

**ORANGE PUBLIC SCHOOLS  
OFFICE OF CURRICULUM AND INSTRUCTION  
OFFICE OF ENGLISH LANGUAGE ARTS**

**Seventh Grade**

**PARCC-Aligned Curriculum Guide  
Unit 2**



School Year 2015-2016

## **Big Question of the Unit: “*What should we learn?*”**



[http://cerdpakistan.org/wp-content/uploads/2014/01/what\\_we\\_do1.jpg](http://cerdpakistan.org/wp-content/uploads/2014/01/what_we_do1.jpg)

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<b>Grade</b>	7
<b>Unit</b>	2
<b>Unit's Big Question</b>	<i>"What should we learn?"</i>
<b>Unit Focus</b>	<p>Throughout this unit, students will read nonfiction related to the Big Question. They will consider the Big Question as they read these texts with the goal of gaining a deeper understanding of nonfiction.</p> <p>Using these texts, students will learn the required skills that will enable them to comprehend nonfiction texts including essays, argumentative texts, biographies, and autobiographies.</p> <p>Furthermore, students will analyze the elements of nonfiction while reading these texts focusing on main idea and classifying fact and opinion.</p> <p>Additionally, students will construct writing in the form of informational essays. They will also engage in meaningful classroom discussions with their peers.</p> <p>Lastly, at the end of the unit, students will create and present an authentic assessment based on the unit's performance tasks. The authentic assessment should demonstrate their understanding of the unit's skills and reflect on the Big Question.</p>

### Focus Standards

#### Reading Literature

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

**RL.7.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Reading Informational

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

**RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

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

**RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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

**RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**RI.7.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).

**RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**RI.7.10** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Writing

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

**W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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

**W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.7.8** Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9.b

**W.7.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

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

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

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

of the evidence.

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

### Language

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Pacing

**Marking Period 2: November 13, 2015 – January 28, 2016**

### Essential Questions

- What do readers do when they do not understand everything in the text?
- Why do readers need to pay attention to a writer's choice of words?
- How do writers develop a well-written product?
- How do good writers express themselves?
- How do writers structure their essays?
- How do we effectively use language to communicate in a manner that is appropriate to purpose, audience, and task?
- How can discussions increase our knowledge and understanding of an idea or ideas?

### Enduring Understandings

#### **Students will understand that...**

- Good readers employ strategies to help them understand text.
- Words powerfully affect meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers write for extended periods of time so that they can build writing stamina and stay with a thought to help develop their thinking.
- Rules and conventions of language help readers understand what is being communicated.
- Oral discussions help to build connections to others and create opportunities for learning

## Learning Outcomes

*At the end of this unit, students will be able to:*

- Define and use textual evidence
- Recognize and understand the elements and characteristics of nonfiction
- Recognize and appreciate various forms of nonfiction
- Analyze structure in literary nonfiction
- Analyze relationships between people, events, and ideas in literary nonfiction
- Analyze an author's argument
- Analyze expository texts, reading and understanding a textbook article and a magazine article
- Determine the main idea using the Main Idea questions
- Determine understanding of an expository essay using the Expository Essay questions
- Classify fact and opinion
- Use word choice and diction effectively
- Compare the characteristics of biography and autobiography
- Write an how-to-essay
- Use writing strategies to generate ideas and to plan, organize, evaluate, and revise an essay
- Analyze the structure and purpose of a text
- Locate information that helps understand purpose
- Analyze functional texts, reading and understanding an instruction manual and signs
- Analyze and respond to humor in nonfiction and poetry
- Compare the effects of the authors' use of humor
- Write a comparison of humor in two literary works
- Write a comparison-and-contrast essay
- Determine understanding of reflective essays using the Reflective Essay questions
- Define vocabulary and use vocabulary in context
- Engage effectively in a range of collaborative discussions
- Use conjunctions and coordinating conjunctions effectively
- Use Prepositions and prepositional phrases effectively
- Apply grammar skills
- Use graphics such as maps, diagrams, and color-coding to think through work
- Use freewriting to explain big ideas so that other can grasp their thinking.
- Create informational companion books
- Write information texts about literature.
- Elaborate on important points by including details in their writing.
- Cite evidence from the story they are writing about by incorporating specific details and examples, as well as direct quotations from the text.
- Analyze particular crafting techniques an author uses, figuring out why the author may have used them.
- Analyze symbolism and explaining what they may mean in different parts of the story.

