says explicitly.
- I can draw inferences from the text about characters and events in a story.
- I can analyze the interactions between individuals, events, and ideas in a text and how ideas influence individuals or events, or how individuals influence ideas or events.
- I can 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.
- I can write arguments to support claims with clear reasons and relevant evidence that support my claim.
- I can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Common Core Standards

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.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text

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

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (eg., how ideas influence individuals or events, or how individuals influence ideas or events)

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

W.7.1 Write arguments to support claims with clear reasons and relevant evidence

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

In this unit plan, the following 21st Century Life and Careers skills are addressed:			
Check ALL that apply – 21st Century Themes		Indicate whether these skills are:	
			<ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed
Career Ready Practices			
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.

	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	E	CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	TA	CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections			
8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.			
9.1—All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.			

Sample

Daily Teaching Objectives

Objectives are your measurable daily lessons and activities that help students achieve a learning goal. All objectives connect to learning goals.

- Readers will focus on a variety of articles in order to pull out important information and cite at least 5 pieces of textual evidence
- Readers will be able to synthesize their notes from various articles into one cohesive essay according to the argument rubric
- Readers will determine the importance of the science fiction genre by evaluating the messages conveyed in at least three stories
- Readers will explain how technology is invented and evolves based on the predicted future according to various authors
- Writers will support their claim of the benefit or drawbacks of technology by providing at least three clear and strong reasons with supporting evidence
- Writers will create a science fiction story which demonstrates various aspects of the genre according to the narrative rubric.

Reading & Writing Skills	Instructional Methods
<p style="text-align: center;">Questioning Monitoring For Meaning Inferring Retelling Predicting Determining Importance Synthesizing</p>	<p style="text-align: center;">Independent Reading & Writing Close Reading Guided Reading Small-Group Strategy Lessons Explicit, Whole-Group Mini-Lessons Explicit Strategy Instruction Read Aloud</p>

<p>Elaboration</p> <p>Summarizing</p> <p>Paraphrasing</p>	<p>Partner Reading</p> <p>Turn and Talk</p> <p>Stop and Jot</p> <p>Reading Log</p> <p>Free-Writing</p> <p>Writing Process</p> <p>Think-Aloud</p>
Resources	Vocabulary
<p><u>Excerpts from the following:</u></p> <ul style="list-style-type: none"> ● <u>The Ender's Game</u> - Orson Scott Card ● <u>Hitchhiker's Guide to the Galaxy</u> - Douglas Adams ● Futuristic Short Stories ● Nonfiction articles on technology ● Various Media Clips 	<p>Descriptive language</p> <p>Argumentative/Persuasive language</p> <p>Transitions</p> <p>Dialogue tags</p> <p>Meaningful dialogue</p>

Differentiation
<ul style="list-style-type: none"> ➤ Students read books appropriate to their independent reading level ➤ Students can work at different paces ➤ Small strategy groups will support students to reach goals ➤ Questions embedded into read aloud are multi-leveled ➤ Graphic organizers may be provided to scaffold essay writing ➤ 1:1 conferences offer extra individualized support to readers and writers ➤ Charts display examples and instructions

- Pictorial charts and prompts used for students who need

For enrichment, students can

- Write a compare and contrast essay
- Use more resources
- Complete 2 independent books

For struggling writers,

- Students can use 2 resources that are at just right levels

Suggested Reading and Writing Strategies for Small Group and Conferences

- o Preview a selection before reading.
- o Review title, pictures, diagrams, subtitles, and any terms in boldfaced print or italics.
- o Focus on the natural disaster from the point of view of a victim
- o Put events in chronological order
- o Focus on what the author wants to discuss and point of view
- o Create T-chart to separate facts and opinions
- o Writers of nonfiction sometimes present opinions, create chart to differentiate between the two
- o Why did things happen the way they did? How did people feel?
- o What is the writer's opinion? Do you share the writer's opinion, or do you have different ideas on the subject?
- o During reading, stop now and then and try to predict what will come next.
- o Add new information to what already has learned and see if the ideas and opinions change

- o Evaluate what is being read. Evaluation should be an ongoing process, not just some-thing that is done when finished reading.
- o A strong introduction, body, and conclusion
- o Well-organized paragraphs that contain transition words to connect ideas
- o A voice that is appropriate for the purpose and audience
- o Language that is specific and appropriate for the audience
- o Sentences that vary in length and structure to make the writing clear and easy to read

Suggested Pacing Schedule	
<p>Week #1</p> <ul style="list-style-type: none"> o Unit Pre-Assessment o Begin excerpts from article on technology o Take a stance on technology <p>Week #2</p> <ul style="list-style-type: none"> o Choosing articles about technology o Planning essay on technology o Finding supporting evidence- paraphrasing and summarizing o Revise/peer edit <p>Week #3</p> <ul style="list-style-type: none"> o Add additional evidence to essay o Final edit and publish essay o Read aloud of Science Fiction mentor text 	<p>Week #4</p> <ul style="list-style-type: none"> o Independent reading of a science fiction, focusing on character development and how setting affects the story o Collecting ideas for science fiction story o Creating graphic organizer for science fiction story <p>Week #5</p> <ul style="list-style-type: none"> o Independent reading of a science fiction, focusing on predicted technology o Adding technology to science fiction story o Drafting science fiction story o Editing/Revising <p>Week #6</p> <ul style="list-style-type: none"> o Final published science fiction story o Presentations and Celebrations

Day by Day Learning Plan

Date	Reading Workshop	Writing Workshop
<p>Day 1</p>	<p>Introduce Futuristic Unit Watch Samsung Galaxy commercial Watch Jetson’s episode and have students find connections between modern technology and the projected technology of The Jetsons.</p> <p>RL.7.3</p>	<p><i>Unit 4 Pre-Assessment</i></p> <p>W.7.3a-e.10</p>
<p>Day 2</p>	<p>What is a book talk?</p> <p>RL.7.2</p>	<p><i>Unit 4 Pre-Assessment</i></p> <p>W.7.3a-e.10</p>
<p>Day 3</p>	<p>Read Aloud -Differences in sci-fi. How can we identify this genre?</p> <p>How to talk in a partnership.</p> <p>RL.7.2</p>	<p>Free write about what we know about technology and how it has changed over time.</p> <p>W.7.10</p>
<p>Day 4</p>	<p>Mini-Lesson-examining differences in characters- what is the norm in sci-fi? Is there one?</p> <p>How participants chat with each other in book talk/partnership (leveled)- Place students in groups. Watch book club video.</p> <p>RI.7.7</p>	<p>Mentor text to display that effective characteristics of a argumentative essay</p> <p>W.7.1a-e.4.10</p>

