

READINGTON PUBLIC SCHOOL DISTRICT
7th Grade English Language Arts Curriculum 2024

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I. PURPOSE AND OVERVIEW

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

In writing, students focus on specific text types: narrative, informative and explanatory text, and argument. In the word study and the study of vocabulary, students focus both on understanding words, their nuances, as well as affixes and roots appropriate to the 7th grade reading level. Students will also acquire new words through conversation, reading, and being taught them directly. Students will grow to understand the proper meanings of words, with the means (context, word analysis, and so on) to select words based on the situation.

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

II. GOALS

This curriculum is linked to the 2023 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

III. ASSESSMENT

Student learning will be assessed through

- Running Records
- Student/teacher conferences
- Reading logs
- Reading pace and stamina
- Contributions to book clubs
- Writing Benchmark Assessments
- Writing samples and student writing portfolios
- Student presentations
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Standards Based Writing Rubrics
- Learning Progressions
- Rubrics

English Language Arts Curriculum 7th Grade | 2024

- Word study unit assessments
- Universal Screener
- Diagnostic Assessments

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

IV. PACING GUIDE

Unit #	Time Frame	Word Study	Unit Name
Unit 1	6 weeks (Sept -Oct)	Word Study Unit 1	Close Reading Strategies: Fiction & Nonfiction (Individual Choice)
			Introduction to Literary Analysis: Writing a Reading Response
Unit 2	5 weeks (Oct - Nov)	Word Study Unit 2 & Review	Argument Writing: Literary Analysis
			Building a Community of Readers: Intro to Book Clubs
Unit 3	6 weeks (Nov - Jan)	Word Study Unit 3 & Review	Reading: Literary Nonfiction (Individual Choice)
			Information Writing: Feature Articles & Digital Media
Unit 4	6 weeks (Jan - Feb)	Word Study Unit 4 & Review	The Art of Argument: Research-Based Essays
			Reading Mysteries in Book Clubs
Unit 5	6 weeks (Mar - April)	Word Study Unit 5 & Review	Reading: Social Issues Book Clubs & Nonfiction Articles
			Narrative Writing: Realistic Fiction Stories

Unit 6	5 weeks (May - June)	Word Study Unit 6 & Review	Informational/Opinion Writing: Editorials, Blogs, Columns, Letter to Editor, Op-ed
			Graphic Novels - Book Clubs

Unit 1:

Close Reading Strategies: Fiction & Nonfiction & Literary Analysis: Writing a Reading Response

Enduring Understandings

Reading:

Readers use close-reading strategies to understand fiction and nonfiction text.
Readers collect evidence to ground their thinking.

Writing:

Writers understand the necessary connection of expressing thoughts about reading in writing

Goals

Reading:

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7

reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Additional Reading Honors Goals:

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

Writing:

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.
- F.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an

informational text says explicitly as well as inferences drawn from the text.

Additional Honors Writing Goals:

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal or academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the argument presented.

Reading Teaching Points:

Close Reading Strategies

Teaching Points:

Bend 1: Close Reading Fiction

- Readers activate their prior knowledge by finding evidence to consider the genre of the books they are reading. (5.13)
- Read Aloud:** Readers notice text structure by noting literary elements to find problems (Characters and setting) (5.14)
- Reader's self-monitor their reading by noting what is clear and unclear about vocabulary and structure in a section and rereading to clear it up (2.22)
- Reader's ask and answer questions while they read about why characters are acting they way they are (2.24)
- Readers summarize by collecting evidence that supports how they know what they know (9.10)
- Readers make inferences by noting memory moments within texts and their relevance to character development (5.24/NN)
- Readers make inferences by noting the ah ha moments character's have and evaluating how literary elements have lead to these moments (7.6 // NN)
- Read Aloud:** Readers make inferences by noting the contrasts and contradictions in characters behaviors to understand character growth (NN)
- Readers summarize by writing with the "somebody wanted, but so" of the text (5.18)
- Readers make inference about theme based on the big ideas in the text (7.13 // 7.16)

Core Materials:

The Reading Strategies Book 2.0 by Jennifer Serravallo
The Writing Strategies Book by Jennifer Serravallo
Notice and Note Strategies for Close Reading by Kyleene Beers and Bob Probst
Reading Nonfiction
Notice & Note Stances, Signposts, and Strategies by Kyleene Beers and Bob Probst

Supporting Materials and Teacher Resources:

Leveled Bookroom
Classroom Libraries
Teaching Writing in Small Groups by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Units of Study for Reading
Units of Study for Writing
Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja Cherry-Paul & Dana Johansen
Socratic Circles by Matt Copeland
Bringing Words to Life by Beck, McKeown, & Kucan
Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop by Jeff Anderson
Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher
Falling in Love with the Close Read by Christopher Lehman & Kate Roberts
A Novel Approach by Kate Roberts
Conferring by Patrick Allen
Deeper Reading: Comprehending Challenging Texts by

Bend 2: Close Reading Nonfiction

11. Readers ask and answer questions about text features to understand author's purpose (10.27)
12. Readers use text features to activate their prior knowledge (goal 10)
13. **Read Aloud:** Readers self-monitor while looking for word gaps (NN)
14. Readers analyze structure by studying the key words and transitions of chronological order texts (8.13)
15. Readers analyze structure by studying the key words and transitions of problem and solution texts (8.14)
16. Readers analyze structure by studying the key words and transitions of compare and contrast texts (8.16)
17. Readers analyze structure by studying the key words and transitions of cause and effect texts (8.15)
18. **Read Aloud:** Readers self-monitor to distinguish the important information from just interesting information (9.11)
19. Readers infer the main idea by adding up key details (8.11)
20. Readers summarize nonfiction by supporting main ideas with explanations (9.16)

Bend 3: Close Reading Poetry & Dramas

21. Readers consider the structure of poetry by using annotations to label connected elements.
22. Readers make inferences about poetry by analyzing and identifying figurative language.
23. Readers make inferences about dramas by noting stage directions and reflecting on the author's purpose.
24. **Read Aloud:** readers study dialogue to make inferences about character relationships (4.23)
25. Readers compare and contrast a drama to its filmed version by analyzing the effects of techniques unique to each medium.

Additional Honors Teaching Points:

Bend 1

2. **Read Aloud:** Readers activate their prior knowledge of fiction by surveying a text from the beginning for its key literary elements. (5.14)
5. Readers take notes by creating a two-column T-chart connecting the text to their thoughts. (13.5)

Kelly Gallagher

Strategic Spelling: Moving beyond memorization in the middle grades by Jonathan Wheatly

Word Journeys by Kathy Ganske

The Megabook of Fluency by Rasinski & Smith

Micro Mentor Texts by Penny Kittle

When Kids Can't Read: What Teachers Can Do by Kylene Beers

Nonfiction Craft Lessons: Teaching Information Writing K-8 by Joann Portalupi and Ralph Fletcher

The Big Book of Details by Rozlyn Linder

[RMS Writing Unit Structure](#)

[RMS Reading Unit Structure](#)

Technology:

- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks

Mentor Texts:

Teacher selected texts

Instructional Read Aloud:

Anthologies:

The Hero Next Door Olugbemisola Rhuday-Perkovich

There is No Long Distance Now by Naomi Shihab Nye (specifically "Are We Friends" and "Shoulders")

Been There Done That Mike Winchell

First French Kiss and Other Traumas by Adam Bagdasarian

Fresh Ink Lamar Giles

The Circuit by Francisco Jiménez

Short Stories:

"After Twenty Years" by O. Henry

"The 11:59" by Patricia McKissack

"From a Long Hard Journey: the story of the Pullman Porter" by

Patricia McKissack

"The Portrait" by Tomas Rivera

"A Day's Wait" by Ernest Hemingway

"Mars Climate Orbiter Team Finds Likely Cause of Loss"

"The War of the Wall" by Toni Cade Bambara

"The Green Mamba" by Roald Dahl

"Button, Button" Richard Matheson

9. Readers summarize by angling their summary around a specific theme. (5.23)

Bend 2

4. Readers analyze structure by studying the key words and transitions of chronological order texts (8.13) and problem and solution texts. (8.14)
5. Readers analyze structure by studying the key words and transitions of compare and contrast texts (8.16) and cause and effect texts. (8.15)
6. Readers consider text structure by drawing connections between the organization of the text and the author's point of view.
7. Readers consider text structure by drawing connections between the organization of the text and the author's overall argument and purpose.
8. **Read Aloud:** Readers self-monitor to distinguish the important information from just interesting in order to write objective summaries of informational text. (9.11)

Bend 3

2. Readers ask and answer questions about poetry by analyzing and identifying figurative language and its impact on the text.
5. Readers compare and contrast a drama to its filmed version by looking for what is absent and emphasized in each work.

Writing:

Writing a Reading Response

Teaching Points

Piece 1:

1. Writers generate ideas for writing by analyzing literary analysis prompts to uncover the secret questions.
2. Writers generate ideas by looking over their notes to identify connections and themes which they will use to generate a thesis.
3. Writers generate ideas before they write, then select a strong idea, considering an outline for the organization of the piece that they need first. (5.18)
4. Writers draft by paying attention to topic sentences by restating and answering the question (9.16)
5. Writers draft by explaining how their evidence led them to their thesis.