- Analyze a story's narrative structure.
- Write extensions of a story, creating new scenes that fit the original story or that make the story go differently.
- Develop and include the perspectives of different characters in the story, even when those perspectives differ from each other.
- Craft companion book introductions that hook readers.
- Write concluding sections that keep readers hooked long after they finish reading.
- Edit their writing with careful attention to language conventions.

## Assessments

### **Screening:**

- Unit Pretest
- On Demand Writing about Reading

### **Formative:**

Informal –

- anecdotal records, annotations, discussion notes, double-entry journals, exit tickets, notes, writer's notebook entries, reader response journals, sticky notes

Formal –

- District Benchmark (Interim)

### **Summative:**

- End of Unit Test
- Published Writing about Reading (Informational)
- On-Demand Writing

### **Authentic:**

- Performance Tasks (PH Lit pp. 564-565)
- Socratic Seminar

### **Sample Schedule for one period (half the block)**

#### **Reader's Workshop**

**Mini-lesson or Opening – 10-12 minutes**

**Work Period (small group instruction, independent reading, independent writing, collaborative group work, conferring) – 20-25 minutes**

**Closing – (Share, Exit Ticket, Check for understanding, etc.) – 5-10 minutes**

#### **Writer's Workshop**

**Mini-lesson or Opening – 10-12 minutes**

**Work Period (small group instruction, independent reading, independent writing, collaborative group work, conferring) – 20-25 minutes**

**Closing – (Share, Exit Ticket, Check for understanding, etc.) – 5-10 minutes**



## ELA Model Content Framework Chart for Grade 7

### Unit 2: “What should we learn?”

Reading Complex Texts*†		Writing to Texts			Research Project
Extended Text	Short Texts	Routine Writing	4-6 Analyses	1-2 Narratives	1 Research Project
<b>Literature</b> <i>1. Life Without Gravity pp. 423-28 or Conversational Ballgames pp. 431-436</i> <i>2. I Am a Native of North America pp. 443-448 or Volar: To Fly pp. 451-456</i> <i>3. All Together Now pp. 493-496 or The Eternal Frontier pp.499-502</i> <i>4. The Read Story of a Cowboy’s Life pp.509-514 or Rattlesnake Hunt pp. 517-524</i>	<b>Literature: Literary Analysis Workshop</b> <i>1. None</i> <b>Comparing Literary Works</b> <i>1. A Special Gift-The Legacy of “Snowflake” Bentley &amp; No Gumption pp. 469-482</i> <i>2. Alligator &amp; The Cremation of Same McGee pp. 537-546</i> <b>Informational: Reading for Information</b> <i>1. Keeping it Quiet &amp; On the Boardwalk pp 462-466</i> <i>2. How to Recognize Venomous Snakes in North America &amp; State Park Warning Signs pp. 531-534</i>	<b>Develop &amp; convey understanding</b> 1. Text-Dependent Question Responses (i.e., the PH Lit Critical Thinking: Integration of Knowledge and Ideas question that aligns to the Big Question 2. Writers’ Notebook Entries (e.g., session work for Units of Study ) 3. Annotations	<b>Focus on arguments</b> 1. Comparing Expository Texts (Timed Writing, pg. 467) 2. Comparing Biography and Autobiography (Timed Writing, pg. 483) 3. Comparing Functional Texts (Timed Writing, pg. 535) 4. Comparing Humor (Timed Writing, pg. 547) 5. Comparison-and Contrast Essay (pg. 548)	<b>Convey experiences, events and/or procedures</b> 1. How-to-Essay pp. 484	<b>Integrates knowledge from sources when composing</b> Writing about Reading (Unit of Study in Argument, Information, and Narrative Writing Middle School, Grade 6)
For Reading and Writing in Each Module**					
Cite evidence	Analyze content	Study & apply grammar	Study & apply vocabulary	Conduct discussions	Report findings
Daily	Literary Analysis Workshop	Integrated Language Skills	Big Question and Academic Vocabulary	Communications Workshop	Daily (SL.6.4 & 6) Often (SL.6.5)

