



Curriculum Map

ELA Grade 7

Sacramento City Unified
School District

Table of Contents

7th Grade Year-at-a-Glance3

Unit #1: Launching the Year – Reading and Writing4

Unit #2: Narrative – Reading Fiction and Writing Personal or Imaginative Narratives 11

Unit #3: Informative/Explanatory - Reading Informational Text and Writing an Informational Article..... 17

Unit #4: Argument – Reading Argument Text and Writing a Position Paper..... 24

Unit #5: Argument – Reading Literature and Writing the Literary Analysis Essay..... 30

Unit #6: Critical Media Literacy..... 38

Unit #7: Reflecting on our Growth as Readers and Writers 44

7th Grade Year-at-a-Glance			
	Quarter	Unit	ELA Standards
Approx. District Benchmark 1	1 st	Unit # 1 Launching the Year - Reading and Writing	RL, RI, W1, W2, W3, SL, L
	1 st	Unit # 2 Narrative - Reading Fiction and Writing Personal or Imaginative Narratives	RL, W3, SL, L
	2 nd	Unit # 3 Informative/Explanatory - Reading Informational Text and Writing Informational Article	RI, W2, SL, L
Approx. District Benchmark 2	Holiday Break		
	2 nd /3 rd	Unit # 4 Argument - Reading and Writing Position Papers	RI, W1, SL, L
	3 rd	Unit # 5 Argument - Reading Literature and Writing Literary Analysis	RL, W1,W9, SL, L
Approx. District Benchmark 3			
		Unit # 6 Critical Media Literacy	
CAASPP (Smarter Balanced Summative Test)			
	4 th	Unit # 7 Reflecting on Growth as Readers and Writers & Setting Goals	W10, SL, L

Unit #1: Launching the Year – Reading and Writing (Approximately 3 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

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.

Reading Standards for Informational Text:

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.

Writing Standards:

7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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 Standards:

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.

Language Standards:

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

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

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

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.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversation using appropriate register using a variety of learned phrases, indirect reported speech, and open responses.
- 4—Adjust language choices according to purpose, task, and audience.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes and text relationships based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- 11—Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.

Part 2: Learning About How English Works

- 1—Apply understanding of the organizational structure of different text types to comprehending texts and to writing clear and cohesive arguments, informative, explanatory texts, and narratives.

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
<ul style="list-style-type: none"> How do we create a motivating, engaging, and respectful environment that conveys the delight and empowerment that accompanies literacy development? <p>Reading:</p> <ul style="list-style-type: none"> How do we become strong readers? How do we help each other become strong readers? <p>Writing:</p> <ul style="list-style-type: none"> How do we become strong writers? How do we help each other become strong 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" or "I checked for capitalization at the 	<p>Rituals and Routines:</p> <ol style="list-style-type: none"> Learn and internalize routines to create a safe and productive learning community. Develop and follow agreed-upon rules for discussion to make collaboration productive and effective. Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent information, build on responses, and provide useful feedback. Come to discussions prepared to make collaboration productive. 	<p>Rituals and Routines:</p> <ol style="list-style-type: none"> Introduce and practice protocols daily to internalize effective use of: <ul style="list-style-type: none"> Student access to and management of supplies (e.g., classroom library books, digital tools, paper and writing tools, etc.) Seating arrangements, i.e. partner and group configurations Student independent work time (location, transition to location, time frame, working with peers, and respectful use of learning supplies). Introduce discussion protocols for partner, small group, and whole class discussions using a looks like/sounds like/feels like chart. <ul style="list-style-type: none"> Reading & writing partners (how to physically turn and talk). Conversation expectations (e.g., eye contact, body language, volume/tone of voice). Introduce and practice academic language stems categorized by purpose (see Zwiers' Constructive Conversation Skills) using student friendly topics (e.g., taking turns, listening vs. speaking, repeating for clarification, ways to agree/disagree, building on responses, etc.) Set and define clear expectations for "being prepared" and provide opportunities for practice. 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	<p>Suggested Professional Books/Links:</p> <p>Re: Differentiation: Universal Design for Learning</p> <p><i>The Reading Zone</i> by Nancie Atwell</p> <p><i>Best Books for Boys</i> by Pam Allyn</p> <p><i>A Writer's Notebook: Unlocking the Writer Within You</i> by Ralph Fletcher</p> <p><i>Text Complexity: Raising Rigor in Reading</i> by Fisher, Frey, & Lapp</p> <p><i>Time for Meaning: crafting literate lives in middle and high school</i> by Randy Bomer</p> <p><i>Literature Circles: voice and choice in</i></p>

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
<p>writers?</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others? 	<p>beginning of sentences)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/culminating task 	<p>Reading:</p> <ol style="list-style-type: none"> Self-reflect to establish their reading identity and set goals. Develop the habit of mind of reading daily to become life-long readers. Build stamina to sustain independent reading. Read daily with purpose and understanding to build strong reading habits and stamina. Use self-assessment and self-management toward managing their independent reading time. Write in a Reading Response Journal to record responses about the text. Learn and internalize reading habits to manage 	<p>Reading:</p> <ol style="list-style-type: none"> Give a reading interest survey that allows student reflection and results in written goals. Revisit and update goals periodically. Co-create a class chart of Strategies for Stamina they want to try during daily reads. Track progress of stamina on a personal line graph during independent reading time (reflect on why class/students made gains or losses). Introduce then review “Reading with Stamina Strategies” daily: <ul style="list-style-type: none"> How to select book/texts of personal interest (Co-create a chart of how to select a book). Reread to extend independent reading time and comprehension. Identify and read just right books (Co-create a chart of How to Select a Just Right book). Purposefully abandon books (Co-create a “Why We Abandon Books” chart). Etc. Have students create a personal “Looks Like/Sounds Like/Feels Like” chart of strategies toward reading daily with stamina. Revisit chart adding and modifying strategies as noted during daily personal reflection. Model and share creative ways to record thinking about reading in a Reading Response Journal (e.g. Comparing/contrasting characters using icons/drawings) Model how to share written or drawn responses with partner or small group. Co-create a chart of “Strategies to Figure out the Meaning of Unfamiliar Words”: 	<ul style="list-style-type: none"> Visuals, e.g graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<p><i>book clubs & reading groups</i> by Harvey Daniels</p> <p><i>Socratic Circles and Literature Circles for Middle & High School English</i> by Moeller & Moeller</p> <p><i>In the Middle</i> by Nancie Atwell</p> <p><i>Teaching Middle School Writers: What Every English Teacher Needs to Know</i> by Laura Robb</p>