A Retrieved Reformation" by O. Henry
 "Charles" by Shirley Jackson
 "Amigo Brothers" by Piri Thomas
 "Legend of Sleepy Hollow" by Washington Irving
 "Ransom of Red Chief" by O. Henry
 "The Lottery" by Shirley Jackson
 "Home"
 "Seventh Grade"
 commonlit.org
 Scholastic Scope

Drama:

A Defenseless Creature by Neil Simon
A Christmas Carol : Scrooge and Marley by Israel Horovitz
Let Me Hear You Whisper by Paul Zindel
The Monsters are Due on Maple Street by Rod Serling
 Scholastic SCOPE

Informational:

Scholastic Scope
 Scholastic Action
 Biography.com
 NationalGeographic.com
 History.com
 Npr.com
 Youtube.com
 Newsela
 Jr. Scholastic
 CNNkids.com
 commonlit.org

Writing Mentor Texts

- *Breakfast on Mars and 37 other Delectable Essays*
Rebecca Stern
- Teacher created examples
- Past student examples

Possible Independent Texts:

Fiction:

Secrets of my Hollywood Life Jen Calonita
Scat Carl Hiassen
Wednesday Wars Gary D Schmidt
Rules
Define Normal Julie Ann Peters
Peak Roland Smith
Tiger Eyes Judy Blume
Skinny Donna Cooner
Swallowing Stones Joyce McDonald
Heat Mike Lupicia

6. Writers revise to include simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
7. Writers revise by varying their word choice in their conclusion sentences.
8. Writers edit their piece by making sure their evidence is following MLA expectations.

Piece 2:

9. Writers choose and develop their ideas by weighing their evidence.
10. Writers draft by paying attention to how they introduce their quotes with transitions and background information.
11. Writers draft by paying attention to how they elaborate by putting the quote "in other words" (Big book of Details) 169)
12. Writers revise by using punctuation (commas, parenthesis, dashes) to set off nonrestrictive and parenthetical elements.
13. Writers revise by using commas to separate coordinate adjectives.
14. Writers peer review by expressing to each other when things do not make sense (10.7)
15. Writers publish their writing by sharing their realizations with others.

Additional Honors Writing Teaching Points:

Piece 1:

4. Writers draft by writing concise and varied topic sentences that reflect the prompt and claim (9.16)
5. Writers draft by using "If...then" statements to craft explanations that go beyond the evidence to substantiate the thesis statement. (BoBD 102).

Piece 2:

9. Writers choose and develop their ideas by weighing their evidence and determining which evidence would be most impactful.
10. Writers draft by implementing varied transitions and background information before quotes to highlight the relationship between ideas.

Word Study:

The Crossover Kwame Alexander
Black Brother, Black Brother Jewell Parker Rhodes
Small Steps Louis Sacha
Blended Sharon Draper
Clean Getaway Nic Stone
Insignia S. J. Kincaid
The Sign of the Beaver Elizabeth George
The Executioner's Daughter Jane Hardstaff
Catherine Called Birdy Karen Cushman
Matilda Bone Karen Cushman
The Midwife's Apprentice Karen Cushman
The Ramsay Scallop Frances Temple
Crispin: The Cross of Lead Avi
Chains
Fever

My Brother Sam is Dead
Otto of The Silver Hand Howard Pyle
Drama

Monster Walter Dean Meyers
Our Town Thornton Wilder
The Miracle Worker William Gibson

Nonfiction:

Genetics from DNA to Designer Dogs Kathleen Simpson

Honors:

Suspect Red L.M. Elliot
The Pigman Paul Zindel
Sparrow Sarah Moon
I am the Cheese Robert Cormier
Tangerine Edward Bloor
Okay For Now Gary D Schmidt
Sword of the Rightful King Jane Yolen
The Trumpeter of Krakow Eric Kelly
Twelve Angry Men Reginald Rose
A Tree Grows in Brooklyn Betty Smith

Assessment:

Reading Formative:

- Pre-assessment for literary analysis writing
- Student/teacher conferences
- Writing samples
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Learning Progressions

Reading Summative:

- Open ended response
- Student writing portfolios
- Student presentations
- Standards Based Writing Rubrics

Unit 1	<ul style="list-style-type: none"> • Writing Pathways Performance Assessments • Rubrics <p>Reading Alternative:</p> <ul style="list-style-type: none"> • Graphic Organizer of plot element connections <p>Writing Formative:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Writing samples • Writer's notebooks • Student Performance Checklists • Student self-reflection • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Reader Response Assessment • Standards Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics • Reading Diagnostic <p>Alternative:</p> <ul style="list-style-type: none"> • Debate <p>Benchmark: Running Record Assessment for any student not on benchmark from the end of the year in 6th grade.</p> <ul style="list-style-type: none"> • Reading Rate (150 wpm is benchmark for 7th grade) • Comprehension • Fluency <p>Reading Benchmark: Level Y Level X: Approaching expectations Level W or below: Does not meet expectations</p>
Interdisciplinary Connections	
<p>Visual and Performing Arts: 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose. Activity: Utilizing a variety of music to create awareness of mood connected to a novel. Compare and contrast auditory versus language that creates mood.</p> <p>Social Studies: 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted. Activity: Students will track how the technological advancements of the time period connect to the events that take place in the novel.</p>	
Career Readiness, Life Literacies, and Key Skills	
Career Readiness, Life Literacies, and Key Skills Practices: CRPI: Act as a responsible and contributing community member and employee. Activity: Students will discuss how to appropriately have discussions in person and online.	

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

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. **Activity:** Students will complete an author study to evaluate what is accessible and free to access from that author.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication. **Activity:** Create a venn diagram weighing an author's overt messages and subtle ones in a complex text.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. **Activity:** Students will participate in a jigsaw using informational text to solve an open-ended question.

Computer Science & Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. **Activity:** Students create digital character tracking and note and notices to keep track of their reading progress.

Unit 2:

Argument Writing: Literary Analysis & Building a Community of Readers Through Book Clubs

Enduring Understandings

Writing:

As writers, students analyze and develop arguments regarding the craft of other writers.

Reading:

Readers analyze elements of fiction (plot, characters, dialogue, setting) in a collaborative setting.

Readers demonstrate how collaborative discussion enhances the analysis of texts and their elements.

Goals

Writing:

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style/academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the argument presented.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Additional Writing Honors Goals:

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

Reading:

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.

D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

Additional Reading Honors Goals:

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

Writing:

Literary Analysis

Teaching Points:

Piece 1: Drafting a lit analysis essay about character: Using the best evidence

1. Writers generate and collect ideas for literary analysis by identifying elements of character that contribute to the theme.
2. Writers generate and collect ideas for literary analysis by looking across their readers notebook to find evidence of conflict that support a claim.
3. Writers select an idea and rehearse their thoughts with attention to the connection between evidence and claim.
4. Writers draft strong paragraphs by explaining how their evidence proves the claim.
5. Writers revise for structure by including topic sentences that thoroughly summarize the point of the paragraph.
6. Writers revise literary essays by re-evaluating the evidence selected and its connection to the claim.
7. Writers work with partners to ensure their writing is clear and organized for their audience.
8. Writers edit to be sure they format titles and quotations correctly.

Core Materials:

The Reading Strategies Book 2.0 by Jennifer Serravallo

The Writing Strategies Book by Jennifer Serravallo

Notice and Note Strategies for Close Reading by Kyleene Beers and Bob Probst

Reading Nonfiction

Notice & Note Stances, Signposts, and Strategies by Kyleene Beers and Bob Probst

Supporting Materials and Teacher Resources:

Leveled Bookroom

Classroom Libraries

A Teacher's Guide to Reading

Conferences by Jennifer Serravallo

Teaching Writing in Small Groups by Jennifer Serravallo

Teaching Reading in Small Groups by

Piece 2: Drafting a lit analysis essay about conflict: Strong openings and closings

9. Writers select a new idea and plan for literary analysis by identifying conflicts and thinking about how they contribute to the theme.
10. Writers plan for literary analysis looking across their readers' notebook to find character development for their claim.
11. Writers draft with attention to the fact that their evidence should build in a logical way.
12. Writers draft strong paragraphs by using transitions to clearly connect ideas.
13. Writers revise conclusions to include the impact of reading the text.
14. Writers revise introductions to include a brief summary of the text, introduce position, and orient readers to the overall line of argument.
15. Writers edit to ensure a formal tone.
16. Writers revise to make quotes more concise by using the ellipsis.

Piece 3: Drafting a lit analysis essay: Comparing Development of Theme across Multiple Texts

17. Writers study mentor text to understand the structure of a compare/contrast lit analysis essay.
18. Writers plan by looking across the reader's notebook for patterns and trends in each text then select an idea.
19. Writers plan by weighing the identified trends for their value and relevance.
20. Writers draft using a variety of transition words that highlight when ideas are to be compared and when they are contrasted.
21. Writers draft making sure that their explanation of evidence helps readers follow their line of argument (thesis).
22. Writers revise to be sure that the claim is maintained through body paragraphs.
23. Writers revise to use precise words and used metaphors, images, or comparisons to explain what they meant.
24. Writers edit to combine sentences using semicolons (9.32)
25. Writers revise with a focus on place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Additional Honors Writing Teaching Points:

Piece 1

5. Writers draft by using multiple pieces of evidence to support each reason and the overall claim.
6. Writers revise strong literary essays by re-evaluating the evidence selected and ensuring its connection to the claim and additional evidence.