<p>Day 5</p>	<p>Mini-lesson- examining differences in setting. How are these places imagined? Are there connections to real life? Question starters for book talk</p> <p>RL.7.1</p>	<p>Brainstorming ideas to support or refute a topic (pro/con list)</p> <p>Choose strongest arguments and support with logical reasoning</p> <p>W.7.1a-d.4.10</p>
<p>Day 6</p>	<p>Close Reading- Use a cutup argument essay. Students will put the pieces in order with a partner and defend their reasoning.</p> <p>RL.7.4</p>	<p>Write strong beginnings of an argumentative writing piece</p> <p>W.7.1a.4.10</p>
<p>Day 7</p>	<p>Read Aloud- Government interactions- How is the government portrayed in the story? How to ask for clarification/more information.</p> <p>Lesson on using post-it in book club.</p> <p>RL7.4</p>	<p>Expand the three paragraphs of supporting evidence</p> <p>Add transitions to make writing piece flow</p> <p>W.7.1a-e.4.10</p>
<p>Day 8</p>	<p>Mini-lesson- Character's reactions to the government- Are they similar to our own? Our parents? Is it a voiced or internal reaction.</p> <p>RL.7.4</p>	<p>Write strong endings of an argumentative writing piece</p> <p>W.7.1e.4.10</p>
<p>Day 9</p>	<p>Mini-lesson- Close reading of action words Support elements of fantasy/futuristic reading with specific details and examples</p> <p>Book Talk</p> <p>RL.7.4</p>	<p>Peer Edit and Revision</p> <p>W.7.2e</p>

<p>Day 10</p>	<p>Read Aloud- What is the author’s tone and voice regarding the influence of technology on society and the government’s role in the future.</p> <p>RL.7.6</p>	<p>Picture Prompt of Sci-fi illustration- Write a story- Timed 40 minutes</p> <p>W.7.3a-e</p>
<p>Day 11</p>	<p>Mini-lesson- How can we look at an author’s language to decide how they feel about the authority/transportation/inventions/etc.?</p> <p>Book Talk. How can we connect as a group to our book?</p> <p>RL.7.6</p>	<p>Futuristic Settings- Brainstorm- Describe this world.</p> <p>W.7.3a</p>
<p>Day 12</p>	<p>What does the author want me to believe? How do I know? What evidence proves it?</p> <p>RL.7.6</p>	<p>Futuristic Characters - Brainstorm - give physical and personalities traits to these characters</p> <p>W.7.3a</p>
<p>Day 13</p>	<p>What are the other sides to the author’s argument?</p> <p>Book Talk. Getting the group to stay on topic.</p> <p>RL.7.6</p>	<p>Science Fiction Characters - creating realistic characters that display science fiction traits</p> <p>W.7.3a</p>
<p>Day 14</p>	<p>Read Aloud- Nonfiction article about the advancement of technology. Fiction and nonfiction is related. Fiction portrays what might be, whereas non-fiction reports what exists.</p> <p>Choosing nonfiction articles based on level/interest.</p> <p>RL.7.7</p>	<p>Futuristic Problem- What are the issues/how can they be solved?</p> <p>Who will solve them/make them bigger?</p> <p>W.7.3a</p>

<p>Day 15</p>	<p>Mini-lesson- Making connections between fictional portrayals of futuristic technology and nonfiction articles and text about technology’s progress. How are the two related?</p> <p>Practice Book Talk</p> <p>RL.7.9</p>	<p>Science fiction plot - developing the plot to create a more cohesive and detailed story</p> <p>W.7.3b, d</p>
<p>Day 16</p>	<p>Mini-lesson- Important dates and times using a timeline. What do we notice of speed of progress? Is it an overnight product?</p> <p>RI.7.3</p>	<p>Science fiction timeline - setting up events for the story</p> <p>W.7.3b, d</p>
<p>Day 17</p>	<p>Shared text- Close Reading- Tracking nouns/pronouns. Clarifying meaning.</p> <p>Setting goals for book talk. Talking with all members of the group.</p> <p>RL.7.3</p>	<p>Sci-fi/futuristic technology - brainstorm ideas for technology and decide whether it is good or bad for the society created</p> <p>W.7.3b, d</p>
<p>Day 18</p>	<p>Shared text- Close Reading- Breaking down complex sentences.</p> <p>RI.7.4</p>	<p>Draft - Begin drafting sci-fi story</p> <p>Mini-lesson - Adding details to create a more vivid story</p> <p>W.7.3a-e</p>

<p>Day 19</p>	<p>Shared text- Close Reading- What are the 5 most important words in the article? How do they help my understanding?</p> <p>Book Club- Having deeper conversation. Drawing conclusions.</p> <p>RI.7.4 RL.7.4</p>	<p>Draft - Complete drafting sci-fi story</p> <p>Mini-lesson - Making a story flow effectively</p> <p>W.7.3a-e</p>
<p>Day 20</p>	<p>Topic versus angle in a nonfiction article. What usually remains constant in a text? What changed?</p> <p>Its purpose is to use science fiction as a vehicle for critiquing current issues and events, and using the knowledge we construct to consider perspectives on what the future might hold.</p> <p>RI.7.6 RL.7.7</p>	<p>Peer edit and revision - Teacher-selected partnerships to edit and revise</p> <p>Mini-lesson - grammar</p> <p>W.7.3a-e</p>
<p>Day 21</p>	<p>Shared text- Close Reading- Finding what is really important. Find the nouns, cut the fat with extra information.</p> <p>Book Club.</p> <p>RI.7.6 RL.7.7</p>	<p>Publish writing piece - final write of sci-fi story</p> <p>Peer share</p> <p>W.7.3a-e</p>
<p>Day 22</p>	<p>Read Aloud- Lens- What are the bigger social issues about society that the author is discussing in the text?</p> <p>RL.7.7</p>	<p>Mini lesson - model how to begin an argumentative writing piece (state topic/position, why, attention-grabber/hook)</p> <p><u>W.7.2e</u></p>

<p>Day 23</p>	<p>Mini-lesson- Do some characters seem to be unrealistic in their achievements/abilities/actions/confidence? Hubris- Inflated Ego.</p> <p>Book Talk- Scholarly argument.</p> <p>RL.7.6</p>	<p>Mini lesson - model how to create the body of the argumentative writing piece (at least 3 strong points and details for each)</p> <p><u>W.7.2e</u></p>
<p>Day 24</p>	<p>Infomercials/government commercials: How does media change our perspectives? What do we see? How do we feel?</p> <p>RI.7.7</p>	<p>Mini lesson - model how to end an argumentative writing piece (restating your position and why it is important)</p> <p><u>W.7.2e</u></p>
<p>Day 25</p>	<p>Practice responding to media portrayals of the future using a prompt.</p> <p>Book Talk- Comparing literature.</p> <p>RI.7.7 RL.7.6</p>	<p>Drafting - Do I have a strong enough argument? Can anything else be added to make it a stronger piece?</p> <p><u>W.7.2b, e</u></p>
<p>Day 26</p>	<p>Attack independent articles for comprehension. Read Aloud using Non-fiction reading strategies.</p> <p>RI.7.4</p>	<p>Drafting - Do I need more reasons to support my stand? Did I convey my stand clearly and in a cohesive manner?</p> <p><u>W.7.2b, e</u></p>

<p>Day 27</p>	<p>Mini-lesson- Breaking down difficult parts by getting rid of what is not needed.</p> <p>Book Talk</p> <p>RI.7.4 RL.7.4</p>	<p>Peer edit and revisions - mini lesson - review use of pronouns</p> <p><u>W.7.2d, e</u></p>
<p>Day 28</p>	<p>Mini-lesson- Increasing my speed at reading NF. Choosing a main argument and finding evidence throughout the article to support.</p> <p>RI.7.8</p>	<p>Publish final argumentative writing piece</p> <p><u>W.7.2e</u></p>
<p>Day 29</p>	<p>Read an article and respond to open-ended by using evidence.</p> <p>RI.7.8</p>	<p>Argumentative Timed Prompt - 40 minutes (Should technology be used more or less in schools?)</p> <p><u>W.7.2a-e</u></p>
<p>Day 30</p>	<p>Final book club discussions, group feedback, rating of members and suggestions.</p> <p>RL.7.6</p>	<p>Post-Assessment</p> <p><u>W.7.2a-e</u></p>
<p>Day 31</p>	<p>Final book club discussions.</p> <p>RL.7.6</p>	<p>Post-Assessment</p> <p><u>W.7.2a-e</u></p>

Unit 5 Informational Reading and Argumentative Writing

5 weeks

Rationale

In this unit, students will be exposed to a variety of issues that need societal compassion and activism. Through reading and analyzing non-profit fundraising materials and websites, students will gain awareness of challenges our world faces. They will develop a collection of information which will be transformed into interactive posters that will be presented in a class exhibit.