Independent Reading is an encouraged component of the MS ELA curriculum. For this unit, texts that align to the Big Question include:

Fiction	Nonfiction
Child of the Owl by Laurence Yep	Barrio Boy by Ernesto Galarza
	<i>Astronomy &amp; Space by Phillis Engelbert,</i>
Poetry	Discoveries: Finding Our Place in the World by Pearson
Slow Dance Heart Break Blues by Arnold Adoff	Nonfiction Readings Across the Curriculum by Pearson
	<i>Vincent van Gosh: Portrait of an Artist by Jan Greenberg &amp; Sandra Jordan</i>

## ELA Unit Instructional Pacing Plan – Grade 6

Green Lantern’s Books of Inventions by Clare Hibbert

**PH Literature, Unit 2: “What should we learn?” pp. 174-373**

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
<b>WEEK ONE and TWO</b>	<b>READING BLOCK</b> <a href="#">RI.7.2; RI.7.5; RI.7.7</a>	<a href="#">PH Literature</a> <a href="#">Unit Preview: Elements of Nonfiction pg. 408, Analyzing Structure in Literary Nonfiction pg. 410, Analyzing Relationships in Literary Nonfiction pg. 411, Determining Author’s Purpose pg. 412</a> <i>–“Life Without Gravity” pp. 423-428</i> <b>Reading Skill:</b> Main Idea pg. 421 <b>Literary Analysis:</b> Expository Essay pg. 421	Main Idea Chart pg. 421	<ul style="list-style-type: none"> <li>Running records</li> <li>Reading Conference Notes</li> <li><b>Pre-Assessment</b></li> <li>Main Idea chart</li> </ul>
	<b>W.7.9; W.7.9.b</b>	<b>Writing Task (Explanatory)</b> Explanatory Text: Analogy pg. 439		<ul style="list-style-type: none"> <li>Explanatory Text</li> </ul>
	<b>Language</b> <a href="#">L.7.1; L.7.4.b</a>	<b>Integrated Language Skill (pg. 438)</b> Conventions: Conjunctions  <b>Word Study (pg. 396)</b> Suffix: -ness pg. 422		
	<b>WRITING BLOCK</b> <a href="#">W.7.1.a,b,c; W.7.2.a,b,c,d; W.7.4; W.7.5; W.7.9.a; W.7.10</a>	<a href="#">Units of Study</a> <i>Writing about Reading: From Reader’s Notebook to Companion Books</i> <b>Bend I: Session I-3</b> <i>Writing about Reading with Voice and Investment; Using Graphics to Think and Rethink about Literature; Thinking Big, Thinking Small: Ideas and Specifics</i> <b>Bend I: Session 4-6</b> <i>Explaining Thinking; Close Reading and Analytic Writing; Letting the Book Teach You How to Respond</i>	-Imagining Possibilities with a Gallery Walk -Using Academic Language for More Powerful Writing about Reading  -Introducing Companion Books -Pursuing an Idea or a Way of Thinking -Incorporating the Language of the Text into Your Entries	<ul style="list-style-type: none"> <li>On-demand Writing</li> <li>Reader’s Notebook Entries (Unit 2 Writing about Reading)</li> </ul>
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence

K THREE	<b>READING BLOCK</b> <a href="#">RI.7.2; RI.7.3;</a> <a href="#">RI.7.5; RI.7.6;</a> <a href="#">RI.7.7</a>	<a href="#">PH Literature</a> - “I am a Native of North America” pp. 443-448 <b>Reading Skill:</b> Main Idea <b>Literary Analysis:</b> Reflective Essay pg. 449	Main Idea Chart pp. 441 and 449	<ul style="list-style-type: none"> <li>Author’s purpose chart</li> </ul>
	<b>W.7.2.a</b>	<b>Writing Task:</b> Informational: Outline pg. 459		<ul style="list-style-type: none"> <li>Argument Letter</li> </ul>
	<b>Language</b> <b>L.7.1.a; L.7.5.b; L.7.6</b>	<b>Integrated Language</b> Conventions: Preposition and Prepositional Phrases pg. 458  <b>Word Study (pg. 442)</b> Root: -just		<ul style="list-style-type: none"> <li></li> </ul>
	<b>WRITING BLOCK</b> <b>W.7.1.b; W.7.2,</b> <b>W.7.4; W.7.5; W.</b> <b>7.9.a; W.7.10</b>	<a href="#">Units of Study</a> <i>Writing about Reading: From Reader’s Notebook to Companion Books</i> <i>Bend I: Session 7-8</i> <i>Working Toward a Companion Book, Incorporating Evidence from the Text as a Means to Elaborate</i>	-Using Informational Text Structures -Ranking Evidence: Selecting the Most Relevant Details to Cite	<ul style="list-style-type: none"> <li>Reader’s Notebook Entries</li> <li>Informational Essay</li> </ul>
<b>Pacing</b>	<b>Standards</b>	<b>Curricular Resources/Supplements</b>	<b>Strategies</b>	<b>Student Assessment/Evidence</b>
WEEK FOUR Interim	<b>Reading</b> <b>RI.7.8;</b>	<a href="#">PH Literature</a> <b>Reading for Information</b> “Keeping It Quiet” and “On the Boardwalk” (pp. 462-466) <b>Reading Skill:</b> Analyze Author’s Argument	Checklist for Analyzing an Author’s Argument pg. 462	<ul style="list-style-type: none"> <li>Reader’s Notebook entries</li> <li><b>Interim Benchmark</b></li> </ul>
	<b>W.7.1.a</b>	<b>Reading for Information Writing Task</b> (Timed Writing-Argument) p. 467 Comparing Expository Text	5 Minute Planner, pg. 467	<ul style="list-style-type: none"> <li>Argument: Propose a Solution (<b>On Demand Timed Writing</b>)</li> </ul>
	<b>RI.7.5; RI.7.6</b>	<b>Comparing Literary Works</b> (pp. 469-482) Skill: Comparing Biography and Autobiography	Comparing Chart, pg. 483  5 Minute Planner, pg. 483	<ul style="list-style-type: none"> <li>Explanatory Essay (<b>On Demand Timed Writing</b>)</li> </ul>
	<b>W.7.2; W.7.4</b>	<b>Comparing Literary Works Writing Task</b> (Timed Writing – Explanatory Essay) pg. 483		
	<b>WRITING BLOCK</b>	<a href="#">Units of Study</a>	Writing Checklist	<ul style="list-style-type: none"> <li><b>Polished</b></li> </ul>

	W.7.2; W.7.3;W.7.5;W.7.9.a	<p><i>Writing about Reading: From Reader's Notebook to Companion Books</i>  <i>Bend I: Session 9</i>  <i>Reflection and Goal-Setting Using the Information Writing Checklist-and a Mini-Celebration</i></p> <p><i>Writing to Deepen Literary Analysis</i>  <i>Bend II: Session 10</i>  <i>Reading Like Writers-and Writing about it</i></p>	-Using the Lens of Author's Purpose and Craft to Write New Chapters or to Revise	<p><b>Informational Essay</b></p> <ul style="list-style-type: none"> <li>Mini-Celebration</li> </ul>
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK FIVE and SIX	<b>READING BLOCK</b> R.I.7.8	<p><u>PH Literature</u>  <i>-“All Together Now” pp. 493-496</i></p> <p><u>Reading Skill:</u>            Classifying Fact and Opinion</p> <p><u>Literary Analysis:</u>            Persuasive Essay</p>	Main Idea Map, pg. 469  Author's Influences Chart pg. 477	<ul style="list-style-type: none"> <li>Main Idea Map</li> <li>Reader's Notebook entries</li> <li>Author's Influence Chart</li> </ul>
	W.7.1.a; W.7.1.b	<p><u>Writing Task (Argument)</u>  <b>Pg. 505</b>            Persuasive Letter</p>	Techniques pg. 491	
	W.7.2, 2.a,b,c,d; W.7.4; W.7.5 (Homework)	<p><u>Writing Workshop (Explanatory Text)</u>  <u>How-to-Essay</u>  <b>p. 484</b></p>		<b>How –to Essay</b>
	Language L.7.4.b; L.7.6	<p><u>Integrated Language Skill</u>            Conventions: Subjects and Predicates            Pg. 504</p> <p><u>Word Study:</u>            Root: -leg            pg. 492 and 497</p>		
	<b>WRITING BLOCK</b> W.7.2,b;W.7.3,W.7.4; W.7.5;W.7.10	<p><u>Units of Study</u>  <i>Writing about Reading: From Reader's Notebook to Companion Books</i>  <i>Bend II: Session 11-12 (Begin Jan 4)</i></p>	Rethink the Meaning of Titles  Crafting Writing with the	<ul style="list-style-type: none"> <li>Reader's Notebook</li> </ul>