Piece 2

Jennifer Serravallo

Units of Study for Reading

Units of Study for Writing

Reading with Presence: Crafting mindful, evidence-based reading

responses by Marilyn Pryle

Teaching Interpretation using

text-Based Evidence to Construct

Meaning by Sonja Cherry-Paul & Dana

Johansen

Socratic Circles by Matt Copeland

Bringing Words to Life by Beck,

McKeown, & Kucan

Mechanically Inclined: Building

grammar, usage, and style into Writer's

Workshop by Jeff Anderson

Write Like This: Teaching real-world

writing through modeling & mentor

texts by Kelly Gallagher

Falling in Love with the Close Read by

Christopher Lehman & Kate Robers

A Novel Approach by Kate Roberts

Conferring by Patrick Allen

Deeper Reading: Comprehending

Challenging Texts by Kelly Gallagher

Strategic Spelling: Moving beyond

memorization in the middle grades by

Jonathan Wheatly

Word Journeys by Kathy Ganske

The Megabook of Fluency by Rasinski &

Smith

Micro Mentor Texts by Penny Kittle

When Kids Can't Read: What Teachers

Can Do by Kylene Beers

Nonfiction Craft Lessons: Teaching

Information Writing K-8 by Joann

Portalupi and Ralph Fletcher

The Big Book of Details by Rozlyn

Linder

[RMS Writing Unit Structure](#)

[RMS Reading Unit Structure](#)

Technology:

- Google Classroom
- Smartboard/document camera

12. Writers draft strong paragraphs by using varied transitions that clarify relationships among ideas.
13. Writers revise the conclusion to include additional insights, implications, questions, or challenges.
14. Writers revise introductions by providing context, introducing a focus/main idea, and oriented readers to the overall structure of the text.
15. Writers edit to ensure a formal tone and sophisticated use of literary terminology.

Piece 3 **For honors, differentiate by having them blend stories in one paragraph***

20. Writers draft using a variety of transition words that clearly highlight the similarities and differences between each story within a paragraph.
21. Writers draft making sure that their explanation of evidence helps readers follow their line of argument (thesis) and each additional piece of evidence.
22. Writers revise by re-reading and ensuring they are answering the 'why' questions.

Reading:

Building a Community of Readers

Teaching Points:

1. Readers activate their prior knowledge by considering the time period of the books they are reading and predicting how that time period will impact the text (5.27 and 5.28).
2. **Read Aloud:** Characterization: Readers identify the point of view the author chose and analyze the perspective of that character by considering personality, socio-economic status, and identity (6.23).
3. Flashback/Memory Moment: Readers make inferences by noting memory moments within texts and their relevance to character development (5.24/NN).
4. **Book Club:** Readers have discussions about texts by using Conversation Playing Boards to ensure everyone participates (12.5).
5. **Read Aloud:** Readers analyze the theme of a poem by making connections to the structure of a poem.
6. Contrasts and Contradictions: Readers make inferences by noting the contrasts and contradictions in characters behaviors and determining how characters change (6.15 / NN).
7. **Book Club:** Readers reflect about what went well about their book club and set goals for the next conversation (12.11).
8. Readers make inferences about characters' motivations by tracking characters' feelings across events/chapters (6.11).
9. **Read Aloud:** Words of the Wiser: Readers analyze how other (wiser) characters' actions and dialogue can lead to theme (7.7 / NN)

- Online resources and websites
- Chromebooks
- Online notebooks

Mentor Texts:

Teacher selected texts

Writing Mentor Texts

- *Breakfast on Mars and 37 other Delectable Essays* Rebecca Stern
- Teacher created examples
- Past student examples

Instructional Read Aloud:

Anthologies
The Hero Next Door Olugbemisola Rhuday-Perkovich
There is No Long Distance Now by Naomi Shihab Nye
Been There Done That Mike Winchell
First French Kiss and Other Traumas Adam Bagdasarian
Fresh Ink Lamar Giles

Short Stories:

"On The Sidewalk Bleeding" Evan Hunter
commonlit.org

Poetry:

"Nothing Gold Can Stay" Robert Frost

Possible Independent Texts:

The Outsiders by S.E Hinton

Honors:

The Outsiders by S.E Hinton

Assessment:

Writing Formative:

- Pre-assessment for literary analysis writing
- Student/teacher conferences
- Writing samples
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection

<p>10. Book Club: Readers extend the line of thinking about a text by agreeing, disagreeing, providing support, or asking a question (12.15)</p> <p>11. Readers self-monitor by pausing in a place where characters' feelings or traits change to determine a lesson (7.4).</p> <p>12. Readers compare and contrast a text and film by considering how changes impact the viewing experience.</p> <p>Additional Honors Reading Teaching Points:</p> <p>8. Readers make inferences comparing and contrasting characters' motivations by tracking characters' feelings across events / chapters (6.11).</p> <p>9. Read Aloud: Words of the Wiser: Readers analyze by identifying wise characters in the text and drawing connections between those characters and wise characters in other texts. (7.7 / NN)</p> <p>11. Readers analyze by noticing how a character responds to other characters to determine a lesson. (7.5)</p> <p>12. Readers compare and contrast a text and film by considering how changes impact the viewing experience and if those changes impact the character development.</p> <p>Word Study: Unit 2 Review Unit 1</p>	<ul style="list-style-type: none"> • Learning Progressions <p>Writing Summative:</p> <ul style="list-style-type: none"> • Published Literary Essay • Student writing portfolios • Student presentations • Standards Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics <p>Writing Alternative:</p> <ul style="list-style-type: none"> • Debate • Presentation <p>Assessment:</p> <p>Reading Formative: Student/teacher conferences Reader's Notebooks Reading Logs Discussions</p> <p>Reading Summative: Fishbowl/Book Club Discussion Book Club Reflection writing</p> <p>Reading Alternative: Book talk</p>
Interdisciplinary Connections	
<p>Social Studies: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Activity: Students will compare and contrast the social issues of our country's past to the ones our country faces today. They will track how history repeats itself and how we have learned from our mistakes.</p> <p>Visual and Performing Arts: 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events. Activity: Discuss how visual and performing arts represent ideas and themes that were found in text or a new form because the access to the material is expanded to include all who see the media representation.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p>Career Readiness, Life Literacies, and Key Skills Practices: CRP1: Act as a responsible and contributing community member and employee. Activity: Students will participate in book club book discussions. Students will discuss how to appropriately have discussions in person and online.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Activity: Complete a character study and compare and contrast characters in a group. Afterward, evaluate the skills used in the activity and discuss how they would be useful in a career setting.</p>	

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. **Activity: Students will create a social media account for the character in their book and discuss why they shared what they shared.**

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. **Activity: students will use Google platforms to deliver information to their peers about their text analysis.**

9.4.8.TL.3: Select appropriate tools to organize and present information digitally. **Activity: Students will use Google Docs to publish a literary analysis piece. They will reflect on their font / format choices to understand how/why they presented their information the way they did.**

Computer Science & Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. **Activity: Students will research the time period a text was set. Then reflect on the trade-offs associated with technology for the characters and the author in their time period.**

Unit 3:

Reading: Literary Nonfiction & Information Writing: Feature Articles & Digital Media

Enduring Understandings

Reading:

Readers make inferences about text and use evidence to support inferences, discern central ideas

Readers analyze how text structure affects the meaning of nonfiction texts

Readers use literary nonfiction texts to develop their analysis skills as well as expand their knowledge of the world

Writing:

Writers understand their power to craft pieces with a strong focus

Writers understand how to shape their presentation of information for different mediums

Goals:

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories)

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually,

quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Additional Honors Goals:

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing:

WIW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an

informational text says explicitly as well as inferences drawn from the text.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

Explain the function of phrases and clauses in general and their function in specific sentences.

- Recognize spelling conventions.