First students will analyze data and literature to elicit persuasive language and strong reasoning and evidence. Then working in partnerships, they will research and collect various data to learn more deeply about introduced issues, with anticipation to catapult service and leadership.

Then students will choose a non-profit organization that focuses on a given social issue. They will create an informational poster on their charitable organization, listing facts and statistics about the social issue and the organization. They will have a summary of the organization, how and why it began, and why it requires immediate attention. Lastly, the students will present their informational posters to the class and be able to answer knowledgeably about the social issue and the organization.

Assessments & Products

- On Demand Narrative Writing
- TC Reading Assessments
- Essential Question Reflection
- Published Statement and Summary
- Writer's Notebook
- Reader's Response Notebook
- Interactive Posters

Essential Questions

What is the goal of a non-profit agency, and how do the various agencies attain their goals?

How can a reader analyze a set of texts on a related topic to create theses about, point of view, argument, and organization?

In order to be an effective argument writer, what skills must be demonstrated?

Unit Learning Goals

Learning goals are derived from the CCLS for the unit. Scales are written to connect to learning goals.

- I can evaluate the importance of an organization and their mission after analyzing facts and statistics about the American population.
- I can determine the important facts and information to hold onto for my presentation.
- I can create summaries and paraphrases that include important information in my own language.
- I can figure out the tone of a text and provide evidence to support my claim.
- I can create a thesis statement.
- I can support my claim with clear reasons and relevant evidence.
- I can organize a presentation that is clear and accurate to my audience.

Common Core Standards

Learning goals are derived from the CCLS.

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.

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.

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.

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

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.

In this unit plan, the following 21st Century Life and Careers skills are addressed:			
Check ALL that apply – 21st Century Themes		Indicate whether these skills are:	
			<ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed
		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	E	CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		T	CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections				
8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.				
9.1—All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.				

Daily Teaching Objectives

Objectives are your measurable daily lessons and activities that help students achieve a learning goal. All objectives connect to learning goals.

Readers will work collaboratively through a group read aloud to determine the central idea of an organization by citing several pieces of information and evidence.

Readers will find and choose three valuable articles and informational text for their research that includes pertinent information

Readers will find at least 5 specific facts and statistics that demonstrate the need for the organization's need.

Readers will choose at least three images that demonstrate the hardship suffered due to the social issue.

Readers will evaluate the progress made as a group and set firm deadlines for completion of each part of the work.

Readers will work collaboratively to provide a one-paragraph summary of a text by using the whole-class article.

Readers will create a timeline of important events since the creation of the organization.

Writers will work in partners to revise and evaluate each other's writing by providing clear and accurate feedback according to the non-fiction rubric.

Writers will present their information clearly and accurately and be able to answer questions knowledgeably and thoroughly to their audience according to the rubric.

Suggested Pacing Schedule

Week 1

- Pre-Assessment Unit 5
- Begin articles on social issues
- Practice pulling out key facts and statistics

Week 2

- Complete research on social issue
- Set up groups/responsibilities
- Finalize which social issue and organization per group

Week 3

- Research social issue/organization via articles
- Paraphrasing and summarizing for organization
- Note-taking

Week 4

- Continue research via organization's website
- Gathering images to represent social issue/organization
- Summarize information
- Organize statistics/facts in order of importance and relevance

Week 5

- Complete all research
- Present posters to class
- Post-Assessment Unit 5

Teacher's College Reading Assessments Should Be Complete!!!

Reading & Writing Skills	Instructional Methods
Questioning	Independent Reading & Writing
Monitoring For Meaning	Close Reading
Inferring	Guided Reading
Retelling	Small-Group Strategy Lessons

Predicting Determining Importance Synthesizing Elaboration Finding Theme	Explicit, Whole-Group Mini-Lessons Explicit Strategy Instruction Read Aloud Partner Reading Turn and Talk Stop and Jot Reading Log Free-Writing Writing Process Think-Aloud
Resources	Vocabulary
Writer's and Reader's Notebooks Independent Reading Books Posters Articles on Social Issues Websites for Organizations	Content-based vocabulary Summarizing Paraphrasing Statistics/Facts Humanitarian-based vocabulary

Differentiation
<ul style="list-style-type: none"> ● Students read books appropriate to their independent reading level ● Students can work at different paces ● Small strategy groups will support students to reach goals

- Questions embedded into read aloud are multi-leveled
- Graphic organizers may be provided to scaffold essay writing
- 1:1 conferences offer extra individualized support to readers and writers
- Charts display examples and instructions
- Pictorial charts and prompts used for students who need

For enrichment, students can

- Use more resources
- Complete 2 independent books
- Create an fundraising event an organization could host to raise money and awareness

For struggling writers,

- Students can use 2 resources that are at just right levels

Suggested Reading Strategies for Small Group and Conferences

Lesson Ideas for Retelling (reading and writing)

- Good readers can retell a story.
- Good readers can identify the structure of a story (beginning, middle, and end).
- Good readers can retell a story in the correct sequence.
- Good readers use language that helps them describe the sequence of a story (e.g., first, next, then, finally, etc.).
- Good readers recognize important story elements (characters—setting— problem—solution).
- Good readers can identify main characters (referring to them by name).
- Good readers can identify the setting in a story.
- Good readers can identify the problem and solution in a story.
- Good readers find and use important language (repeated) from the text.
- Good readers stop, think, and remember (carrying through) important elements of a story.

- Good readers activate prior knowledge and experience when thinking about a story.
- Good readers practice retelling with partners.
- Good readers practice retelling longer texts.
- Good readers practice retelling in writing.

Lesson Ideas for Monitoring for Meaning

- Good readers leave tracks of their thinking as they read.
- Good readers make mental pictures or movies in their head as they read.
- Good readers stop reading when they are confused or not focused.
- Good readers stop reading when they can't see the mental pictures or movies (visualizations) in their head or can't hear the inner voice in their head.
- Good readers ask themselves “Does it sound right?” or “Does it make sense?” if they come to unknown words or confusing text.
- Good readers often skip an unknown word, read on, and then reread.
- Good readers use context clues to figure out the meaning of unknown words.

Suggested Reading Strategies for Small Group and Conferences

Lesson Ideas For Synthesis (reading and writing)

- Good readers monitor meaning and “think aloud” about important information and themes as they read.
- Good readers take notes to get the “gist” of their reading.
- Good readers retell what they have read.
- Good readers share their reading with others through book recommendations, book talks, and other conversations.
- Good readers push themselves to understand the inferential meaning of a text, in addition to the literal meaning.
- Good readers put all of their strategies together to better understand a text.
- Good readers compare and contrast to better understand their reading.
- Good readers write about their reading in order to synthesize their thinking.
- Good readers read like a writer noticing the craft of a piece as well as the content and reading process.
- Good readers notice the thinking they do to access content and gain knowledge from texts.
- Good readers synthesize information when they attempt to answer difficult questions.
- Good readers recognize how their thinking has changed while reading a text.