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
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	<ul style="list-style-type: none"> Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g. CAASPP</p>	<p>independent reading time.</p> <p>8. Understand that readers read for different purposes for a variety of conditions and circumstances.</p> <p>9. Read, listen, and talk with peers/ partners about text to build comprehension and negotiate meaning.</p> <p>10. Make language choices that are appropriate to academic setting when expressing ideas and requesting information or clarification.</p> <p>Writing:</p> <ol style="list-style-type: none"> Self-reflect to establish their writing identity. Write Daily with purpose and understanding to build strong writing habits. 	<ul style="list-style-type: none"> Context Clues Root Word, Prefix, Suffix Apposition Using opposites Etc. <p>8. Co-create a chart of “What We Read & Why?” (e.g., social media, novel series, blogs, magazines, procedural writing).</p> <p>9. Co-create a chart of ways to read, listen, and talk with their peers about texts.</p> <ul style="list-style-type: none"> Read and annotate before to discuss with partner/group. Creating questions together before reading, then reading to answer. Etc. <p>(Use fish bowl technique to chart behaviors, “catching” students engaging in active partner reading, listening, and discussing).</p> <p>10. Model how to share written and/or sketched responses from reading response journals with partner or small group.</p> <p>Writing:</p> <ol style="list-style-type: none"> Give a writing interest survey that allows student reflection. Co-create a personal chart of strategies to use to establish good writing habits. Insert in writer’s notebooks for reference. 		

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
		<p>3. Establish the use of a writer's notebook to write daily recording a variety of student-chosen, meaningful entries.</p> <p>4. Engage in writing for increasingly longer stretches of time to sustain their work and get a lot done.</p> <p>5. Use self-assessment and self-management toward managing their independent writing time.</p> <p>6. Learn and internalize strategies to manage independent writing time.</p> <p>7. Understand the value of rereading for many reasons including checking to see if their writing makes sense and to elaborate where needed.</p> <p>8. Understand that writing is possible under a variety of conditions and circumstances to strengthen stamina.</p> <p>9. Select, plan a structure for writing that suites the audience, task, and purpose, and draft a piece of</p>	<p>3. Reinforce procedures while teaching a new idea for writing entries in your Writer's Notebook.</p> <ul style="list-style-type: none"> • Observations • Worries • Free-write • Lists • Sketches • Memories • Descriptions (Sensory) • Ideas sparked from reading • Etc. <p>4. Track progress of stamina on a personal line graph during independent writing time.</p> <p>5. Reflect on stamina progress by revisiting personal strategies created in writing outcome 2 to add or delete strategies to increase independence.</p> <p>6. Start a Personal "Writing Habits" T-Chart: Record behaviors observing students who demonstrate What Good Writers Do & Why Good Writers Do That.</p> <p>7. Model rereading writing to revise and elaborate.</p> <p>8. Co-create a chart of how and why "Writer's Confer with the Teacher" while others keep writing.</p> <p>9. Model and chart procedures to learn now for</p>		

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
		<p>writing to take through the writing process to learn the procedures of each step .</p> <p>10. Read, listen, and talk with peers/partners about their writing to strengthen writing ideas and learn from others.</p> <p>11. Revise a piece of writing for meaning and clarity and to learn the classroom revision procedures.</p> <p>12. Edit their writing piece to prepare to publish and learn the classroom editing procedures.</p> <p>13. Publish their piece to share with a bigger audience.</p> <p>14. Reflect orally and in writing to articulate their learning and develop their identities as writers.</p> <p>15. Celebrate and share finished pieces so others can enjoy/connect with their writing.</p> <p>Speaking and Listening: Embedded above.</p>	<p>future units of study:</p> <ul style="list-style-type: none"> • Selecting a piece from your writer’s notebook • Plan • Draft <p>10. Read your piece aloud and model the procedure for peer responding. Give students something to listen for (e.g., a part of the piece where they want the writer to elaborate). Establish and chart procedures to set up the routine for the year.</p> <p>11. Model how to revise your piece by rereading for clarity and needed elaboration. Record procedures and revision protocols for future units.</p> <p>12. Model procedure for editing one thing at a time by creating an “Editing Checklist” chart. (e.g., read the entire piece checking for only punctuation. Read it again checking for capitalization, etc.)</p> <p>13. Model classroom procedures for publishing. Create a procedure chart/list for future units.</p> <p>14. Brainstorm a list of the students remembered learning during the launch. Teach reflection and goal setting procedures by writing a student generated “Dear Reader” letter.</p> <p>15. Allow time for students to share their finished pieces (e.g., gallery walk, authors chair, group share, etc.)</p> <p>Speaking and Listening: Embedded above</p>		

Unit #2: Narrative – Reading Fiction and Writing Personal or Imaginative Narratives
(Approximately 6 weeks)

ELA Common Core State Standards:

***Note to teacher:** Additional standards not included below are TBD by text selection and site collaboration.*

Reading Standards for Literature:

- 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.
- 7.2- Determine a theme or central idea of a text and analyze its development over the course of the text and analyze its development over the course of the text; provide an objective summary of the text.
- 7.3- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 7.4 -Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings
- 7.5- Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- 7.6- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 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.

Writing Standards:

- 7.1- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- 7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1–3 above.)
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- 7.6 - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- 7.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
 - b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
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 Standards:

- 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.
- 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.
- 7.3 - Delineate a speaker’s argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 7.4 - Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- 7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- 7.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

Language Standards:

- 7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 7.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- 7.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversation using appropriate register using a variety of learned phrases, indirect reported speech, and open responses.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes and text relationships based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- 8—Explain how phrasing, different words with similar meanings, or figurative language produce shades of meaning, nuances, and different effects on the audience.

Part 2: Learning About How English Works

- 1—Apply understanding of the organizational structure of different text types to comprehending texts and to writing clear and cohesive narratives.
- 4—Expand noun phrases in an increasing variety of ways in order to enrich the meaning sentences and add details about ideas, people, and things.
- 6—Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to show the relationship between multiple events or ideas or to evaluate an argument.