Additional Writing Honors Goals:

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style/academic style, approach, and form.
- Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation"

Reading Teaching Points:

Bend 1: Text structure as a lens for main idea

- Readers activate prior knowledge by using the blurb to do preliminary research before reading (5.10).
- Read Aloud:** Readers analyze structure by noticing shifting text structures within a chapter of literary nonfiction (8.17)
- Readers read self-monitor by paying attention to central ideas, themes, and issues and reinvestigate the text when they think they are unclear. (UoS 1)
- Readers analyze a text to locate multiple central ideas within key sections by rereading and asking 'What else does this imply?' 'What other ideas does this part suggest?'. (UoS 2)
- Readers implement note taking systems given by tracking the developments of multiple ideas. (UoS 3)
- Readers analyze structures by considering heading titles and how they connect to main idea (10.14)
- Readers summarize a text to identify the main idea by recognizing the patterns within multiple sections main ideas (8.12)

Core Materials:

The Reading Strategies Book 2.0 by Jennifer Serravallo

The Writing Strategies Book by Jennifer Serravallo

Notice and Note Strategies for Close Reading by

Kylene Beers and Bob Probst

Reading Nonfiction

Notice & Note Stances, Signposts, and Strategies by

Kylene Beers and Bob Probst

Supporting Materials and Teacher Resources:

Leveled Bookroom

Classroom Libraries

Teaching Writing in Small Groups by Jennifer Serravallo

Teaching Reading in Small Groups by Jennifer Serravallo

Units of Study for Reading

Units of Study for Writing

A Teacher's Guide to Reading Conferences by

8. **Read Aloud:** Readers self-monitor when reading literary nonfiction by recognizing the elements that use narrative schema and the elements that use information schema. (UoS 4)
9. Recognizing Complex Causes and Effects: Readers ask and answer questions by recognizing complex causes and effects (8.15 & UoS 9)
10. Readers self-monitor by using a note taking strategy that indicates the structure of the text (13.4 & UoS 10)
11. Readers self-monitor by recognizing the significance of text features. (UoS 10)
12. Readers self-monitor by recognizing parts of the text they are not understanding and look inside and outside the text for help. (UoS 13)
13. Readers summarize literary nonfiction texts by studying the impact of timelines. (10.20)
14. Readers summarize literary nonfiction texts by considering the impact of charts and tables. (10.19)

Bend 2: Inferences about Authors

15. Readers make inferences about the author's arguments or bias by noticing extreme or absolute language. (NN, 19)
16. Readers self-monitor by identifying word gaps and strategizing on how to address them. (NN)
17. **Read Aloud:** Readers make inferences about the author's claims by considering why they quote the sources that they do. (NN)
18. Readers analyze descriptive passages closely to learn about embedded ideas, themes, and issues. (UoS 8)
19. Readers summarize the author's arguments by analyzing the details that an author uses and deciding if they are relevant/substantiate the main idea. (9.17)
20. Readers synthesize text by considering how text features and text connect.
21. Readers self-monitor by checking their comprehension and revising thinking. (9.3)
22. Readers make inferences by looking back across the text for big ideas and themes of the text.

Bend 3: Comparing and Contrasting Texts to Build Knowledge

23. **Read Aloud:** Readers ask and answer questions by building knowledge with a paired text. (9.9)
24. Readers orally present findings and ideas regarding a paired text by comparing and contrasting the main idea of both texts.
25. Readers self-monitor by comparing previous thinking to present thinking.

Jennifer Serravallo
Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja Cherry-Paul & Dana Johansen
Socratic Circles by Matt Copeland
Bringing Words to Life by Beck, McKeown, & Kucan
Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop by Jeff Anderson
Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher
Falling in Love with the Close Read by Christopher Lehman & Kate Robers
A Novel Approach by Kate Roberts
Conferring by Patrick Allen
Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher
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Word Journeys by Kathy Ganske
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When Kids Can't Read: What Teachers Can Do by Kyleene Beers
Nonfiction Craft Lessons: Teaching Information Writing K-8 by Joann Portalupi and Ralph Fletcher
The Big Book of Details by Rozlyn Linder
[RMS Writing Unit Structure](#)
[RMS Reading Unit Structure](#)

Technology:

- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks

Mentor Texts:

Teacher selected texts

Instructional Read Aloud:

Hidden Figures

26. Readers make inferences by taking their changes in thinking and identifying the cause of this change.
27. Readers make inferences about the author's purpose by comparing and contrasting the language an author uses.
28. Readers make inferences about the author's purpose by comparing and contrasting the central ideas presented by both authors.

Additional Honors Teaching Points:

Bend 1

2. **Read Aloud:** Readers make inferences about structure by noticing shifting text structures within a chapter of literary nonfiction in order to draw conclusions about author's purpose (8.17)
7. Readers summarize a text to identify the main idea by using evidence from text features (10.19)
11. Readers ask an answer questions about what they are reading but asking the "what" and "how" of information (8.18)
13. Readers summarize literary nonfiction texts by studying the impact of timelines, charts, and tables. (10.19 & 10.20)
two teaching points combine from gen ed
14. Readers analyze the structure of text by comparing and contrasting the images that are presented in a section for insights about how images reflect knowledge (10.26)

Bend 2

18. Readers analyze passages and sections of text by theorizing about how the author developed an idea with details (9.17)
21. Readers self-monitor by identifying when something is a contradiction with either themselves or what the author already said and determine what is true through additional research or reflection (9.15)

Bend 3

25. Readers synthesize information by comparing and combining main ideas across texts (8.20)
26. Readers analyze the author's perspective and potential bias by taking their changes in thinking and identifying the cause of this change.

Writing Teaching Points:

Piece 1:

1. Writers investigate and ask questions about feature articles and digital media - inquiry lesson
2. Writers generate ideas by studying mentor texts to review the structures of an informational text. (Chronological, Problem/Solution, Cause/Effect and, Compare/Contrast) (review from reading unit 1. 8.13)

Oh Rats! The Story of Rats and People Albert Marrin
Witches: The Absolutely True Tale of Disaster in Salem Rosalyn Schanzer
Truce: The Day the Soldiers Stopped Fighting Jim Murphy
Trapped! Marc Aronson
Buried Alive! How 33 Miners Survived for 69 Days Deep Under the Chilean Desert Elaine Scott
Trapped ODYSSEY Magazine, September 2011 Issue
An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793 Jim Murphy
The Giant and How He Humbugged America Jim Murphy

Possible Independent Texts:

Shipwreck at the Bottom of the World Jim Murphy (Level Y)
Blizzard! The Storm that Changed America Jim Murphy (Level Y)
Courage Has No Color
Disasters: Natural & Man-Made Brenda Guiberson
12 Incredible Facts about the Dropping of the Atomic Bombs
Genetics: Breaking the Code of Your DNA
Titanic
Titanic Sinks!
Understanding Viruses with Max Axiom, super Scientist
Scholastic Scope
Scholastic Action
Biography.com
NationalGeographic.com
History.com
Npr.com
Youtube.com
Newsela
Jr. Scholastic,
Scholastic Scope
CNNkids.com

Honors:

Black Potatoes Susan Campbell Bartoletti
Members Only: Secret Societies, Sects, and Cults-Exposed Julie Tibbott
The Finest Hours Michael J. Tougias and Casey Sherman
Behind Enemy Lines: A Young Pilot's Story H. R.

3. Writers generate ideas by identifying and organizing writing by subtopic based on research and previous knowledge.
4. Writers rehearse ideas to brainstorm what topics they can write about for their feature article and plan by considering their purpose and goals.
5. Writers draft by writing with attention to the text structure that best supports their seed idea. (Chronological, Problem/Solution, Cause/Effect and, Compare/Contrast)
6. Writers revise for transitions by noting the relationships between ideas and selecting transitions that reflect that relationship.
7. Writers revise for vocabulary and language including domain specific vocabulary.

Piece 2:

8. Writers choose and develop their ideas for writing by crafting a short draft to help them weigh out better options. (4.17)
9. Writers draft with attention to elaborating on their topic and know this can be done by completing research. (6.22)
10. Writers draft with attention to how the subject of their writing is being described. (Nonfiction Craft Lessons pg. 89)
11. Writers revise to include text features by considering what would be meaningful for their audience.
12. Writers revise to create an engaging introduction by including an anecdote, shocking statement, or statistic. (6.41)
13. Writers edit for modified and dangling modifiers by annotating modifiers and what they modify.
14. Writers edit for spelling conventions.
15. Writers publish and share their writing by completing a gallery walk with feedback.

Additional Honors Writing Teaching Points:

Piece 1

2. Writers generate ideas by studying mentor texts to chart how feature articles blend text structures with digital elements. (Chronological, Problem/Solution, Cause/Effect and, Compare/Contrast) (review from reading unit 1. 8.13)
4. Writers rehearse ideas to brainstorm what topics they can write about for their feature article and plan by reflecting on the impact that various topics could make on the audience.

Demallie

Writing Mentor Texts:

“7 Examples of Engaging Feature Articles”

<https://shorthand.com/the-craft/engaging-feature-stories/index.html>

Scholastic Action

Biography.com

NationalGeographic.com

History.com

Npr.com

Youtube.com

Newsela

Jr. Scholastic,

Scholastic Scope

CNNkids.com

Assessment:

Reading Formative

- Student/teacher conferences
- Reader's Notebooks
- Reading Logs
- Discussions

Reading Summative

- Open-ended response
- Reading Diagnostic

Reading Alternative

- Pamphlet / Brochure

Writing Formative:

- Pre-assessment for Informational writing
- Student/teacher conferences
- Writing samples
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Learning Progressions

Writing Summative:

- Student writing portfolios
- Student presentations
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Rubrics
- Feature Article
- Student created website - Google Sites
- Standards Based Writing Rubrics