Lesson Ideas for Asking Questions

- o Good readers ask purposeful questions before, during, and after reading.
- o Good readers ask questions to clarify meaning.
- o Good readers ask questions about unfamiliar words.
- o Good readers ask questions about the author's style.
- o Good readers ask question about their predictions.
- o Good readers look for answers to their questions in the text.
- o Good readers revise predictions based on evidence in the text.
- o Good readers determine whether they will have to infer answers to their questions based on the text, use their background knowledge to answer questions, or seek an outside source for answers.
- o Good readers can identify new questions and answers as a result of contributions from other readers.
- o Good readers know that asking questions expands a reader's thinking and understanding.

Suggested Writing Strategies for Small Group and Conferences

- o Preview a selection before reading.
- o Review title, pictures, diagrams, subtitles, and any terms in boldfaced print or italics.
- o Focus on the natural disaster from the point of view of a victim
- o Put events in chronological order
- o Focus on what the author wants to discuss and point of view
- o Create T-chart to separate facts and opinions
- o Writers of nonfiction sometimes present opinions, create chart to differentiate between the two
- o Why did things happen the way they did? How did people feel?

- o What is the writer’s opinion? Do you share the writer’s opinion, or do you have different ideas on the subject?
- o Add new information to what already has learned and see if the ideas and opinions change
- o Evaluate what is being read. Evaluation should be an ongoing process, not just some-thing that is done when finished reading.
- o A strong introduction, body, and conclusion
- o Well-organized paragraphs that contain transition words to connect ideas
- o A voice that is appropriate for the purpose and audience
- o Language that is specific and appropriate for the audience
- o Sentences that vary in length and structure to make the writing clear and easy to read

Day by Day Learning Plan

Date	Reading Workshop	Writing Workshop
Day 1	Media clips on non-profit/youth organizations in the United States. Response: I think, I notice, I wonder RI.7.7	Pre-Assessment - Timed 40 minutes W.7.4
Day 2	Shared text of statistics and what they imply about the social problems in the United States. RI.7.6	Pre-Assessment - Timed 40 minutes W.7.4

<p>Day 3</p>	<p>Shared text- information about top non-profit organization. What is their purpose, how do they achieve it, what social issues are the roots of the problem?</p> <p>Book club nonfiction research groups- Practice with a text as whole group. What might this research group look like. Create a learning journal.</p> <p>RI.7.5</p>	<p>On-Demand Writing Prompt - Timed 40 minutes, “What are some social issues faced by the youth of America?”</p> <p>W.7.4</p>
<p>Day 4</p>	<p>Shared text- Top 21st century philanthropists. What is the bigger idea? What does this group of people have in common?</p> <p>Students given text packets at their instructional level about various social problems across the world. Students shown how to preview the materials and create organized notes per article.</p> <p>RI.7.5</p>	<p>Mini-lesson - What is this question asking me and how to do answer it? (Use a leveled, chosen non-fiction article)</p> <p>W.7.4</p>
<p>Day 5</p>	<p>Mini lesson- How to write a summary about what I have just read using the most important points.</p> <p>Students create a graphic organizer of text packets where they decide who, what, when, where, why, how. Create a summary of the day’s reading.</p> <p>RI.7.2</p>	<p>Mini-lesson - How to use textual support while answering a prompt/question, citing evidence (Use a leveled, chosen non-fiction article)</p> <p>W.7.7</p>
<p>Day 6</p>	<p>Read Aloud- Personal account of social issue/non-profit organization. Author’s purpose- find evidence.</p> <p>Students practice finding author’s purpose with evidence on their first article, independently. Respond in notebooks.</p> <p>RI.7.6</p>	<p>Mini-lesson - How to respond to a short, open-ended question (Use a leveled, chosen non-fiction article)</p> <p>Author’s Purpose Timed Writing - 20 minutes</p> <p>W.7.7</p>

<p>Day 7</p>	<p>Mini-lesson: What is the topic versus focus in each paragraph?</p> <p>Working in learning groups to create notes on topic/focus of articles.</p> <p>RI.7.5</p>	<p>Independent Practice - Short, open-ended question, 20 minutes, based on chosen nonfiction article (Use a leveled, chosen non-fiction article)</p> <p>W.7.7</p>
<p>Day 8</p>	<p>Mini-lesson: What is the point of view/ What is the purpose of this text?</p> <p>Working in learning groups to jot purpose of articles.</p> <p>RI.7.5</p>	<p>Mini-lesson - Weaving information into response, wrapping up the writing (Use a leveled, chosen non-fiction article)</p> <p>W.7.1a-b</p>
<p>Day 9</p>	<p>Shared - Taking a second article on the same subject and making a comparison of the two texts using- Author's purpose, evidence, which is stronger, etc.</p> <p>Working in learning groups to create charts of comparison.</p> <p>RI.7.2</p>	<p>Independent Practice - Short, open-ended question, 20 minutes, based on chosen nonfiction article</p> <p>W.7.7</p>
<p>Day 10</p>	<p>Mini-lesson: How to quickly mark a text as reading for most important sections (stop and jot, highlight)</p> <p>Groups read an entire article and discuss content, making notes from previous lessons.</p> <p>RI.7.4</p>	<p>Mini-lesson - Reputable websites, proper internet usage, how to read links/webpages for information</p> <p>W.7.6</p>

<p>Day 11</p>	<p>Read Aloud- How effective is the voice? What makes the writer believable? What could be done to make it better.</p> <p>Group debate in learning clubs- What makes one article more authoritative, effective than another?</p> <p>RI.7.5</p>	<p>Mini-lesson - How to take notes from a webpage/link</p> <p>Internet researching on a social issue, choosing one social issue to focus on</p> <p>W.7.6</p>
<p>Day 12</p>	<p>Mini-lesson: Paraphrase important sections.</p> <p>Learning clubs- How to decide what is most important? Use multiple paraphrases to create one.</p> <p>RI.7.1</p>	<p>Note-taking - Internet researching on a social issue of choice</p> <p>W.7.6</p>
<p>Day 13</p>	<p>Learning Club- How to retell to another group what we have been learning. How to have scholarly conversations. Reciprocal teaching.</p> <p>RI.7.1</p>	<p>Note-taking - Internet researching on a social issue of choice</p> <p>W.7.6</p>
<p>Day 14</p>	<p>Read Aloud- Connections between people, places, ideas and events. Create a timeline.</p> <p>Learning clubs- Making a timeline of events, people, places, ideas and how they are connected.</p> <p>RI.7.3</p>	<p>Mini-lesson - Graphic Organizer - How to combine prior notes from text packets and notes from websites in order to organize them to create an argumentative writing piece</p> <p>Note-taking - Internet researching on a social issue</p>