Unit #2: Narrative					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do readers gain from reading fiction (classic and/or contemporary) and poetry? What are the characteristics of fiction (classic and/or contemporary) and poetry? How is fiction (classic and/or contemporary) and poetry structured and crafted? Why? How should we read them as a result? What language features are used in fiction (classic and/or contemporary) and poetry? Why? 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are 	Reading: <ul style="list-style-type: none"> Notice features of the selected fiction genre (e.g. classic fiction, historical fiction, mystery, science fiction) to understand the features of the genre. (Reading Outcome 1) Examine the various elements of a setting (time and place) to understand the context of a story. (Reading Outcome 2) Analyze characterization (direct and indirect) to understand how the author develops them over the course of the text. (Reading Outcome 3) Consider internal and external conflicts or how characters struggle with a problem to understand plot. (Reading Outcome 4) Analyze the events of the story to understand how events move the plot forward. (Reading Outcome 5) Examine resolution to gain insight into how authors use story resolution to leave a lasting impression on the reader. (Reading Outcome 6) Notice significant moments in the text and ask, "Does this piece of the story have greater meaning?" to introduce literary devices (e.g. symbolism, irony, imagery). (Reading Outcome 7) Select excerpts from text to develop understanding about themes that emerge from fiction. (Reading Outcome 8) Collaborate for group presentations focused on 	Reading: <ul style="list-style-type: none"> Use a variety samples e.g. book covers, movie trailers, images, audio, etc. to co-create a noticing chart specific to selected genre. (Reading Outcome 1) Use a "Setting, Descriptive Evidence" T-chart. . (Reading Outcome 2) Use a "Direct/Indirect Character Evidence" grid. . (Reading Outcome 3) Use an "Internal/External conflict" grid. . (Reading Outcome 4) Use the story arc process. . (Reading Outcome 5) Facilitate a collaboration discussion in which students explore the resolution through examining their feelings and the textual evidence. Capture ideas on a chart. . (Reading Outcome 6) Use close reading strategies to illuminate literary devices. . (Reading Outcome 7) Use close reading strategies to focus on theme. . (Reading Outcome 8) Use multimedia to present ideas about theme. . (Reading Outcome 9) Write a response to one of the Essential Questions. . (Reading Outcome 10) 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	<p>Holt Selections-Short Fiction</p> <ul style="list-style-type: none"> <i>Duffy's Jacket</i> <i>Rikki-tikki Tavi</i> <i>Three Skeleton Key</i> <i>The Dinner Party</i> <i>Mother and Daughter</i> <i>The Smallest Dragonboy</i> <i>A Rice Sandwich</i> <i>The Red Girl</i> <i>User Friendly</i> <i>Home</i> <i>After Twenty Years</i> <i>Bargain</i> <i>Amigo Brothers</i> <i>Song of the Trees</i> <p>Holt Selections-Poetry</p> <ul style="list-style-type: none"> <i>The Highwayman</i> <i>Annabel Lee</i> <i>Gold</i> <i>I'm Nobody</i>

Unit #2: Narrative					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>Writing:</p> <ul style="list-style-type: none"> How do writers of fiction (classic and/or contemporary) and poetry structure and craft their stories? Why? How do writers of fiction (classic and/or contemporary) and poetry use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about fiction (classic and/or contemporary) and poetry? 	<p>highlighted (“I included a conclusion” or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle - Formative assessment when used to inform instruction; Summative assessment</p>	<p>themes that emerge from selected excerpts to develop and share thinking about the text. (Reading Outcome 9)</p> <ul style="list-style-type: none"> Reflect on the Essential Questions to articulate their own learning and develop their identities as readers and writers. (Reading Outcome 10) <p>Writing:</p> <ul style="list-style-type: none"> Notice craft and structure of mentor texts to prepare for writing a personal or imaginative narrative. (Writing Outcome 1) Use free-write strategy to get ideas on paper. (Writing Outcome 2) Establish and describe a setting to establish the context of the story. (Writing Outcome 3) Use a variety of subordinate conjunctions to show the relationship between people, places, things, ideas, etc. (e.g., We strolled through the woods, which seemed to transport us to an entirely different world.”). (Language Features 1) Center characters in a particular situation or event to develop characters motivation. (Writing Outcome 4) Effectively convey events in a narrative by using a variety of action verbs (e.g., said vs. groaned; walked vs. sauntered). (Language Features 2) Create a series of events which include conflict, rising action, turning point (climax) and resolution to develop a plot. Create exchanges of dialogue between characters to express point of view and move the plot forward. (Writing Outcome 5) 	<p>Writing:</p> <ul style="list-style-type: none"> Analyze several exemplar personal or imaginative narratives and co-create a noticing chart. (Writing Outcome 1) Model Freewrite through think aloud. (Writing Outcome 2) Revisit our “Setting/ Descriptive Evidence T-Chart and craft a setting. (Writing Outcome 3) Conduct a read-aloud/think-aloud of a narrative text to identify effective use of subordinate conjunctions. Also co-create a class chart to show the separate ideas joined by subordinate conjunctions and the subordinate conjunction that was used. (Language Features 1) Model using a “Character / Event / Motivation” three column chart. (Writing Outcome 4) Conduct a read-aloud/think-aloud of a narrative text to identify effective use of varied actions verbs. Also co-create a class “before-and-after” T-chart to contrast use of different action verbs. 	<ul style="list-style-type: none"> Visuals, e.g graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<ul style="list-style-type: none"> <i>I am The Earth</i> <i>Early Song</i> <i>A Tutor</i> <i>Jabberwocky</i> <i>Madam and the Rent Man</i> <i>The Runaway</i> <i>maggie and milly and molly and may</i> <p>Suggested Trade Books:</p> <ul style="list-style-type: none"> <i>Esperanza Rising</i> <i>Taking Sides</i> <i>Bearstone</i> <i>Bud, Not Buddy</i> <i>The Outsiders</i> <i>Freak The Mighty</i> <i>The Cay</i> <p>Suggested Professional Books for further study: Lattimer, Heather: <i>Thinking Through Genre: Units of Study in Reading and Writing Workshops</i></p>

Unit #2: Narrative					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g. CAASPP</p>	<ul style="list-style-type: none"> Create a powerful ending that reflects themes and important messages to leave a lasting impression on the reader. (Writing Outcome 6) Strategically use <i>literary devices</i> (e.g., figurative language, dialogue) to craft effective narrative texts. (Language Features 3) Revise a story to improve writing. (Writing Outcome 7) Edit a story to improve writing. (Writing Outcome 8) Share their personal or imaginative narrative with an audience to celebrate their learning. (Writing Outcome 9) Construct a short written or multimedia piece to reflect on their writing. (Writing Outcome 10) <p>Speaking and Listening: Embedded above.</p>	<p>(Language Features 2)</p> <ul style="list-style-type: none"> Use the Story Arc as a pre-write. (Writing Outcome 5) Revisit “Resolution” chart and craft ending. (Writing Outcome 6) Conduct a read-aloud/think-aloud of a narrative text to identify/chart effective use of literary devices (e.g., personification); follow up by asking student-pairs to identify more examples on their own; co-create a class chart. (Language Features 3) Use a “T.A.G” strategy and graphic organizer. (Writing Outcome 7) Use a co-created editing checklist. (Writing Outcome 8) Do a Voluntary Share using a Gallery Walk. (Writing Outcome 9) Interview a peer using video and or audio. (Writing Outcome 10) <p>Speaking and Listening: Embedded above.</p>		<p><i>Grades 4-12</i></p> <p>Foster, Thomas C.: <i>How to Read Literature Like a Professor</i></p> <p>Calkins, Lucy, Ehrenworth, Mary, Lehman, Christopher: <i>Pathways to the Common Core</i></p> <p>Larry Ferlazzo, <i>Helping Students Motivate Themselves: Practical Answers to Classroom Challenges</i></p> <p>Larry Ferlazzo, <i>NEW Self-Driven Learning: Teaching Strategies for Student Motivation</i></p> <p>Katie Hull-Sypnieski, Larry Ferlazzo <i>NEW The ESL / ELL Teacher’s Survival Guide</i></p>