<p><i>Piece 2</i></p> <p>9. Writers draft with attention to elaboration by weaving a variety of types of research into their writing (stats, descriptions, definitions) etc.</p> <p>11. Writers revise to create text features that highlight the text structure they have already written in.</p> <p>Word Study: Unit 3 Review Unit 1-2</p>	<ul style="list-style-type: none"> • Writing Pathways Performance Assessments • Rubrics <p>Writing Alternative:</p> <ul style="list-style-type: none"> • Informational Essay <p>Benchmark: Informational Writing</p>
Interdisciplinary Connections	
<p>Social Studies: 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. Activity: Students will read a variety of nonfiction texts. Texts focused on the Civil War, the events that led to it, and the events that followed will be one of the options.</p> <p>Science: MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. Activity: Students will read a variety of materials and use multiple principles and models to analyze text structures and features to identify the main idea and related theories.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p>Career Readiness, Life Literacies, and Key Skills Practices: CRP5: Utilize critical thinking to make sense of problems and persevere in solving them. Activity: Students will choose a topic to research, develop a researchable question, find the answers to that question and teach the reader what they have learned through a written report.</p> <p>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement Activity Students create and present a multimedia project (e.g., slideshow, video, infographic) that educates their peers about the impact of online behavior on employment and advancement opportunities.</p> <p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use. Activity: Students participate in a scavenger hunt to find and evaluate citations in a variety of online resources.</p> <p>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. Activity: Students will learn to use NoodleTools as a method to organize and synthesize researched information.</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Students will complete a scavenger hunt of each other's text features in their published feature article to explain what works and what does not.</p>	
Computer Science & Design Thinking	
<p>8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. Activity: Students will use a checklist to evaluate the design and accessibility of a feature article and other digital media. Then, they will make lists of who this article will work for and who would need more support.</p>	

Unit 4:

The Art of Argument: Research-Based Essays & Reading Mysteries in Book Clubs

Enduring Understandings
<p>Writing: Writers demonstrate the need for a variety of evidence to substantiate claims Students, as researchers, demonstrate responsible 21st century research skills</p> <p>Reading: Use close reading strategies to gather information about characters, setting, and clues to make inferences about a mystery and its solution</p>
Goals
<p>W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. D. Establish and maintain a formal style/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.</p> <p>W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</p> <p>W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p>RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.</p> <p>RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Explain the function of phrases and clauses in general and their function in specific sentences. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt). E. Recognize spelling conventions.
<p>Additional Writing Honors Goals:</p>

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal or academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the argument presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Reading:

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

Additional Reading Honors Goals:

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types,

including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

Writing Teaching Points:

Piece 1:

1. Writers generate ideas by studying mentor texts and the author's use of claim and evidence.
2. Writers generate ideas by studying mentor texts and the author's use of persuasive techniques (ethos, pathos, and logos).
3. Writers generate ideas by studying mentor texts and the author's use of openings and closing.
4. Writers generate ideas by studying mentor texts and the author's use of paragraphs and organizational structures.
5. Writers choose ideas and further develop them by researching facts to form a claim (UoS 1).
6. Writers rehearse ideas and make a plan for writing in order to organize the reasons and evidence logically.
7. Writers draft essays with careful attention to logically pairing and ordering evidence and reasons (UoS 3).
8. Writers revise essays by ensuring that paragraphs are aligned with their topic sentences.
9. Writers revise essays by including transitions to connect ideas across and within paragraphs.
10. Writers edit essays by using MLA format to cite evidence.

Piece 2:

11. Writers choose ideas and further develop them by identifying credible sources and selecting the most relevant evidence.
12. Writers rehearse and make a plan for writing by weighing the most convincing evidence.
13. Writers draft essays with careful attention to balancing evidence and explanations.
14. Writers revise by varying the way they introduce information and facts with background information.
15. Writers revise by supporting their evidence from a variety of evidence to be sure that their argument is supported.
16. Writers edit by using the different types of clauses and phrases to build sentences.

Piece 3:

17. Writers choose ideas and further develop them by paying attention to style, approach, and form.
18. Writers rehearse and make a plan for writing by

Core Materials:

The Reading Strategies Book 2.0 by Jennifer Serravallo

The Writing Strategies Book by Jennifer Serravallo

Notice and Note Strategies for Close Reading by Kylene Beers and Bob Probst

Reading Nonfiction

Notice & Note Stances, Signposts, and Strategies by Kylene Beers and Bob Probst

Supporting Materials and Teacher Resources:

Leveled Bookroom

Classroom Libraries

Teaching Writing in Small Groups by Jennifer Serravallo

Teaching Reading in Small Groups by Jennifer Serravallo

A Teacher's Guide to Reading Conferences by Jennifer Serravallo

Units of Study for Reading

Units of Study for Writing

Reading with Presence: Crafting mindful,

evidence-based reading responses by Marilyn Pryle

Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja Cherry-Paul & Dana Johansen

Socratic Circles by Matt Copeland

Bringing Words to Life by Beck, McKeown, & Kucan

Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop by Jeff Anderson

Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher

Falling in Love with the Close Read by Christopher Lehman & Kate Robers

A Novel Approach by Kate Roberts

Conferring by Patrick Allen

Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher

Strategic Spelling: Moving beyond memorization in the middle grades by Jonathan Wheatly

Word Journeys by Kathy Ganske

<p>identifying their audience and purpose for the argument.</p> <ol style="list-style-type: none"> Writers draft essays with careful attention to persuasive techniques (ethos, pathos, and logos) (UoS 11). Writers revise essays to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Writers revise essays to match tone with audience, purpose, and form (UoS 12). Writers edit to use the correct relative pronoun (who, whom, whose, which, and that). <p><i>Piece 4:</i></p> <ol style="list-style-type: none"> Writers choose ideas and further develop them by researching topics they are passionate about. Writers rehearse ideas by debating with others (UoS 2). Writers draft essays with strong openings by introducing claim(s) about a topic or issue, acknowledging alternate or opposing claims, and organizing the reasons and evidence logically. Writers draft essays with strong closings by providing a concluding statement or section that follows from and supports the argument presented. Writers revise essays to include domain specific vocabulary. Writers revise essays to personal anecdotes and other persuasive techniques to convince readers. Writers edit to include simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Writers publish and celebrate their pieces. <p>Additional Honors Teaching Points:</p> <p><i>Piece 1</i></p> <ol style="list-style-type: none"> Writers generate ideas by studying mentor texts and the author's use of persuasive techniques such as counterclaim as a way writers establish reliability. Writers choose ideas and further develop them by creating research questions so that they can fully explore a topic. Writers rehearse ideas and make a plan for writing by determining and outlining using the most effective text-structure for their purpose. <p><i>Piece 2</i></p> <ol style="list-style-type: none"> Writers rehearse and make a plan for writing by weighing the most convincing evidence to align the research with 	<p><i>The Megabook of Fluency</i> by Rasinski & Smith <i>Micro Mentor Texts</i> by Penny Kittle <i>When Kids Can't Read: What Teachers Can Do</i> by Kyleene Beers <i>Nonfiction Craft Lessons: Teaching Information Writing K-8</i> by Joann Portalupi and Ralph Fletcher <i>The Big Book of Details</i> by Rozlyn Linder RMS Writing Unit Structure RMS Reading Unit Structure</p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Smartboard/document camera Online resources and websites Chromebooks Online notebooks <p>Mentor Texts: Teacher selected texts</p> <p>Writing Mentor Texts: Past student essays Articles Recess and Suspension Articles Scholastic Scope Scholastic Action Biography.com NationalGeographic.com History.com Npr.com Youtube.com Newsela Jr. Scholastic CNNkids.com Commonlit.org</p> <p>Instructional Read Aloud: Short Stories: "The Adventure of the Speckled Band" Arthur Conan Doyle "The Red-Headed League" Arthur Conan Doyle "The Blue Carbuncle" Arthur Conan Doyle "Copper Beeches" by Arthur Conan Doyle "Lamb to the Slaughter" by Roald Dahl "The Case of the Sticky Brush" "The Angry Chef" "Button, Button" Richard Matheson "The Lottery" Shirley Jackson</p>
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reasons and a claim.

15. Writers revise by addressing and dismissing a counterclaim to prove the strength of their claim.

Piece 3

18. Writers rehearse and make a plan for writing by selecting vocabulary and a structure for writing that is indicative of their audience and purpose.

19. Writers draft essays with careful attention to persuasive techniques such as acknowledging and distinguishing the claim(s) from alternate or opposing claims.

Piece 4

24. Writers rehearse ideas by working with partners to come up with questions the piece will need to answer (Nonfiction Craft Larsson pg. 82)

26. Writers draft essays with strong closings by providing a concluding statement or section that follows from and supports the argument presented as well as highlights the importance of the argument and calls the audience to action.

Reading Teaching Points:

1. Readers activate their prior knowledge by considering the mystery genre and vocabulary associated with that genre. (5.13 and 2.21)
2. **Read Aloud:** Readers analyze character relationships by citing evidence in character webs.
3. Readers make predictions by using close reading strategies to identify character behavior/setting details that may point to larger issues in the text.
4. **Book Club:** Readers ask questions of their group mates by focusing on the suspenseful moments in the text.
5. Readers make predictions by analyzing tough questions that characters ask. (NN)
6. Readers make inferences using the order clues are identified in the text. (13.2)
7. Readers analyze and collect evidence for resolution and guilt by identifying patterns within characters' thoughts, actions, and dialogue repeats. (6.10 / NN)
8. **Read Aloud:** Readers make inferences and connections about clues and setting by rereading for changes. (5.6)
9. Readers make inferences about the plot by tracking setting changes. (5.27).
10. Readers analyze what characters say in dialogue by comparing and contrasting character traits and relationships to what is said. (6.18 and 6.19).