		W.7.1a-c
Day 15	<p>Mini-lesson: What is the structure of this text? How does the organization help the reader?</p> <p>Learning clubs- read the next text and jot notes about structure in learning journals.</p> <p>RI.7.5</p>	<p>Mini-lesson - Verb tenses, past, present, future tenses</p> <p>Begin drafting a 5 paragraph argumentative essay</p> <p>W.7.1d-e</p>
Day 16	<p>Mini-lesson: Compare and Contrast two structures. Which is better for comprehension, authority.</p> <p>Learning clubs- create a chart in notebook. Share with group and add to charts.</p> <p>RI.7.9</p>	<p>Mini-lesson - Proper use of commas in writing</p> <p>Complete drafting 5 paragraph argumentative essay</p> <p>W.7.1d-e</p>
Day 17	<p>Shared Text: Argumentative essay- Uncovering difficult words through close reading strategies.</p> <p>Learning clubs- read next text. Record words that have been reappearing and are part of the topic.</p> <p>RI.7.4.</p>	<p>Mini-lesson - Bibliography page, citing sources</p> <p>Peer revise/edit with a writing partner</p> <p>W.7.1d</p>

<p>Day 18</p>	<p>Shared Text- Evaluating if the evidence and supporting reasons are sound. What sections are effective/ not as effective. Is the intended audience persuaded?</p> <p>Learning club- group discussion and jotting of what should be included, what is done well.</p> <p>RI.7.8</p>	<p>Publish final piece</p> <p>W.7.1a-e</p>
<p>Day 19</p>	<p>Mini-lesson- What overall issues are present in articles I have seen? Compare two articles and how the author attacks the issue.</p> <p>Learning Club- What are the common themes/ideas of what we are reading. Read a new article. Prove ideas with evidence.</p> <p>RI.7.9</p>	<p>Put together presentation</p> <p>W.7.7</p>
<p>Day 20</p>	<p>Mini-lesson: Combine most important notes, eliminate non-essential information</p> <p>Learning Club- Reflection: What have we been finding in our reading? What seems to be the most important information we have been extracting?</p> <p>RI.7.9</p>	<p>Mini-lesson - How to take notes/note-taking on notecards</p> <p>Put together presentation</p> <p>W.7.7</p>
<p>Day 21</p>	<p>Mini-lesson- Creating a synthesis about content in articles/readings.</p> <p>Learning Club- What information has a common thread across all of the articles that I have read? How can I combine this information?</p> <p>RI.7.9</p>	<p>Mini-lesson - How to present information and answer questions in a cohesive and empathetic manner on social issue</p> <p>W.7.7</p>

<p>Day 22</p>	<p>Mini-lesson- How can I analyze related texts? What things can I look for to compare/contrast, evaluate, etc.</p> <p>Learning Clubs- Each group member looks at a different way to analyze the text and shares with group.</p> <p>RI.7.9</p>	<p>Practice presentation with writing partner</p> <p>W.7.7</p>
<p>Day 23</p>	<p>Presentations</p> <p>SL.7.4</p>	<p>Oral and Visual Presentation on Social Issue/Cause</p> <p>W.7.7</p>
<p>Day 24</p>	<p>Read Aloud- Now that I have insight on this subject, how does it change how I read this text?</p> <p>Learning club- Model read aloud text in discussion.</p> <p>RI.7.7</p>	<p>Post-Assessment - Timed 40 minutes</p> <p>W.7.4</p>
<p>Day 25</p>	<p>Group discussions- final read. What have we learned about reading non-fiction? About our topic?</p> <p>RI.7.4</p>	<p>Post-Assessment - Timed 40 minutes</p> <p>W.7.4</p>

Unit 6 Test Prep
10 days

Overview / Rationale

In preparation for Spring standardized testing, teachers will use data accumulated over the course of the school year to plan targeted instruction on priority standards. A variety of literature and informational texts will be used to address the standards.

Stage 1 – Desired Results

Established Goals:

The Anchor Standards are listed below for Reading and Writing. Lesson focus will be determined by individual classroom / student needs.

Key Ideas and Details

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

<p>Text Types and Purposes</p> <p>CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>Production and Distribution of Writing</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.CCRA.W.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>CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Enduring Understandings:</p> <p>Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives. Authors of literary texts include details that help readers determine the theme or central idea. Good readers analyze the text in order to identify the difference between the author’s viewpoint, focus, attitude and position from that of others. Author’s choices distinguish their position, viewpoint, or attitude from that of others.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do I respond to text critically? ● What test taking strategies do I use when reading paired passages? ● What test taking strategies do I use when writing (argument, inform/explain, narrative)? ● How do I improve my pacing on a timed reading/writing activity?
<p>Knowledge:</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● That features in text contribute to understanding concepts in print. 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Preview the text. ● Activate background knowledge.

<ul style="list-style-type: none"> • How to write narratives with well-chosen details. • How to use close reading skills to explicitly understand text. 	<ul style="list-style-type: none"> • Set a purpose for reading. • Make predictions as you read and modify them when necessary. • Use context clues to define unfamiliar words. • Monitor your comprehension. • Make inferences; revise / reject them based on textual evidence. • Summarize in their own words. • Read the titles, headings, and captions. • Analyze figures, charts, and maps. • Connect what you read to personal experiences; other texts—including movies, cartoons, TV shows, and songs; and to the world in general. • Think about cause and effect. • Think about the mood of the passage. • Think about the author’s purposes for writing the passage.
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In this unit plan, the following 21st Century Life and Careers skills are addressed:			
Check ALL that apply – 21st Century Themes		Indicate whether these skills are:	
		<ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed 	
		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	E	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of

			decisions.
	Becoming a Critical Consumer	ETA	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	E	CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections			
<p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p> <p>9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>			

Student Resources	
Primary Source Readings	See Learning Plan – Readings are embedded
Secondary Source Readings	

Supporting Text pages	
Teacher Resources	
Texts: Supplemental Workbooks: Websites: www.parcconline.org www.achievethecore.org Worksheets: Videos:	

Stage 2 – Assessment Evidence	
Performance Task(s):	Other Evidence: <ul style="list-style-type: none"> ● Focused Literacy Stations ● Routine Writing ● On Demand Writing ● Close Reading ● Text Dependent Questions

Stage 3 – Learning Plan	
Instructional Strategies	Descriptions
Suggested Learning Activities	<p><i>Although titled “Test Prep,” this unit does not intend for teachers to assign activities in test prep books, websites, etc, as the sole review method.</i></p> <p>Differentiation is key in this unit. Prior planning is essential to ensure that all students are not receiving the same review material if it is not a priority area of weakness for the class.</p>

Individual and small group instruction is recommended. In-class support teachers are expected to identify priority standards / skills in order to deliver proper instruction to the students.

Suggested lesson sequence:

- 5-10 minute mini-lesson (Standards based)
- 20 minute Partner /Group Activity:
 - Partners read two passages independently and answer the questions independently then meet to discuss/revise responses.
 - The teacher coaches into partnerships and/or facilitates a small group lesson.
 - Work is collected by teacher, assessed and used to drive instruction for the following day.
- 15 Min – Independent Reading and quick writing
- 20 minutes – Provide students with a writing prompt in one of the 3 types of writing – argumentative, informative explanatory and narrative.
 - Meet with individual/small groups of students for explicit instruction as needed
 - Have students identify components of the essay using highlighters
 - Work is collected by teacher, assessed and used to drive instruction for the following day.

Text dependent questions:

For Biographies and Autobiographies

- Is the information the selection provides subjective, objective, or both? Explain your response using evidence from the text.
- What is the overall tone of the selection? Support your answer with details from the text.

Novel and Short Story

- How does the excerpt show the attitudes and emotions of the central character(s)?
- In what ways does the use of language reveal underlying tensions?
- How is the significance of the setting of the work revealed in the excerpt?
- How are the central ideas of the work conveyed through the excerpt?
- In what ways does the excerpt foreshadow subsequent developments in the work?
- How is the excerpt pivotal to the structure of the plot?