		<i>Writing about Symbolism in Texts; Analyzing Structure in a Text</i>	Lens of Sequence	
<b>Pacing</b>	<b>Standards</b>	<b>Curricular Resources/Supplements</b>	<b>Strategies</b>	<b>Student Assessment/Evidence</b>
<b>WEEK SEVEN</b>	<b>READING BLOCK</b> <b>RI.7.4</b>	<u><b>PH Literature</b></u> <i>"The Real Story of a Cowboy's Life" pp.509-514</i>  <u><b>Reading Skill:</b></u> Classifying Fact and Opinion  <u><b>Literary Analysis:</b></u> Word Choice, or Diction	Resources Chart pg. 507  Word Choice, or Diction Chart pg. 515	<ul style="list-style-type: none"> <li>Resources Chart</li> <li>Word Choice, or Diction Chart</li> </ul>
	<b>W.7.3.d; W.7.4; W.7.5;</b>	<u><b>Writing Task:</b></u> <b>(p. 527)</b> Informative Text: Adaptation		<ul style="list-style-type: none"> <li>Writing Task: Informative Text: Adaptation, p. 527</li> </ul>
	<b>Language</b> <b>L.7.4.b; L.7.6</b>	<u><b>Integrated Language Skill:</b></u> Conventions: Compound Subjects and Predicates Pg. 526  <u><b>Word Study:</b></u> Latin root: -volv- Pg. 490 and 495		
	<b>WRITING BLOCK</b> <b>W.7.2,b;W.7.3,b;W.7.4</b> <b>;W.7.5;W.7.10</b>	<u><b>Units of Study:</b></u> <i>Writing about Reading: From Reader's Notebook to Companion Books</i> <i>Bend II: Session 13-14</i> <i>Writing Inside the Story: Improvisations and Fan Fiction; Writing Inside Perspectives</i>	Mimicking Language  Including What's Important in Fan Fiction	<ul style="list-style-type: none"> <li>Informational Essay</li> </ul>

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK EIGHT	<b>READING BLOCK</b> RI.7.5; RI. 7.9	<u>PH Literature</u> <u>Reading for Information</u> “How to Recognize Venomous Snakes in North America!” and “State Park Warning Signs” pp. 530-534  <u>Reading Skill:</u> Structure and Purpose		
	W.7.4	<u>Reading for Information Writing Task</u> (Timed Writing- Explanatory Text: Essay) Comparing Functional Texts, p. 535	5 Minute Planner, pg. 535	Essay (Timed Writing, p. 535)
	RL.7.3	<u>Comparing Literary Works</u> pp. 536-546 Skill: Comparing Humor	Chart, pg. 536  Think Aloud, pg. 536	Timed Writing – Explanatory Essay) p. 547
	W.7.9	<u>Comparing Literary Works Writing Task</u> (Timed Writing – Explanatory Essay) p. 547	5 Minute Planner, pg. 547	
	<b>WRITING BLOCK</b> W.7.3.a,f;W.7.4;W.7.5	<u>Unit of Study</u> <i>Writing about Reading: From Reader’s Notebook to Companion Books</i> <i>Bend II: Session 15</i> <i>Writing Introductions and Conclusions</i>	Hooking the Reader Using Familiar Techniques for Leads and the Option of an Epigraph	On Demand Informational
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK NINE	<b>READING BLOCK</b> R.I. 7.2; R.I.7.3; R.I.7.4; R.I.7.5; R.I.7.6; R.I.7.8	<u>PH Literature</u> <u>Performance Tasks</u> p. 564-565  Portfolio development	Digital tools for publishing writing	Post-Assessment  Performance Tasks
	W.7.2; W.7.2.a,b,c,d,e; W.7.4 (Homework)	<u>Writing Workshop</u> <u>Exposition: Comparison-and Contrast Essay</u> p. 548		How –to Essay
	<b>WRITING BLOCK</b> W.7.5;W.7.6	<u>Unit of Study</u> <i>Bend II: Session 16</i>		<u>Units of Study</u> <i>Celebrations</i>