Unit #3: Informative/Explanatory - Reading Informational Text and Writing an Informational Article

(Approximately 6 weeks)

ELA Common Core State Standards:

Reading Standards for Informational Text:

- 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.
- 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.
- 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).
- 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.
(See grade 7 Language standards 4-6 for additional expectations.)
- 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.
 - a. **Analyze the use of text features (e.g., graphics, headers, captions) in public documents.**
- 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.
- 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).
- 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.
- 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.
- 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 Standards:

- 7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding 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-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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

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.

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

- a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Speaking and Listening Standards:

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.

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.

7.3 - Delineate a speaker’s argument and specific claims, **and attitude toward the subject**, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

7.4 - Present claims and findings (**e.g., argument, narrative, summary presentations**), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

- a. **Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.**

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

7.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

Language Standards:

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

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

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

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

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversation using appropriate register using a variety of learned phrases, indirect reported speech, and open responses.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes and text relationships based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- 6c—Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language.
- 8—Explain how phrasing, different words with similar meanings , or figurative language produce shades of meaning, nuances, and different effects on the audience.

Part 2: Learning About How English Works

- 4—Expand noun phrases in an increasing variety of ways in order to enrich the meaning sentences and add details about ideas, people, and things.
- 7—Condense ideas in a variety of ways to create precise and detailed sentences.

Unit #3: Informational					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do readers gain from reading informational text? What are the characteristics of informational texts? How are (Research Projects, Feature Articles, Informational, Articles) texts structured and crafted? Why? How should we read them as a result? What language features are used in informational text (Research Projects, Feature Articles, or Informational 	Types of assessment practices: Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning: <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives 	Reading: <ul style="list-style-type: none"> Compare and contrast the overall structures of sources to orient themselves to informational text to determine how to read the text. (Reading Outcome 1) Gather multiple relevant print or digital sources to develop and address research questions. (Reading Outcome 2) Use various text features to determine if there are multiple main ideas within a text and identify each one with relevant supporting details from the text. (Reading Outcome 3) Synthesize the important ideas from smaller sections of the whole to determine the overall main idea. (Reading Outcome 4) Identify and analyze the relationship between key ideas, people, and events in informational text to begin to organize information. (Reading Outcome 5) Determine the meaning of new vocabulary in their reading to expand their vocabulary. (Reading Outcome 6) Integrate information from multiple sources to create a more complete answer to their question. (Reading Outcome 7) Consider an author's point of view and analyze multiple accounts or texts on the same topic in order to distinguish among the points of view. 	Reading: <ul style="list-style-type: none"> Co-create "Structures in Informational Texts" chart. (Reading Outcome 1) Begin a t-chart with "Thick and Thin Questions" to research and gather print or digital sources. (Reading Outcome 2) Model thinking and add ideas to the "Main Ideas, Supporting Details, and My Thinking" graphic organizer. (Reading Outcome 3) Refer to "Main Ideas, Supporting Details" graphic organizer and model thinking about how the main ideas go together. (Reading Outcome 4) Model thinking using a "Key Ideas, People, and Events" graphic organizer. (Reading Outcome 5) Co-create a "Strategies for Finding the Meaning of New Words" chart. (Reading Outcome 6) Skim notes gathered from various resources and use the "5 Ws, 1H" graphic organizer. (Reading Outcome 7) Use a Venn Diagram to compare point of view from two sources. (Reading Outcome 8) Use a co-created T-Chart "Visuals That Support Our Work." (Reading Outcome 9) Write a response to one of the Essential Questions. (Reading Outcome 10) 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	<i>ERWC - Expository Reading and Writing Course</i> Module selections: <ul style="list-style-type: none"> What It Takes to Be Great The Impact of Celebrities Holt Selections: <ul style="list-style-type: none"> <i>Yeti- like Monster Gives Town in Illinois in a Fright- newspaper article</i> <i>Look Mom No Cavities- article</i> <i>Eeking Out a Life- newspaper article</i> <i>Here be Dragons- article</i> <i>Gentlemen of the Road- article</i> <i>It just Keeps Going</i>