Nonfiction

- How does the point of view influence our attitude to the ideas being conveyed?
- How is diction used to influence the reader?
- Discuss the writer's attitude towards the subject matter. How is this revealed?
- Identify features of the writer's technique that you find particularly effective. Explain their effectiveness.

Poetry

- What use has the writer made of repetition to convey meaning and/or emotional effects?
- How does the use of a persona contribute to the dramatic force of the poem?
- How is symbolism used to convey meaning?
- In what ways does the final line/stanza change your understanding of the poem as a whole?
- How is rhythm used to complement the thought and feeling of the poem?

Drama

- How are gesture and action used to convey the state of mind of the character(s)?
- How is language used to show contrasts between/among characters?
- In what ways does the excerpt show or hint at developing conflict in the play?
- How does the excerpt reveal the time and place of the action in the play?
- In what ways is the excerpt significant in revealing a key idea of the play?
- How well do you think the writer manages to use the stage to establish a strong sense of setting?

Analyzing Fiction

- What happens in the story? Give a SHORT summary of the plot (the gist of the happenings). Think about what your summary leaves out.
- Is the story told in chronological order, or are there flashbacks or flashforwards? On rereading, what foreshadowing (hints of what is to come) do you detect?

- What conflicts does the work include?
- How does the writer reveal character--for instance, by explicit comment or by letting us see the character in action?
- Are the characters plausible?
- What motivates them?
- What do minor characters contribute to the work?
- Who tells the story? Is the narrator a character, or does the narrator stand entirely outside the characters' world?
- What is the setting, the time and place of the action? What does the setting contribute to the work?
- Do certain characters or settings seem to you to stand for something in addition to themselves?
- What is the theme--that is, what does the work add up to? Does the theme reinforce values that you hold, or does it challenge them?
- Is the title informative? Did the meaning change for you after you read the work?

Analyzing Poetry

- How would you describe the poem's speaker (sometimes called the persona or the voice)?
- What tone or emotion do you detect--for instance, anger, affection, sarcasm?
- Does the tone change during the poem?
- What is the structure of the poem?
- What is the theme of the poem: what is it about? Is the theme stated or implied?
- What images do you find--evocations of sight, sound, taste, touch, or smell? Is there a surprising pattern of images--say, images of business in a poem about love? What does the poem suggest symbolically as well as literally?

Exemplar lessons:

Argument/Citing Evidence (1 day)

Objective: SWBAT analyze “Typhoid Mary” for nonfiction features in order to answer a TDQ in a speech with textual evidence. CCS: RI 7.5 Analyze the structure an author uses to organize a text,

including how the major sections contribute to the whole development of the ideas

Essential question(s):

How can reading nonfiction help us make connections to events from past and present?

Do Now: Watch youtube video <http://www.youtube.com/watch?v=N54STudBsys> ;

- List 3 facts about typhoid fever
- What is typhoid fever
- How do you prevent it?
- What is the purpose of the video?

Activities:

- All students read Typhoid Mary silently.
- Small targeted groups of students meet with teacher for guided instruction on key skills students are struggling with in class.
- Provide more proficient students with a news article about Typhoid Fever (or other dangerous diseases). Have students annotate. Set expectations for annotations based on student need (Example – in addition to annotating... have students identify examples of figurative language, author’s bias, main ideas, etc.). Have students summarize a paragraph from the article.
- All students answer the question - *Do you think it was right to keep her isolated on an island for 22 years?* Find 3 reasons/pieces of evidence as to why the police locked Mary up. AND 3 pieces of evidence that would set her free Explain.

Textual Features (1 day)

Objective: SWBAT to identify and analyze text features and organization in “Trapped by Fear” via centers; compare and contrast a text to an audio/video.

RI 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole development of the ideas

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 (e.g., how the delivery of a speech affects the impact of the words).

Activities:

- Read silently “Trapped by Fear”

- Centers to practice nonfiction features/organization:
- Vocabulary
- Compare/Contrast Phobia & Fear using video; http://www.youtube.com/watch?v=4tEih_fJ_9g

Focus: How an author develops and contrasts the point of view of different characters or narrators in literary and informational text

“After Twenty Years” (short story by O. Henry)

Paired texts and media connections:

A Retrieved Reformation (O. Henry)
 The Old Grandfather and His Little Grandson (Leo Tolstoy)
 Seventh Grade (Soto)
 An Hour with Abuelo (Cofer)

Focus: Analyze the structure an author uses to organize text informational text; trace and evaluate an argument

“Offerings at the Wall” (Moser)
 Zebra (short story) by Chaim Potok

Focus: Compare and contrast the nonfiction account with a fictional account during the same time period to determine how authors use or alter history. Evaluate claims supported by reasons and evidence from those that are not.

from “Exploring the Titanic” literary nonfiction by Robert Ballard
 Printable version with Teacher Notes: <http://teacherweb.com/SD/Bowdle/Miller/Exploring-the-Titanic-Story.pdf>

Paired texts:

Use excerpts from *The Wreck of the Titan* by Morgan Robertson -[Free Ebook Gutenberg Project \(free download\)](#) Fictional account of a ship sinking similar to the Titanic
 The Lives of La Belle newspaper article by Byran Woolley
 Compare Ballard’s account to an excerpt from *A Night to Remember* Walter Lord

D indicates differentiation at the lesson level

Unit 7 Reading Literature and Writing Realistic Fiction Strips

6 weeks

Rationale

In this last unit, reading and writing workshop is connected by the intricate work of studying author's craft. Students will participate in an author study - choosing an author from either a text set or a favorite author they've read across the year - and then applying what they learn from their mentor author, students will create a narrative in the form of a play.

Generally, students tend to read books as if they are isolated reading experiences. What they do not necessarily recognize, is that there is an author behind those words who has written other great works. In this unit, we encourage our students to read several works of an author - across genre and level. Students can choose from a text set created by the teacher - or they can find a mentor author independently. Students will research the life of that author and look for patterns in the author's works to decide if there is a relationship between the life of the author and the craft. Students will produce an essay that reviews the quality of the author's work.

Students will meet the CCLS for narrative writing by creating an original script. Students will work in writing groups to create a cohesive plot and timeline. The script will include vivid characters, setting, and a clear narrator. To make this experience even more rigorous, students will each take a scene to write and then come back together to revise the play collaboratively. Students will perform the play.

Assessments & Products

- On Demand Realistic Fiction Script Writing
- TC Reading Assessments
- Essential Question Reflection
- Published Statement and Summary
- Writer's Notebook
- Reader's Response Notebook
- Scripts

Essential Questions

How does an author's life shape his or her writing?

How can studying an author's writing influence our own writing?

What are the qualities of the different writing genres and how is that determined by the needs of audience?

Unit Learning Goals

Learning goals are derived from the CCLS for the unit. Scales are written to connect to learning goals.

- I can identify the elements of a play and write about or discuss the connection between and amongst the elements.
- I can identify the structure of a written-version of a play and discuss or write about how that shapes or influences the meaning.
- I can identify the structure of the production of a play and discuss or write about how that shapes or influences the meaning.
- I can watch a play and read a play and discuss or write about how the dramatization is similar to or different than the written version.
- I can write a play that engages an audience by using strong conversational dialogue to reveal character complexity, conflict and plot.
- I can extend an opinion about the quality of an author's writing and then turn that opinion into a claim or thesis statement.
- I can defend a claim by using clear and logical reasons grounded in the author's works.
- I can provide evidence to support my reasons by using quotes from the works of the author.