Poetry Resources:

"Ten Little Indians"

"The Raven" by Edgar Allan Poe

"Annabel Lee" by Edgar Allan Poe

Possible Independent Texts:

The Body in the Woods April Henry

Hold Fast Blue Balliet

The Westing Game Ellen Raskin

The Dead Man in Indian Creek by Mary Downing Hahn

Chasing Vermeer Blue Balliett

SCAT Carl Hiassen

Mysterious Benedict Society Trenton Lee Stewart

London Eye Mystery Siobhan Dowd

Honors:

Moon Over Manifest Clare Vanderpool

In the Shadow of the Blackbirds Cat Winters

And Then There Were None Agatha Christie

Murder on Orient Express Agatha Christie

Assessment:

Writing Formative:

- Pre-assessment for Argument writing
- Student/teacher conferences
- Writing samples
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Learning Progressions

Writing Summative:

- Argument Writing Essay
- Student writing portfolios
- Student presentations
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Rubrics

Writing Alternative:

- Debate
- TED Talk

Assessment:

Reading Formative:

- Student/teacher conferences
- Reader's Notebooks
- Reading Logs
- Discussions

<p>11. Readers make inferences by recognizing how the setting impacts the mood (5.28).</p> <p>12. Read Aloud: Readers pay close attention to what the crime solver does, sees, thinks and says when they search for clues to solve a mystery (6.15).</p> <p>13. Readers analyze how character relationships can change as the plot changes (6.22).</p> <p>14. Read Aloud: Readers deduce a solution to a mystery by considering clues, setting, and plot (6.21).</p> <p>15. Book Clubs: Readers orally acknowledge group members ideas and make note of how their evidence and ideas change during discussion.</p> <p>Additional Honors Teaching Points:</p> <p>2. Read Aloud: Readers analyze characters by identifying archetypes within the mystery genre as a way to understand character's journeys and relationships (6.24)</p> <p>6. Readers make inferences by using the different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).</p> <p>8. Read Aloud: Readers make inferences by considering the levels of setting in the text and how those setting affect characters (5.32)</p> <p>9. Readers analyze how the setting impacts the characters and conflict of a story (5.27).</p> <p>13. Readers analyze why character relationships can change as the plot changes (6.22).</p> <p>Word Study: Unit 4 Review Unit 1-3</p>	<p>Reading Summative:</p> <ul style="list-style-type: none"> • Open-ended response <p>Reading Alternative:</p> <ul style="list-style-type: none"> • Mystery Map • Detective Notebook <p>Benchmark: Running Record Assessment for any student not on benchmark from the end of the year in September of 7th grade.</p> <ul style="list-style-type: none"> • Reading Rate (150 wpm is benchmark for 7th grade) • Comprehension • Fluency <p>Level Z: Meets expectations Level Y: Approaching expectations Level X or below: Does not meet expectations</p> <p>Assessment for Argument Writing</p>
Interdisciplinary Connections	
<p>Social Studies: 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. Activity: Students will study a case as depicted in their texts and differentiate between evidence to support the prosecution and defense.</p> <p>Science: MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. Activity: Present and/or discuss ways in which human activity can impact Earth's systems in small groups.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p>Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. Activity: Students will identify the clues present in a mystery novel and create a timeline mapping how the detective solved the crime.</p>	
<p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job</p>	

application process. **Activity:** Practice effective communication skills during presentations, small group discussions, and debate.

9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). **Activity:** Students will compete in a debate where they will design their own smart city, incorporating data and technology to address climate change effects.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. **Activity:** Students will complete station rotations in which they read a variety of articles and determine how many examples of distortion, exaggeration, or misrepresentation of information in the text.

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. **Activity:** students will imagine their characters solving the crime in a digital world. They will make predictions of what would be more or less successful in different digital environments.

Computer Science & Design Thinking

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. **Activity:** Students will participate in a jigsaw in order to develop a master list of the types of files they will come across in research as well as what they can do when they come across each type of file.

Unit 5:

Reading: Social Issues Book Clubs & Nonfiction Articles & Narrative Writing: Realistic Fiction Stories

Enduring Understandings

Reading:

Readers analyze problems and issues associated with social issues and real-world connections. Readers can identify the universal elements of texts that are based on reality and compare and contrast the two.

Writing:

Writers of fiction and narrative use a variety of techniques to create compelling stories with developed characters, conflicts, and settings.

Goals

Reading:

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Additional Reading Honors Goals:

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing:

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

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
 - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
 - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
 - E. Recognize spelling conventions.
- L.KL.7.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
 - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Additional Writing Honors Goals:

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Reading Teaching Points:

Bend 1: Character Relationships

1. **Read Aloud:** Readers activate prior knowledge by investigating texts for social issues. (7.15)
2. Readers analyze the characters' relationships by searching for positive or negative relationships. (6.22)
3. Readers make inferences about character relationships by noting and considering actions and reactions of the characters. (6.18)
4. Readers analyze the perspective and point of the view of the novel to better understand the 'why' of the novel. (6.23)
5. **Read Aloud:** Readers analyze by determining how and why power affects relationships between characters. (UoS 5)
6. Readers analyze differing traits between two characters to think deeper about their relationship. (6.14)
7. **Book Club:** Book club members keep the conversation growing by adding on, disagreeing, providing support, or asking a question (12.15)
8. Readers analyze their character's identity and by connecting possible themes that could emerge from this identity. (7.20)
9. Readers make inferences about characters by

Core Materials:

The Reading Strategies Book 2.0 by Jennifer Serravallo
The Writing Strategies Book by Jennifer Serravallo
Notice and Note Strategies for Close Reading by Kyleene Beers and Bob Probst
Reading Nonfiction
Notice & Note Stances, Signposts, and Strategies by Kyleene Beers and Bob Probst

Supporting Materials and Teacher Resources:

Leveled Bookroom
Classroom Libraries
Teaching Writing in Small Groups by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Units of Study for Reading
Units of Study for Writing
Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
Teaching Interpretation using text-Based Evidence

considering the character's interactions with the social issues represented in the book.

10. Readers self-monitor to determine importance by writing about their reading in a double entry journal. (13.5)

Bend 2: Perspective and Power

11. **Read Aloud:** Readers ask and answer questions by considering group-related issues compared to personal issues. (UoS 8)
12. Readers analyze by evaluating power imbalances between groups and characters. (UoS 9)
13. Readers make inferences by considering character's individual identities with the group's identity in the book to determine possible conflicts. (UoS 11)
14. **Read Aloud:** Readers develop themes by considering the positive and negative messages in the story. (UoS 12)
15. Readers analyze by noting stereotypes and assumptions about groups to consider whether their book is reinforcing them or challenging them. (UoS 13)
16. **Book Club:** Book club members when speaking and suggesting an idea practice presenting evidence of their claims just like they do in writing.
17. Readers reflect on the social issues discussed in their books by linking it with the importance of reading these novels. (UoS 14)
18. Readers analyze their character's choices throughout the novel by considering how it's shaping the character.
19. Readers make inferences about characters and outcomes of the story by reacting to what's unfair. (7.21)
20. Readers synthesize by looking across their notes to develop theories about who the character is and what they want. (6.19)

Bend 3: Text to World and Text to Self Connections

21. Readers analyze the social issues discussed in the book and consider ways to take action. (7.17)
22. Readers self monitor by reflecting on themselves and possible connections between themselves and the characters. (UoS 15)
23. **Book Club:** Book club members debate and think flexibly by asking questions or making statements to get the speaker to say more about their idea and/or defend their thinking. (12.19)
24. Readers consider what lessons everyone takes away from the novel and bring additional perspectives to

to Construct Meaning by Sonja Cherry-Paul & Dana Johansen

Socratic Circles by Matt Copeland

Bringing Words to Life by Beck, McKeown, & Kucan

Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop by Jeff Anderson

Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher

Falling in Love with the Close Read by Christopher Lehman & Kate Robers

A Novel Approach by Kate Roberts

Conferring by Patrick Allen

Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher

Strategic Spelling: Moving beyond memorization in the middle grades by Jonathan Wheatly

Word Journeys by Kathy Ganske

The Megabook of Fluency by Rasinski & Smith

Micro Mentor Texts by Penny Kittle

When Kids Can't Read: What Teachers Can Do by Kylene Beers

Nonfiction Craft Lessons: Teaching Information

Writing K-8 by Joann Portalupi and Ralph Fletcher

The Big Book of Details by Rozlyn Linder

[RMS Writing Unit Structure](#)

[RMS Reading Unit Structure](#)

Technology:

- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks

Mentor Texts:

Teacher selected texts

Instructional Read Aloud:

Short Stories:

"The Scholarship Jacket" Marta Salinas

"In Line at the Drugstore..." Claudia Rankine

"Flowers and Freckle Cream" Elizabeth Ellis

"Thank you Ma'am" Langston Hughes

<p>the issues. (UoS 16)</p> <p>25. Readers recognize which character they identify with and determine what life lessons they can take away. (UoS 17)</p> <p>26. Read Aloud: Readers will study a nonfiction mentor text by considering the perspective and purpose of the author.</p> <p>27. Readers will study nonfiction articles on current events and compare them to their book club books.</p> <p>28. Readers will analyze a nonfiction text of a historical event or person that relates to their novel and compare the two stories.</p> <p>29. Book Club: When speaking and listening, book club members explain how their ideas and thinking is changing and point out the evidence the others presented that has made this change happen.</p> <p>Additional Honors Teaching Points:</p> <p><i>Bend 1</i></p> <p>2. Readers analyze by considering the roles characters have in their environment to determine the importance of those roles on their relationships (6.22)</p> <p>5. Read Aloud: Readers ask and answer questions by collecting evidence as to why characters have positive or negative relationships.</p> <p>10. Readers make inferences by looking at characters in relationships in different plotlines as a method to develop themes. (7.19)</p> <p><i>Bend 2</i></p> <p>12. Readers analyze by evaluating the causes of power imbalances between groups and characters and react when things are unfair. (UoS 9)</p> <p>18. Readers analyze their character's choices throughout the novel by considering how those with a differing perspective would react differently.</p> <p><i>Bend 3</i></p> <p>22. Readers make connections by looking for story archetypes and comparing them to stories they have read in the past. (5.33)</p> <p>25. Readers synthesize information from fiction and nonfiction texts by saying more about the issues present and taking action in their own life. (7.17)</p> <p>28. Readers synthesize fiction and nonfiction by defending or refuting the fiction author's claims with facts.</p> <p>Writing Teaching Points:</p> <p><i>Writing Piece 1: Extending the Storyline</i></p> <p>1. Writers study a mentor text as a guide to help see</p>	<p>"Tuesdays of the Other June" Norma Fox Mazer</p> <p>Anthologies:</p> <p><i>The Hero Next Door</i> Olugbemisola Rhuday-Perkovich</p> <p><i>There is No Long Distance Now</i> Naomi Shihab Nye (specifically "Are We Friends" and "Shoulders")</p> <p><i>Been There Done That</i> Mike Winchell</p> <p><i>First French Kiss and Other Traumas</i> Adam Bagdasarian (specifically "My Side of the Story" R.A. 1 & 5)</p> <p><i>Fresh Ink</i> Lamar Giles</p> <p>The Circuit by Francisco Jiménez (specifically "Inside Out" R.A. 8)</p> <p>Animations:</p> <p>trailer for Inside Out</p> <p>The Bystander, animated short created by Osnat Epstein</p> <p>"Moana Argues with Her Dad" scene from Moana</p> <p>Articles:</p> <p>Nonfiction articles on social issues</p> <p>Scholastic Scope</p> <p>Scholastic Action</p> <p>Biography.com</p> <p>NationalGeographic.com</p> <p>History.com</p> <p>Npr.com</p> <p>Youtube.com</p> <p>Newsela</p> <p>Jr. Scholastic</p> <p>CNNkids.com</p> <p>Poetry:</p> <p>"i look at the world" by Langston Hughes</p> <p>"Caged Bird" Maya Angelou*</p> <p>Possible Independent Texts:</p> <p><i>Tiger Eyes</i> Judy Blume</p> <p><i>Define Normal</i> Julie Anne Peters</p> <p><i>Hold Fast</i> Blue Balliett</p> <p><i>Skinny</i> Donna Cooner</p> <p><i>Heat</i> Mike Lupicia</p> <p><i>The Crossover</i> Kwame Alexander</p> <p><i>Black Brother, Black Brother</i> Jewell Parker Rhodes</p> <p><i>Small Steps</i> Louis Sacha</p> <p><i>Blended</i> Sharon Draper</p> <p><i>Clean Getaway</i> Nic Stone</p>
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what possible extensions could look like and generate ideas for their own extension. (6.16)

2. Writers study mentor texts to understand how characters are created in narrative writing and generate ideas for their own narrative. (6.20, 6.21, 6.27, 6.33)
3. Writers choose and develop a seed idea by considering the lesson and theme they could convey through their writing.
4. Writers draft with attention to the sequence of events in their narrative to be sure it follows a clear structure building toward a theme (5.7, 6.26)
5. Writers draft being sure to include dialogue and enhance their writing through dialogue and varied speaker tags. (6.15)
6. Writers revise by finding a place in their extension where they can zoom in and tell the details. (4.6, 6.29)
7. Writers revise their writing by including figurative language. (6.7, 6.13, 6.14, 6.35, 7.8, 7.17)

Writing Piece 2: Rewriting a Scene in to a Script

8. Writers analyze a mentor text as a guide to help see how to write a script (inquiry lesson).
9. Writers generate ideas by considering what makes a strong play and studying a narrative that will be adapted into a script.
10. Writers choose and develop their ideas by determining what parts of the original story will become speaking lines and stage directions in their script.
11. Writers draft by using stage directions to clarify details and move the story forward.
12. Writers draft by considering how the characters traits, relationships, and perspectives would impact the dialogue and story
13. Writers revise their writing by drawing out parts of their story that need added suspense. (5.27, 5.31, 6.9)
14. Writers edit by correcting inappropriate shifts in verb tense.
15. Writers publish and celebrate their writing through "table reads" of their scripts.

Honors Teaching Points:

Piece 1: Changing Perspective

1. Writers generate ideas by studying a mentor text and considering the perspectives it reveals and doesn't reveal. (6.16?)
2. Writers generate ideas by studying a mentor text charting the ways authors develop conflicts. (3.9, 3.21)
3. Writers choose and develop an idea by outlining the

Honors:

Sparrow Sarah Moon
I am The Cheese Robert Cormier
Tangerine Edward Bloor
Okay For Now Gardy D Schmidt
Swallowing Stones Joyce McDonald

Assessment:

Reading Formative:

- Student/teacher conferences
- Reader's Notebooks
- Reading Logs
- Discussions

Reading Summative:

- Open-ended response
- Discussion

Reading Alternative:

- Public Service Announcement

Writing Mentor Texts:

Short Stories:

"Secrets of Splat Night" Gordon Korman
"Home"
"Fancy Dancer"
"13 and a Half"

Fables:

"The Fox and the Horse" by Brothers Grimm

Anthologies:

he Hero Next Door Olugbemisola
Rhuday-Perkovich
There is No Long Distance Now Naomi Shihab
Nye (specifically "Are We Friends" and
"Shoulders")
Been There Done That Mike Winchell
First French Kiss and Other Traumas Adam
Bagdasarian
Fresh Ink Lamar Giles
The Circuit by Francisco Jiménez

Picture Books:

After the Fall Dan Santat
The Book with No Pictures B.J Novak

<p>perspectives they could write from and determining which would allow for the best character growth/development.</p> <ol style="list-style-type: none"> Writers rehearse and draft by writing and reading dialogue for their narrative with a peer to evaluate character relationships. Writers draft by keeping a theme in mind and using several authors' moves (notice and note) to reveal that theme. Writers revise by zooming in on details in a scene in the story for suspense. Writers revise by including figurative language that reflects the mood of the scene. <p><i>Piece 2: Script Writing A Modern Fable/Fairy Tales</i></p> <ol style="list-style-type: none"> Writers generate ideas by studying a mentor for the ways authors use stage directions, scenes, acts, etc. to create a meaningful piece. Choose and develop ideas by creating parallels between fables/fairy tales original setting and the modern times to determine themes that can be revealed in modern retelling. Writers rehearse and draft by developing stage directions that will guide the story as well as develop the settings of the piece. Writers draft by considering how the characters traits, relationships, and perspectives would impact the dialogue and story. Writers revise by reading for the pacing of the story and rewriting when moments need to be slowed down or sped up. Writers edit by using an ellipsis to add a pause for feeling/suspense, to draw out an idea, show speechlessness, or indicate an omission. Writers edit by correcting inappropriate shifts in verb tense. Writers publish by completing "table reads" of their scripts. <p>Word Study: Unit 5 Review Unit 1-4</p>	<p>Writing Formative:</p> <ul style="list-style-type: none"> Pre-assessment for Narrative writing Student/teacher conferences Writing samples Writer's notebooks Student Performance Checklists Student self-reflection Learning Progressions <p>Writing Summative:</p> <ul style="list-style-type: none"> Published narrative writing Student writing portfolios Student presentations Standards Based Writing Rubrics Writing Pathways Performance Assessments Rubrics <p>Writing Alternative:</p> <ul style="list-style-type: none"> Storyboard or Comic Strip <p>Benchmark: Narrative Writing</p>
Interdisciplinary Connections	
Science: MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past	

century. **Activity:** Identify factors that have caused the rise in global temperatures and discuss ways in which this environmental issue impacts social issues.

Visual and Performing Arts: 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience. **Activity:** Students will write dramas and effectively use stage directions along with font size and type to convey intonation, pacing, and meaning.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. **Activity:** Students will research a controversial issue that appears in their novel.

9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education. **Activity:** Students research different ways to fund postsecondary education, including scholarships, grants, work-study programs, and student loans. They then write a letter to a character in their book explaining how they can use this plan to help them overcome social roadblocks and issues.

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. **Activity:** students will complete a social media scavenger hunt in which they will determine what posts are helpful and what are harmful and then rewrite them to make them helpful specific to the social issues in their book.

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. **Activity:** Students will create a wondering board around research information to help them to organize it. Then, they will brainstorm visualizations of data that they could use.

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3). **Activity:** Students will publish a public service announcement about a social issue in their text using a variety of research and sources.