<p>Articles)? Why?</p> <p>Writing:</p> <ul style="list-style-type: none"> How do informational writers research? How do informational writers structure and craft informational text? Why? How do informational writers apply language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about informational text? 	<p>are highlighted (“I included a conclusion” or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments - Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand 	<p>(Reading Outcome 8)</p> <ul style="list-style-type: none"> Focus on, read, and select visuals to support their presentation of information on a given topic. (Reading Outcome 9) Reflect on the Essential Questions to articulate their own learning and develop their identities as readers and writers. (Reading Outcome 10) <p>Writing:</p> <ul style="list-style-type: none"> Conduct research to select high interest topics. (Writing Outcome 1) Take organized notes and craft clear and organized responses to their reading to record their thinking and learning. (Writing Outcome 2) Understand when and how to objectively summarize, paraphrase, and quote accurately when taking notes on a text to utilize the work of other people effectively and respectfully. (Writing Outcome 3) Synthesize information from multiple sources including students’ reading responses to integrate evidence into their writing. (Writing Outcome 4) Introduce their topic clearly by providing a thesis or focus statement to engage the reader and reflect an objective point of view and preview what is to follow. (Writing Outcome 5) Provide relevant facts, definitions, concrete details, quotations, or other information or examples to develop their topic. (Writing Outcome 6) Use expanded noun phrases that include more complex clause embedding to add details. (e.g., Pluto, <i>once designated as the ninth planet in our solar system but now labeled as a dwarf planet</i>, is 	<p>Writing:</p> <ul style="list-style-type: none"> Model finding inspiration for a topic to study using the ““Inspiration, Wondering, Search Terms, Sources” graphic organizer. (Writing Outcome 1) Record main ideas of selected topic and notes using a “Source ,Main Idea and My Thinking” Three column-chart. (Writing Outcome 2) Use a three-column chart “Summarizing, Paraphrasing, or Direct Quote?” (Writing Outcome 3) Model using reader response journal to craft a written response that identifies main idea, supporting details, and explain how the details support the main idea. (Writing Outcome 4) Model writing four introductions to your topic. (Writing Outcome 5) Craft a written response to the question “Explain the relationship or interactions between two or more key individuals, events, or ideas in your topic.” (Writing Outcome 6) Use an “Adding Details” t-chart. (Language Features 1) Use an “Analysis of Informational Article” graphic organizer. (Writing Outcome 7) Co-create a “Manipulating Language” chart. (Language Features 2) 	<ul style="list-style-type: none"> Visuals, e.g graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<p><i>and Going- article</i></p> <ul style="list-style-type: none"> <i>Mongoose on the Loose- magazine article</i> <i>Can We Rescue the Reefs? - magazine article</i> <i>Right Hook- Left Hook: The Boxing controversy- article</i> <i>Buddies Bare Their Affections for Ill Classmate- newspaper article</i> <i>When the Earth Shakes from Earthquakes- science article</i> <i>He’s No King- article</i> <i>Hollywood Beat- newspaper article</i> <p>Suggested Trade Books:</p> <p>TBD</p> <p>Suggested Professional Books</p>
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	<ul style="list-style-type: none"> • End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g. CAASPP</p>	<p>the largest object in the Kuiper Belt. (Language Features 1)</p> <ul style="list-style-type: none"> • Organize ideas, concepts and information in order to establish and maintain a formal style. (Writing Outcome 7) • Use knowledge of morphology and affixes to manipulate language. (e.g., <i>designated</i> -> <i>designation</i> – This <i>designation</i> was prompted by the discovery of Eris. (Language Features 2) • Revise and consider a new approach when appropriate to clarify content for the reader. (Writing Outcome 8) • Integrate their understanding of morphology and affixes with expanded noun phrases to create precise informational dense sentences. (e.g., <i>This designation, spurred by the definition of a planet brought forth by the International Astronomical Union</i>, changed the content of many astronomy lessons. (Language Features 3) • Edit for conventions of Standard English to convey ideas and concepts clearly. (Writing Outcome 9) • Provide a list of sources to give credit to any and all resources utilized during the research process. (Writing Outcome 10) • Publish and share research with others to celebrate efforts and reflect on the work. (Writing Outcome 11) <p>Speaking and Listening: Embedded above.</p>	<ul style="list-style-type: none"> • Use a “T.A.G” strategy and graphic organizer (Writing Outcome 8) • Revisit on “T.A.G” strategy to focus specifically on language choices. (Language Features 3) • Use a co-created editing checklist. (Writing Outcome 9) • Use an online bibliography generator. (Writing Outcome 10) • Share final project with the class. Classmates respond thoughtfully to one another. (Writing Outcome 11) <p>Speaking and Listening: Embedded above.</p>	<p>for further study:</p> <p>Lattimer, Heather: <i>Thinking Through Genre: Units of Study in Reading and Writing Workshops</i> Grades 4-12</p> <p>Foster, Thomas C.: <i>How to Read Literature Like a Professor</i></p> <p>Graff, Gerald and Birkenstein, Cathy: <i>They Say I Say</i></p> <p>Calkins, Lucy, Ehrenworth, Mary, Lehman, Christopher: <i>Pathways to the Common Core</i></p> <p>Hillocks, George Jr., <i>Teaching Argument Writing</i></p> <p>Larry Ferlazzo, <i>Helping Students Motivate Themselves: Practical Answers To Classroom Challenges</i></p> <p>Larry Ferlazzo, <i>NEW Self-Driven Learning: Teaching Strategies for</i></p>
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					<i>Student Motivation</i> Katie Hull-Sypnieski, Larry Ferlazzo <i>NEW The</i> <i>ESL/ELL Teacher’s</i> <i>Survival Guide</i>
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Draft

Unit #4: Argument – Reading Argument Text and Writing a Position Paper
(Approx. 6 weeks)

ELA Common Core Content Standards:

Reading Standards for Informational Text:

- 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.
- 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.
- 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.
 (See grade 7 Language standards 4-6 for additional expectations.)
- 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.
 - a. **Analyze the use of text features (e.g., graphics, headers, captions) in public documents.**
- 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.
- 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).
- 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.
- 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.
- 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 Standards:

- 7.1 - Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) **or counterarguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- 7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1–3 above.)
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- 7.6 - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- 7.7 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

- 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.
- 7.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
 - Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
- 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 Standards:

- 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.
- 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.
- 7.3 - Delineate a speaker’s argument and specific claims, **and attitude toward the subject**, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 7.4 - Present claims and findings (**e.g., argument, narrative, summary presentations**), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.**
- 7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- 7.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

Language Standards:

- 7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversation using appropriate register using a variety of learned phrases, indirect reported speech, and open responses.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes and text relationships based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- 8—Explain how phrasing, different words with similar meanings, or figurative language produce shades of meaning, nuances, and different effects on the audience.
- 11b—Express attitudes and opinions or temper statements with nuanced modal expressions.

Part 2: Learning About How English Works

- 3—Use a variety of verbs in different tenses appropriate for the task, text type, and discipline.