Common Core Standards

Learning goals are derived from the CCLS.

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

RL.7.7 Compare and contrast a written story, drama, or poem to its 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).

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W7.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCSS.ELA-LITERACY.W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.

In this unit plan, the following 21st Century Life and Careers skills are addressed:			
Check ALL that apply –		Indicate whether these skills are:	
21st Century Themes		<ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed 	
		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and

			contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	TA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	ETA	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation	ETA	CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	ETA	CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections			
8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.			
9.1—All students will demonstrate the creative, critical thinking, collaboration, and problem-			

solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Daily Teaching Objectives

Objectives are your measurable daily lessons and activities that help students achieve a learning goal. All objectives connect to learning goals.

- I can create a summary of my author’s life after creating a timeline of important events and researching relevant information.
- I can create a digital presentation with peers on my author’s life and career and present it to the class.
- I can determine author’s voice, tone, and common themes throughout an author’s work.
- I can design the framework of my play by discussing the plot of the script with my partner and making a storyboard.
- I can divide scenes of my play to my writing partners and focus on a consistent flow throughout my play.
- I can determine differences in genres and be able to compare and contrast multiple genres at once.
- I can establish unique qualities of specific genres and cite textual support for my claims.
- I can cite textual support for characterization and how characters reflect on events that have occurred to them.

Suggested Pacing Schedule

- Week 1**
- Pre-Assessment Unit 7
 - Begin reading mentor texts of plays
 - Take notes on dialogue, stage cues, stage directions

- Assign playwriting groups
- Begin story elements for play idea
- Assign Author Study groups

Week 2

- Create timeline and assign acts for each partner
- Write acts and fine tune plays
- Continue author study
- Author's point of view/author's voice

Week 3

- Complete author study
- Practice/rehearse plays
- Complete and present plays

Week 4

- Begin mentor texts of fantasy stories
- Take notes on elements of a fantasy story
- Assign fantasy story writing partners
- Begin fantasy story elements
- Create timeline for fantasy stories

Week 5

- Mentor texts of fantasy stories
- Write fantasy stories
- Peer edit/revise fantasy stories

- Complete Fantasy stories
- Post-Assessment Unit 7

Teacher's College Reading Assessments Should Be Complete!!!

Reading & Writing Skills	Instructional Methods
Questioning Monitoring For Meaning Inferring Retelling Predicting Determining Importance Synthesizing Elaboration Finding Theme	Independent Reading & Writing Close Reading Guided Reading Small-Group Strategy Lessons Explicit, Whole-Group Mini-Lessons Explicit Strategy Instruction Read Aloud Partner Reading Turn and Talk Stop and Jot Reading Log Free-Writing Writing Process Think-Aloud
Resources	Vocabulary
Writer's and Reader's Notebooks	Author's Point of View/Author's Voice

<p style="text-align: center;">Independent Reading Books Various written works by selected authors Various Mentor Texts Plays Various Mentor Texts of Fantasy Stories</p>	<p style="text-align: center;">Play/Playwrite Fantasy (Fantasy elements) Content-based vocabulary Transition words Stage cues/directions</p>
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Differentiation
<p>Students read books appropriate to their independent reading level</p> <p>Students can work at different paces</p> <p>Small strategy groups will support students to reach goals</p> <p>Questions embedded into read aloud are multi-leveled</p> <p>Graphic organizers may be provided to scaffold narrative writing</p> <p>1:1 conferences offer extra individualized support to readers and writers</p> <p>Charts display examples and instructions</p> <p><i>For enrichment, students can</i></p> <p>Publish multiple writing pieces</p>

Create new story ideas for the author from their author study

Higher leveled texts for both plays and fantasy/dystopian

For struggling writers,

Students can only publish one piece of writing- Can be varied in requirements

Suggested Reading Strategies for Small Group and Conferences

Lesson Ideas for Retelling (reading and writing)

- Good readers can retell a story.
- Good readers can identify the structure of a story (beginning, middle, and end).
- Good readers can retell a story in the correct sequence.
- Good readers use language that helps them describe the sequence of a story (e.g., first, next, then, finally, etc.).
- Good readers recognize important story elements (characters—setting— problem—solution).
- Good readers can identify main characters (referring to them by name).
- Good readers can identify the setting in a story.
- Good readers can identify the problem and solution in a story.
- Good readers find and use important language (repeated) from the text.
- Good readers stop, think, and remember (carrying through) important elements of a story.
- Good readers activate prior knowledge and experience when thinking about a story.
- Good readers practice retelling with partners.
- Good readers practice retelling longer texts.
- Good readers practice retelling in writing.

Lesson Ideas for Monitoring for Meaning

- Good readers leave tracks of their thinking as they read.
- Good readers make mental pictures or movies in their head as they read.

- Good readers stop reading when they are confused or not focused.
- Good readers stop reading when they can't see the mental pictures or movies (visualizations) in their head or can't hear the inner voice in their head.
- Good readers ask themselves "Does it sound right?" or "Does it make sense?" if they come to unknown words or confusing text.
- Good readers often skip an unknown word, read on, and then reread.
- Good readers use context clues to figure out the meaning of unknown words.

Suggested Reading Strategies for Small Group and Conferences

Lesson Ideas For Synthesis (reading and writing)

- Good readers monitor meaning and "think aloud" about important information and themes as they read.
- Good readers take notes to get the "gist" of their reading.
- Good readers retell what they have read.
- Good readers share their reading with others through book recommendations, book talks, and other conversations.
- Good readers push themselves to understand the inferential meaning of a text, in addition to the literal meaning.
- Good readers put all of their strategies together to better understand a text.
- Good readers compare and contrast to better understand their reading.
- Good readers write about their reading in order to synthesize their thinking.
- Good readers read like a writer noticing the craft of a piece as well as the content and reading process.
- Good readers notice the thinking they do to access content and gain knowledge from texts.
- Good readers synthesize information when they attempt to answer difficult questions.
- Good readers recognize how their thinking has changed while reading a text.

Lesson Ideas for Asking Questions

- Good readers ask purposeful questions before, during, and after reading.
- Good readers ask questions to clarify meaning.
- Good readers ask questions about unfamiliar words.
- Good readers ask questions about the author's style.
- Good readers ask question about their predictions.
- Good readers look for answers to their questions in the text.
- Good readers revise predictions based on evidence in the text.

- o Good readers determine whether they will have to infer answers to their questions based on the text, use their background knowledge to answer questions, or seek an outside source for answers.
- o Good readers can identify new questions and answers as a result of contributions from other readers.
- o Good readers know that asking questions expands a reader's thinking and understanding.