Computer Science & Design Thinking

8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. **Activity:** Students will develop a “tech tips” website for their character to help them troubleshoot technology issues they might come across in the text.

Unit 6:

Informational/Opinion Writing: Editorials, Blogs, Columns, Letter to Editor, Op-ed & Reading Graphic Novels

Enduring Understandings

Writing:

Writers write with different purposes in mind (Explain/interpret, criticize, persuade, praise).
Writers can blend the informational and persuasive writing lenses to support their purpose for writing.

Reading:

Readers understand the use of images and visuals to tell a complete story.

Goals

Writing:

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

Additional Writing Honors Goals:

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the

selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Reading:

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence

Additional Reading Honors Goals:

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

Writing Teaching Points:

Article 1:

1. Writers study and ask questions about mentor texts to understand the tone and structure of the discipline. (inquiry)
2. Writers collect ideas and brainstorm by collecting triggers. (3.29)
3. Writers brainstorm and flash draft ideas by considering what ideas are best served by each type of editorial writing.
4. Writers plan by drafting questions that they want to answer in their article.
5. Writers research by using reliable sources and databases.
6. Writers draft by aligning facts with claims.
7. Writers revise by including elaboration about facts that highlight the relevance of the fact to the claim.
8. Writers revise by using commas to separate coordinate adjectives.
9. Writers revise with an understanding of the function of phrases and clauses in specific sentences.
10. Writers reflect with peers and teachers by identifying an area of the writing process to improve upon.

Article 2:

11. Writers select a new idea for writing by writing outlandish claims (3.38) for previously generated ideas and evaluating them.
12. Writers plan by identifying the subtopics within their topic to draft research questions. (5.33)
13. Researchers complete follow up research when their questions lead to more questions.
14. As writers draft, they identify what information can be paraphrased and when it should be directly quoted from sources.
15. Writers revise by elaborating using "imagine this" writers moves. (pg 116 - The Big Book of Details)
16. Writers revise by considering paragraphing in mentor texts and create paragraphs for their emphasis and purpose.
17. Writers evaluate their pronouns and antecedents for clarity and to avoid vague references. (small group reteaching, if needed)
18. Writers revise for persuasive language by including ethos, pathos, and logos in their writing where appropriate.

Article 3:

19. Writers outline by considering the text structure that will be most effective for their style and claim.
20. Writers draft with all of their skills in mind in order to write with appropriate language and style for their purpose.
21. Writers draft an engaging introduction by using anecdotes, real or embellished to connect to their audience.

Core Materials:

Units of Study for Reading
Units of Study for Writing

Supporting Materials and Teacher Resources:

Leveled Bookroom
Classroom Libraries
Teaching Writing in Small Groups by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Notice and Note Strategies for Close Reading by Kyleene Beers and Bob Probst
Reading Nonfiction
Notice & Note Stances, Signposts, and Strategies by Kyleene Beers and Bob Probst
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
The Reading Strategies Book 2.0 by Jennifer Serravallo
The Writing Strategies Book by Jennifer Serravallo
Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja Cherry-Paul & Dana Johansen
Socratic Circles by Matt Copeland
Bringing Words to Life by Beck, McKeown, & Kucan
Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop by Jeff Anderson
Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher
Falling in Love with the Close Read by Christopher Lehman & Kate Robers
A Novel Approach by Kate Roberts
Conferring by Patrick Allen
Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher
Strategic Spelling: Moving beyond memorization in the middle grades by

22. Writers revise, elaborate by introducing and define key vocabulary words in context. (Nonfiction Craft Lessons pg. 96)
23. Writers revise by infusing domain specific vocabulary and definitions when appropriate given the audience's knowledge of the topic.
24. Writers edit to use the correct verb with compound subjects.
25. Writers edit to use commas with direct addresses, introductory words, interjections, and interrupters.

Additional Honors Teaching Points:

Article 1

4. Writers research by creating and using a key research question that allows for comprehensive research of reliable sources.
5. Writers draft by including subheadings to organize information (Nonfiction Craft Lesson pg. 86)

Article 2

9. Writers collect ideas for writing by having discussions about what matters and affects their age group.
12. Writers organize research information in a way that makes sense to them weighing what information can be paraphrased and what must be directly cited.
13. Writers elaborate establishing the significance of a fact. (Nonfiction Craft Lessons pg. 101)

Article 3

20. Writers draft by using precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
21. Writers draft an engaging introduction by descriptive writing of their subject and consider a variety of topic sentence placement. (Nonfiction Craft Lessons pg. 89, 95)
22. Writers elaborate by using the "in other words" writing moves. (169 - The Big Book of Details)

Reading Teaching Points:

1. **Read Aloud:** Readers will learn to read graphic novels fluently by studying sample panels to understand the structure.
2. Readers analyze images by charting the changes in focus and perspective.
3. Readers make inferences by considering the impact of setting and the way it is portrayed in illustrations.
4. Readers analyze characters by making inferences about characters using dialogue and the style of speech bubbles.
5. **Read Aloud:** Readers make inferences about characters' traits and relationships by using illustrations and color.
6. **Book Club:** When speaking, book club members consider the places they are getting their evidence from and are able

Jonathan Wheatly

Word Journeys by Kathy Ganske

The Megabook of Fluency by Rasinski & Smith

Micro Mentor Texts by Penny Kittle

When Kids Can't Read: What Teachers Can Do by Kylene Beers

Nonfiction Craft Lessons: Teaching Information Writing K-8 by Joann Portalupi and Ralph Fletcher

The Big Book of Details by Rozlyn Linder

[RMS Writing Unit Structure](#)

[RMS Reading Unit Structure](#)

Technology:

- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks

Mentor Texts:

Teacher selected texts

Writing Mentor Texts:

Past student examples

New York Times Student Editorial Competition

<https://www.nytimes.com/spotlight/editorial-winners>

Instructional Read Aloud:

- Excerpts from bookroom options
- *Breakfast on Mars and 37 other Delectable Essays*

Possible Independent Texts:

Stickman Odyssey Christopher Ford

I Survived Hurricane Katrina Lauren Tarshis

Snow White: A Graphic Novel Matt Phelan

Amulet Kazu Kibuishi

Rapunzel's Revenge Dean Hale and Shannon Hale

A First Time for Everything Dan Santat

Smile Raina Telgemeier

New Kid

Class Act

<p>to articulate and explain to their group how the original information was presented.</p> <ol style="list-style-type: none"> Readers analyze text by synthesizing illustrations that reveal internal and external factors being at odds. (6.20) Readers analyze and trace conflict development by studying sound and motion lines. Readers make inferences about big ideas by collecting and noting the images that repeat in a graphic novel. Book Club: As a member of a book club, speakers and listeners critique the argument that their group members are making by discussing the value of the evidence presented to the group. Readers track character growth by noting when their relationships change by considering dialogue and illustrations. <p>Additional Honors Teaching Points:</p> <ol style="list-style-type: none"> Readers will synthesize information about character relationships by thinking about why the author uses images that have different perspectives. Readers compare and contrast characters by making inferences about characters using dialogue and the style of speech bubbles. Read Aloud: Readers make inferences by identifying important symbols and creating theories about what those symbols mean. Readers ask and answer questions about character relationships by using sound and motion lines. Readers compare and contrast two texts by identifying the factors that develop the tone of the text 	<p>Honors: <i>White Bird</i> R.J Palacio <i>They Called us Enemy</i> Geoge Takei <i>American Born Chinese</i> Gene Luen Yang</p> <p>Writing Assessment: Formative:</p> <ul style="list-style-type: none"> Pre-assessment for editorial writing Student/teacher conferences Writing samples Writer's notebooks Student Performance Checklists Student self-reflection Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> Classroom Newspaper Articles Student writing portfolios Student presentations Standards Based Writing Rubrics Writing Pathways Performance Assessments Rubrics <p>Alternative:</p> <ul style="list-style-type: none"> Argument Essay/Debate <p>Reading Assessments: Formative:</p> <ul style="list-style-type: none"> Student/teacher conferences Reader's Notebooks Reading Logs Discussions <p>Summative:</p> <ul style="list-style-type: none"> Open-ended response Reading Diagnostic 3 <p>Alternative:</p> <ul style="list-style-type: none"> Presentation key graphic elements in novel
Interdisciplinary Connections	
<p>Social Studies: 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change. Activity: Write argument letters to appropriate governmental agencies regarding the best course of action regarding climate change.</p> <p>Visual and Performing Arts1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. Activity: Practice close reading strategies to graphic novels to interpret a piece of visual art for intent and meaning.</p>	

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: CPR: Model integrity, ethical leadership and effective management. **Activity:** Use effective tone and presentation skills to articulate ideas in small group discussions or debates related to argument writing topics. Discuss using relevant and factual information when presenting and how to know the validity of the resources.

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

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). **Activity:** students will revise with checklists to be sure that they have appropriately attributed information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping. **Activity:** Students will use Canva to create text-features that enhance the meaning and reading experience of their editorial pieces.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. **Activity:** Students will use interviews and surveys to add credibility through multiple represented points of view in their editorial writing.

Computer Science & Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. **Activity:** Students will turn data and information into a published newspaper article by paying attention to their organization and word choice.