Unit #4: Position Paper					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do readers gain from reading argument texts? What are the characteristics of argument texts? How are argument texts structured and crafted? Why? How should we read them as a result? What language features are used in argument texts? Why? Writing: <ul style="list-style-type: none"> How do writers of position papers structure and craft their pieces? Why? 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I 	Reading: <ul style="list-style-type: none"> Argue a position and effectively refute a counter claim to understand how to develop and communicate arguments. (Reading Outcome 1) Notice the structure and features of position papers to deepen understanding of the genre and apply that knowledge to our work. (Reading Outcome 2) Identify the purpose and audience of a position paper to deepen understanding of the genre. (Reading Outcome 3) Choose a topic which they are interested in and gather related research materials to formulate a position based on authentic concerns. (Reading Outcome 4) Research credible sources and take notes on a topic about which they are interested to find and organize evidence to support their claim. (Reading Outcome 5) Compare and contrast multiple accounts of the same topic or event to effectively acknowledge and address alternative or opposing claims. (Reading Outcome 6) Revisit mentor texts to analyze how writers craft an introduction. (Reading Outcome 7) Revisit mentor texts to analyze how writers build and support an argument. (Reading Outcome 8) Revisit mentor text to analyze how writers address and refute counter arguments with 	Reading: <ul style="list-style-type: none"> Use the "Argument Talk Protocol." (Reading Outcome 1) Co-create a "What We Noticed about Position Papers" chart. (Reading Outcome 2) Discuss the purposes of position papers and record them on a "Purposes of Position Papers" chart. (Reading Outcome 3) Select a topic using the "What Inspires Me to Make My Voice Heard" chart (created during Writing Lesson 1), use your topic to generate a list of key words to use in a library search. (Reading Outcome 4) Use Jigsaw groups and a variety of sources for students to determine what constitutes a credible source and co-create a checklist. (Reading Outcome 5) Consider opposing positions by co-creating a T-chart with "Point of View" and "Opposing Position." (Reading Outcome 6) Study mentor texts and record noticings on an "Elements of a Strong Introduction" chart. (Reading Outcome 7) Revisit mentor texts and complete an "Analysis of Evidence" graphic organizer. (Reading Outcome 8) Use a "Gallery Walk" of excerpted counter claims from mentor texts to co-create a "Refuting Counter Claims" chart. (Reading Outcome 9) 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	<p><i>ERWC - Expository Reading and Writing Course</i> Unit selections</p> <ul style="list-style-type: none"> What It Takes to Be Great Tap vs. Bottled Water Helicopter Parents – Help or Hindrance? <p>Publications:</p> <p><i>Time for Kids</i></p> <p><i>National Geographic for Kids</i></p> <p><i>Teen Ink</i></p> <p>Suggested Trade Books:</p>

Unit #4: Position Paper					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
<ul style="list-style-type: none"> How do writers of position papers use language features to persuade their readers? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about position papers? 	<p>included a conclusion” or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments - Formative assessment when used to inform instruction; Summative assessment when used for evaluating</p>	<p>logical reasoning and relevant evidence. (Reading Outcome 9)</p> <ul style="list-style-type: none"> Revisit mentor texts to analyze how writers craft strong conclusions which follow from and support the argument presented. (Reading Outcome 10) Reflect on the core questions to articulate their own learning and develop their identities as readers and writers. (Reading Outcome 11) <p>Writing:</p> <ul style="list-style-type: none"> Think about and select an issue that inspires them to make their voices heard to foster higher-quality writing that makes a logical argument. (Writing Outcome 1) Consider their audience to guide construction of the argument, the tone, word choice, and content. (Writing Outcome 2) Craft strong claim statements about an issue to express the position clearly and powerfully. (Writing Outcome 3) Plan how their argument will unfold to organize their writing in a logical way that establishes a formal style so the reader can follow the reasoning. (Writing Outcome 4) Craft powerful, engaging, and clear introductions to make a first impression and to provide background information about the argument. (Writing Outcome 5) Draft organized and logical arguments using relevant evidence from credible sources to 	<ul style="list-style-type: none"> Study mentor texts and record noticings on an “Elements of a Strong Conclusion” chart. (Reading Outcome 10) Respond to one of the essential questions. (Reading Outcome 11) <p>Writing:</p> <ul style="list-style-type: none"> Co-create a “What Inspires Me to Make My Voice Heard” chart. (Writing Outcome 1) Provide sample scenarios for students to determine audience. (Writing Outcome 2) Use a “Developing a Claim Statement” graphic organizer and refer back to “Elements of a Strong Introduction” chart. (Writing Outcome 3) Use a “Planning for Your Argument” graphic organizer. (Writing Outcome 4) Revisit “Elements of a Strong Introduction” chart. (Writing Outcome 5) Use the co-created “credible Source” checklist and revisit the “Planning Your Argument” graphic organizer. (Writing Outcome 6) Use a t-chart with “Relational Verbs in Position Papers” and “Action Verbs in Position Papers.” (Language Features 1) Refer back to “Refuting Counter Claims” chart. (Writing Outcome 7) Research various modal expressions and ask 	<ul style="list-style-type: none"> Visuals, e.g. graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<p><i>Suggested Professional Books for further study:</i></p> <p>Lattimer, Heather: <i>Thinking Through Genre: Units of Study in Reading and Writing Workshops Grades 4-12</i></p> <p>Graff, Gerald and Birkenstein, Cathy: <i>They Say I Say</i></p> <p>Calkins, Lucy, Ehrenworth, Mary, Lehman, Christopher: <i>Pathways to the Common Core</i></p> <p>Hillocks, George Jr., <i>Teaching Argument Writing</i></p> <p>Larry Ferlazzo, <i>Helping Students Motivate Themselves: Practical</i></p>

Unit #4: Position Paper					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
	<p>what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g. CAASPP</p>	<p>effectively support claims. (Writing Outcome 6)</p> <ul style="list-style-type: none"> Use two types of verb groups (relational or action) appropriately to produce strong arguments. (e.g., <i>relational verbs</i> to present reasons and explain causes, and <i>action verbs</i> to provide examples of reasons or causes) (Language Features 1) Acknowledge and address counter arguments to strengthen their position. (Writing Outcome 7) Use nuanced modal expressions to temper statements in counter arguments. (e.g., Although it is <i>possible</i> human negligence is to blame for the changing environment, it is <i>more likely</i> a result of the natural cycle of Earth. (Language Features 2) Craft strong, relevant conclusions which follow from and support the argument to create a lasting impression in the minds of the readers. (Writing Outcome 8) Revise and consider a new approach when appropriate to clarify content for the reader. (Writing Outcome 9) Edit for conventions of Standard English to convey ideas and concepts clearly. (Writing Outcome 10) Provide a list of sources to give credit to any and all resources utilized during the research process. (Writing Outcome 11) Publish and share research with others to celebrate efforts and reflect on the work. (Writing Outcome 12) 	<p>students to highlight their counter arguments and try various modal expressions. (Language Features 2)</p> <ul style="list-style-type: none"> Demonstrate think aloud to select the best type of conclusion/call to action for an intended audience. (Writing Outcome 8) Use a “T.A.G” strategy and graphic organizer. (Writing Outcome 9) Use an co-created editing checklist. (Writing Outcome 10) Use an online bibliography generator. (Writing Outcome 11) Use Mac Book “Screen Record” for student reflection. (Writing Outcome 12) 		<p><i>Answers To Classroom Challenges</i></p> <p>Larry Ferlazzo, <i>NEW Self-Driven Learning: Teaching Strategies for Student Motivation</i></p> <p>Katie Hull-Sypnieski, Larry Ferlazzo <i>NEW The ESL / ELL Teacher’s Survival Guide</i></p>

Unit #4: Position Paper

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
		Speaking and Listening: Embedded above.	Speaking and Listening: Embedded above.		