Suggested Writing Strategies for Small Group and Conferences

- o Preview a selection before reading.
- o Review title, pictures, diagrams, subtitles, and any terms in boldfaced print or italics.
- o Focus on the natural disaster from the point of view of a victim
- o Put events in chronological order
- o Focus on what the author wants to discuss and point of view
- o Create T-chart to separate facts and opinions
- o Writers of nonfiction sometimes present opinions, create chart to differentiate between the two
- o Why did things happen the way they did? How did people feel?
- o What is the writer's opinion? Do you share the writer's opinion, or do you have different ideas on the subject?
- o Add new information to what already has learned and see if the ideas and opinions change
- o Evaluate what is being read. Evaluation should be an ongoing process, not just something that is done when finished reading.
- o A strong introduction, body, and conclusion

- o Well-organized paragraphs that contain transition words to connect ideas
- o A voice that is appropriate for the purpose and audience
- o Language that is specific and appropriate for the audience
- o Sentences that vary in length and structure to make the writing clear and easy to read

Day by Day Learning Plan

Date	Reading Workshop	Writing Workshop
Day 1	<p>I think, I notice, I wonder.. Picture/gallery walk with post its, students determine which genre is being represented in the picture. List evidence of how they know.</p> <p>RL.7.2, 7.3, 7.4</p>	<p>Pre-Assessment Timed - 40 minutes</p> <p>W.7.4</p>
Day 2	<p>Students choose author that they will be focusing on. Students will choose by interest.</p> <p>Response in reader’s notebook about their background knowledge of the author/genre.</p> <p>RL.7.2, 7.4</p>	<p>Pre-Assessment Timed - 40 minutes</p> <p>W.7.4</p>

<p>Day 3</p>	<p>Read Aloud- Short story. Elements of the genre. What is done effectively? RL.7.4, 7.5, 7.6</p>	<p>Shared Text - Play, focus on narrator and what role he/she plays in it W.7.3a</p>
<p>Day 4</p>	<p>Read Aloud- 2nd short story. Elements of the genre? What is done effectively? RL.7.4, 7.5, 7.6</p>	<p>Shared Text - Play, focus on characters and character development and character interactions W.7.3a</p>
<p>Day 5</p>	<p>Reader's Theatre- What should I look like? What is my responsibility as a reader? What techniques should I use as I am speaking my part? RL.7.6, 7.7, 7.9</p>	<p>Shared Text - Play, focus on dialogue, how does the dialogue affect the mood of the play W.7.3b</p>
<p>Day 6</p>	<p>Mini-lesson: Ways an author can write multiple genres, but still stay true to their style. RL.7.1, 7.2, 7.3, 7.4, 7.6</p>	<p>Shared Text - Play, focus on stage cues, scene descriptions, how does the stage cues and scene descriptions set up what is about to happen W.7.3c</p>

Day 7	Mini-lesson: How do characters/dialogue contribute to genre? RL.7.1, 7.3, 7.4, 7.6	Shared Text - Play, focus on plot, problem/solution, are there plot twists, cliffhangers, etc. W.7.3d
Day 8	Mini-lesson: How does setting contribute to a genre? RL.7.1, 7.3, 7.4, 7.6	Play groups - set up groups, discuss responsibilities W.7.4
Day 9	Read Aloud: Figurative Language and its purpose in a text. RL.7.1, 7.3, 7.4, 7.6	Read Aloud: Figurative Language and its purpose in a text. W.7.3d
Day 10	Reader's theatre- Practice scripts and presentations RL.7.6, 7.7, 7.9	Reader's theatre- Practice scripts and presentations W.7.3
Day 11	Watch clips from various Cinderella RL.7.6, 7.7	Develop plot, setting, characters as a group W.7.3d
Day 12	Grimms Fairy Tale version of Cinderella Compare and Contrast	Timeline per scene, stop and start acts, determine who is

	RL.7.6, 7.7	responsible for which act W.7.3d
Day 13	Developing secondary characters mini-lesson. RL.7.1, 7.3, 7.6	Each student draft their own act W.7.3e
Day 14	Point of View- Seeing through another character's eyes. Three Little Pigs RL.7.1, 7.3, 7.6	Meet with group to confirm cohesive story/make revisions W.7.5
Day 15	Reader's theatre- Practice scripts and presentations RL.7.6, 7.7, 7.9	Peer revise and edit with other partnerships/groups W.7.5
Day 16	Read short fantasy story focusing on style of genre and technique RL.7.1, 7.3, 7.6	Publish plays - put final touches on plays, add any other details, scenes, or stage cues W.7.6
Day 17	Mini lesson- What makes this author seem unique?	Practice plays

	RL.7.3, 7.4, 7.5, 7.6	W.7.7
Day 18	Read short story by same author. Focus on similarities in writing styles. RL.7.3, 7.4, 7.5, 7.6	Practice plays W.7.7
Day 19	Research author, focusing on important details and facts about his life RI.7.1, 7.2, 7.4, 7.5	Presentation of select plays W.7.7
Day 20	Reader's theatre- Practice scripts and presentations RL.7.6, 7.7, 7.9	Reader's theatre- Practice scripts and presentations W.7.7
Day 21	Continue researching author, focusing on author's voice and common theme throughout stories RI.7.1, 7.2, 7.4, 7.5 RL.7.1, 7.2, 7.4, 7.5	Mini-lesson - compare/contrast fantasy vs. fiction vs. nonfiction W.7.3
Day 22	Select fantasy/dystopian novel, compare/contrast fantasy/dystopian with realistic fiction and science fiction Read Aloud - Read excerpts from Divergent, investigate setting differences from other genres Independent Reading - Examine differences in setting of fantasy/dystopian vs other genres	Mini-lesson - What characteristics does a fantasy story have? W.7.3a

	RL.7.1, 7.2, 7.3, 7.4	
Day 23	<p>Read Aloud - Read excerpts Divergent, examine character traits and how they fit into their settings</p> <p>Independent Reading - Stop and jot character traits (physical and personality) and compare it to that of a character from a realistic fiction novel</p> <p>RL.7.1, 7.2, 7.4, 7.6</p>	<p>Shared Text - Fantasy story, determine fantasy elements</p> <p>W.7.3a</p>
Day 24	<p>Mini-lesson - Focus on how characters in fantasy/dystopian interact within their settings, read excerpts of Divergent</p> <p>Independent Reading - Character interaction within their environment</p> <p>RL.7.1, 7.2, 7.4, 7.6</p>	<p>Mini-lesson - Converting realistic into fantasy</p> <p>W.7.3b</p>
Day 25	<p>Reader's theatre- Practice scripts and presentations</p> <p>RL.7.6, 7.7, 7.9</p>	<p>Draft Fantasy story</p> <p>W.7.4</p>

<p>Day 26</p>	<p>Read Aloud - Read excerpts from Divergent, make predictions with textual support about upcoming events in the story</p> <p>Independent Reading - Make predictions with textual support</p> <p>RL.7.1, 7.2, 7.4, 7.6</p>	<p>Draft Fantasy story</p> <p>W.7.4</p>
<p>Day 27</p>	<p>Read Aloud - Read excerpts from Divergent, stop and jot about how characters have changed and how that change affects the story</p> <p>Independent Reading - Focus on how characters' change and its effect on the story</p> <p>RL.7.1, 7.3. 7.4, 7.6</p>	<p>Peer revise and edit</p> <p>W.7.5</p>
<p>Day 28</p>	<p>Mini-lesson - Figurative language and dialogue, How do these affect the tone and theme of the story? Read excerpts from Divergent</p> <p>Independent Reading - Stop and jot about figurative language and meaningful dialogue</p> <p>RL.7.1, 7.3. 7.4, 7.6</p>	<p>Publish Fantasy story</p> <p>W.7.4</p>
<p>Day 29</p>	<p>Post Assessment Timed - 40 minutes</p> <p>RL.7.1, 7.3. 7.4, 7.6, 7.10</p>	<p>Post Assessment Timed - 40 minutes</p> <p>W.7.4, 7.10</p>