		<i>Final Edits and a Celebration</i>		<i>Portfolio submission</i>
	<b>Speaking/Listening SL.6.1; SL.6.</b>	<b>***Performance Tasks presentations</b>		<b>***Performance Tasks presentations</b>

## Resources

### For Teachers:

PH Lit Resources (Interactive Digital Path, Unit 2 Resources, Graphic Organizers & Bell Ringers, Professional Development, All-in-One Workbook and Answer Key, Common Core Resources, Reader's Notebooks, Reading Kit, Audio, Assessments, Editable Presentations, Editable Worksheets)

Authentic Assessment Toolbox: Language Arts – Middle School

[http://jfmueeller.faculty.noctrl.edu/toolbox/examples/tasks\\_middle\\_languagearts.htm](http://jfmueeller.faculty.noctrl.edu/toolbox/examples/tasks_middle_languagearts.htm)

Grades 6-8 ELA Curriculum: Appendix 1: Teaching Practices and Protocols

<http://www.engageny.org/resource/grades-6-8-ela-curriculum-appendix-1-teaching-practices-and-protocols>

NJ Educator Resource Exchange <http://njcore.org/>

The Reading & Writing Project Resources

<http://readingandwritingproject.com/resources.html>

Teaching that Makes Sense <http://www.ttms.org/>

In Common: Effective Writing for All students

<http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students>

NEWELA: <https://newsela.com>

### For students:

PH Lit Resources

- Pearson Success Net  
<https://www.pearsonsuccessnet.com/snpapp/login/PsnLoginPage.jsp?showLandingPage=true> (Home Page Orientation  
[http://www.mypearsontraining.com/tutorials/snet\\_students\\_homepageorientation/player.html](http://www.mypearsontraining.com/tutorials/snet_students_homepageorientation/player.html))

- Reader's Notebook
- Common Core Companion Workbook \*
- All-in-One Workbook, audio recordings \*
- English Learner Reader's Notebook \*
- Adapted Reader's Notebook \*
- Spanish Reader's Notebook \*

\* Assigned by teacher in response to data

Solo 6

Vocabulary Spelling City <http://www.spellingcity.com/>

Reading Rewards [www.readingrewards.com](http://www.readingrewards.com)

Proquestk12: <http://proquestk12.com>

Worldbook Online: <http://worldbookonline.com>

<b>Authors</b>	Rosa Lazzizera, Supervisor of 6 <sup>th</sup> /7 <sup>th</sup> Grade & Media Specialists K-12
<b>Contact</b>	<i>Rosa Lazzizera, ELA Supervisor 6/7/Media Specialists K-12: <a href="mailto:lazzizRo@orange.k12.nj.us">lazzizRo@orange.k12.nj.us</a></i> <i>Rhoshonda Williams, ELA Teacher Coach 6/7: <a href="mailto:williarh@orange.k12.nj.us">williarh@orange.k12.nj.us</a></i>
<b>Evaluation/ Reflection</b>	Throughout the unit, you should analyze the results of the assessments to make instructional choices that will meet students' individual needs. At the end of the unit, you should use the data and your analyses to respond to the following questions: <ol style="list-style-type: none"> <li>1. <i>What worked?</i></li> <li>2. <i>What do you think could have been implemented more effectively in your lessons and instruction?</i></li> <li>3. <i>What do you need to learn more about?</i></li> <li>4. <i>What resources were helpful?</i></li> </ol>