Unit #5: Argument – Reading Literature and Writing the Literary Analysis Essay
(Approx. 4 weeks)

ELA Common Core State Standards:**Reading Standards for Literature:**

- 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.
- 7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text and analyze its development over the course of the text; provide an objective summary of the text.
- 7.3- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **(See grade 7 Language standards 4-6 for additional expectations.)**
- 7.5- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- 7.6- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.9- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- 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.

Writing Standards:

- 7.1 - Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- 7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in

standards 1–3 above.)

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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

- a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

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 Standards:

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.

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.

7.3 - Delineate a speaker’s argument and specific claims, **and attitude toward the subject**, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

7.4 - Present claims and findings (**e.g., argument, narrative, summary presentations**), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

- a. **Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.**

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

7.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

Language Standards:

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

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.

Language Standards as demanded by formative assessment: L1, L2

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversation using appropriate register using a variety of learned phrases, indirect reported speech, and open responses.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes and text relationships based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- 8—Explain how phrasing, different words with similar meanings, or figurative language produce shades of meaning, nuances, and different effects on the audience.

Part 2: Learning About How English Works

- 1—Apply understanding of the organizational structure of different text types to comprehending texts and to writing clear and cohesive narratives.
- 4—Expand noun phrases in an increasing variety of ways in order to enrich the meaning sentences and add details about ideas, people, and things.
- 6—Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to show the relationship between multiple events or ideas or to evaluate an argument.

Draft

Unit #5: Response to Literature					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do readers gain from reading and analyzing literature? What are the characteristics of literary analysis essays? How are literary analysis essays structured and crafted? Why? How should we read them as a result? What language features are used in literary analysis essays? Why? Writing: <ul style="list-style-type: none"> How do literary analysis essay writers' structure and 	Types of assessment practices: Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning: <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" 	Reading: <ul style="list-style-type: none"> Consider the difference between a subject and a theme to understand that subject applies to the reading, but the theme is a generalization or insight about life. (Reading Outcome 1) Determine themes by making connections between events across the text to understand the broader meanings of the text. (Reading Outcome 2) Identify how characters change and develop over the course of a text to uncover themes in a text. (Reading Outcome 3) Ask and answer questions to discuss literary elements e.g. plot, setting, characters, themes. (Reading Outcome 4) Readers identify the most important parts of the text to determine how themes are illuminated. (Reading Outcome 5) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text to understand how authors shape their stories. (Reading Outcome 6) Analyze authors use of literary devices e.g. symbolism, irony, figurative language, etc. to understand how the devices contribute to the meaning of the text. (Reading Outcome 7) Readers consider how a writer's background and views influence the content and theme of his or her writing to better understand the content and theme. (Reading Outcome 8) 	Reading: <ul style="list-style-type: none"> Define the difference between subject and theme using a "Subject vs. Theme" chart. (Reading Outcome 1) Engage in class discussion based on key questions to identify the subject and themes (Reading Outcome 2) Co-create a "Character Analysis Progression" chart which includes direct and indirect characterization. (Reading Outcome 3) Engage in close reading and collaboration to answer guiding questions to uncover literary elements e.g. plot, setting, characters, themes. (Reading Outcome 4) Model identifying most important parts of a song and its elements to uncover theme. (Reading Outcome 5) Engage in class discussion based on close reading to uncover points of view of different characters or narrators. (Reading Outcome 6) Students engage in a gallery walk where they analyze sections of the text for literary devices e.g. symbolism, irony, figurative language, etc Research a writer's background to discover its influence on the work. (Reading Outcome 7) Use a Venn Diagram. (Reading Outcome 8) Read song lyrics, listen to the song, and view a video clip to answer key questions about theme. (Reading Outcome 9) 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	Response to Literature Unit of Study by SCUSD Stories: From Appendix B: (hyperlink) Poetry: From Appendix B: (hyperlink) Mentor Texts <ul style="list-style-type: none"> Literary Analysis Essay exemplars (hyperlink) Professional Reading Texts: Lattimer, Heather: <i>Thinking Through Genre: Units of Study in Reading and Writing Workshops Grades 4-12</i> Foster, Thomas C.:

Unit #5: Response to Literature					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
<p>craft their writing? Why?</p> <ul style="list-style-type: none"> How do literary analysis essay writers use language features to convey clear arguments to their readers? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others when responding to literature? 	<p>or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessment- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand 	<ul style="list-style-type: none"> Readers compare and contrast themes across short texts to explore various recurring and universal themes. (Reading Outcome 9) Readers analyze how visual and multimedia elements contribute to the theme of a text to consider how their understanding is affected by multimedia (if applicable). (Reading Outcome 10) Readers reflect on the Essential Questions to articulate their own learning and develop their identities as readers and writers. (Reading Outcome 11) <p>Writing: (From Response to Literature Unit of Study by SCUSD)</p> <ul style="list-style-type: none"> Study exemplar literary analysis essays to understand the structure and craft of the genre. (Writing Outcome 1) Reread response journals in order to choose a compelling piece of literature to respond to in a more developed way. (Writing Outcome 2) Develop their ideas for their literary analysis essays before drafting so they have well-developed thoughts. (Writing Outcome 3) Write their best first draft to have something to work with and revise. (Writing Outcome 4) Understand and use an increasing variety of academic connecting and transitional words or phrases (e.g., not only, for instance, however) to comprehend and write literary analyses. 	<ul style="list-style-type: none"> Answer Essential Questions and record student thinking using a “Mind Map.” (Reading Outcome 10) <p>Writing: (See the Materials section of the Response to Literature Unit of Study by SCUSD)</p> <ul style="list-style-type: none"> Study literary analysis essay exemplars and co – create a “What We Notice” chart. (Writing Outcome 1) Review Response Journals and mark three choices to further analyze using sticky notes. (Writing Outcome 2) Record ideas about literary elements e.g. plot, setting, characters, theme in a Reading Response Journal. (Writing Outcome 3) Record ideas about literary devices e.g. symbolism, irony, figurative language in a Reading Response Journal. (Writing Outcome 4) Conduct a read-aloud/think-aloud of a literary analysis to identify/chart effective use of 	<ul style="list-style-type: none"> Visuals, e.g graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<p><i>How to Read Literature Like a Professor</i></p> <p>Graff, Gerald and Birkenstein, Cathy: <i>They Say I Say</i></p> <p>Calkins, Lucy, Ehrenworth, Mary, Lehman, Christopher: <i>Pathways to the Common Core</i></p> <p>Hillocks, George Jr., <i>Teaching Argument Writing</i></p> <p>Larry Ferlazzo, <i>Helping Students Motivate Themselves: Practical Answers To Classroom Challenges</i></p> <p>Larry Ferlazzo, <i>NEW Self-Driven Learning: Teaching Strategies for Student Motivation</i></p> <p>Katie Hull-Sypnieski,</p>

Unit #5: Response to Literature					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
	<ul style="list-style-type: none"> End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g. CAASPP</p>	<p>(Language Features 1)</p> <ul style="list-style-type: none"> Revisit their writing with a partner to make choices about how to revise and strengthen their work. (Writing Outcome 5) Use embedded clauses (e.g., The conflict that emerges at this point not only...) to enrich the meaning of ideas and other nouns. (Language Features 2) Make revisions considering audience, task, and purpose to deliver meaning to the reader in a clear and engaging way. Use a variety of subordinate conjunctions to show the relationship between ideas (e.g., “Although both poems share this theme, they each convey distinct...”). (Language Features 3) Edit their literary analysis essays for language use and conventions to make the writing easy for their reader to read. (Writing Outcome 6) Prepare their essays for publication so they can share their literary analysis essays in real and meaningful ways (Writing Outcome 7) Reflect about what they learned and how they have grown as a writer of literary analysis essays because reflection helps writers grow, manage learning, recognize strengths, and set goals. (Writing Outcome 8) <p>Speaking and Listening: Embedded above.</p>	<p>connecting words/phrases; follow up by asking student-pairs to identify more examples on their own; co-create a class chart. (Language Features 1)</p> <ul style="list-style-type: none"> Refer back to “What We Notice” chart, draft by making choices about the craft and structure. (Writing Outcome 5) Refer back to “What We Notice” chart as a way to self-evaluate stylistic choices. (Writing Outcome 5) Conduct a read-aloud/think-aloud of different texts to identify effective use of embedded clauses. Also co-create a class “before-and-after” T-chart to show how clause embedding enriches the meaning of ideas and other nouns. (Language Features 2) Conduct a read-aloud/think-aloud of a literary analysis that makes effective use of subordinate conjunctions. Also co-create a class chart to show the separate ideas joined by subordinate conjunctions, the type of relationship between the ideas (e.g., comparison, contrast), and the subordinate conjunction that was used. (Language Features 3) Co-create an “Editing Checklist.” (Writing Outcome 6) Review edits and revisions before publishing. (Writing Outcome 7) Provide a variety of opportunities for students to reflect. (Writing Outcome 8) <p>Speaking and Listening: Embedded above.</p>		<p>Larry Ferlazzo <i>NEW The ESL / ELL Teacher’s Survival Guide</i></p>

Draft

Unit #6: Critical Media Literacy
(Approx. 4 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 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.
- 7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text and analyze its development over the course of the text; provide an objective summary of the text.
- 7.3- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 7.5- Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- 7.6- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.9- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- 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 Standards for Informational Text:

- 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.
- 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.
- 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).
- 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.
(See grade 7 Language standards 4-6 for additional expectations.)
- 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.
 - a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.**
- 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.
- 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).
- 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.
- 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.
- 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 Standards:

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

- a. Introduce claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) **or counterarguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- 7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- a. Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding 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-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 7.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- 7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1–3 above.)
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- 7.6 - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- 7.7 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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.
- 7.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
 - b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant

and sufficient to support the claims”).

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 Standards:

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.

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.

7.3 - Delineate a speaker’s argument and specific claims, **and attitude toward the subject**, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

7.4 - Present claims and findings (**e.g., argument, narrative, summary presentations**), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

- a. **Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.**

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

7.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

Language Standards:

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

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

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

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.

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

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.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversation using appropriate register using a variety of learned phrases, indirect reported speech, and open responses.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes and text relationships based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- 8—Explain how phrasing, different words with similar meanings, or figurative language produce shades of meaning, nuances, and different effects on the audience.

Part 2: Learning About How English Works

Unit #6: Critical Media Literacy					
Essential Questions	Assessments for Learning	Sequence of Learning Experiences <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
<p>Reading:</p> <p>Writing:</p> <ul style="list-style-type: none"> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about...? 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted (“I included a conclusion” or “I checked for capitalization at the 	<p>Reading:</p> <p>Writing:</p> <p>Speaking and Listening: Embedded, above</p>	<p>Reading:</p> <p>Writing:</p> <p>Speaking and Listening: Embedded, above</p>	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	<p><i>Suggested Trade Books:</i></p> <p><i>Suggested Professional Books for further study:</i></p>

	<p>beginning of sentences)</p> <ul style="list-style-type: none">• Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals• Rubrics constructed by the teacher and/or the students and completed by either or both• Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessment- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none">• Pre-unit, on-demand• End-of-unit/project/culminating task• Interim• Quarterly• Portfolio• Benchmarks• Post-unit, on-demand			<ul style="list-style-type: none">• Visuals, e.g graphic organizers, written instructions, etc.• Movement• Multiple means of representation and expression• Alternate output and input options, e.g. audio and/or video text, technology• Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc.• Support for Executive Functioning, e.g. organization of work materials and time management, etc.	
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	Long Cycle – Summative				
	Annual, e.g. CAASPP				

Unit #7: Reflecting on our Growth as Readers and Writers
(Approx. 2 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

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 Standards for Informational Text:

1.10 - 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 Standards:

- 7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1–3 above.)
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- 7.6 - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- 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 Standards:

- 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.
- 7.3 - Delineate a speaker’s argument and specific claims, **and attitude toward the subject**, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 7.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

Language Standards:

- 7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversation using appropriate register using a variety of learned phrases, indirect reported speech, and open responses.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes and text relationships based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- 8—Explain how phrasing, different words with similar meanings, or figurative language produce shades of meaning, nuances, and different effects on the audience.

Part 2: Learning About How English Works

Draft

Unit #7: End-of-the-Year Reflection					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
Reading, Writing, Speaking & Listening: <ul style="list-style-type: none"> How do we use reflection as a way to further our learning? How do we find evidence of our learning over time? Why do we find evidence of our learning over time? How do we find evidence of our work habits? Why do we find evidence of our work habits? Why do we reflect in a 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion") 	<p>Reading</p> <ul style="list-style-type: none"> Reflect on their year of reading to begin to understand how they have grown and changed as a reader. (Reading Outcome 1) Reflect on their growth as readers to identify their personal successes and struggles. (Reading Outcome 2) Reflect on book choices (e.g., number of books read, genre, author, series) to better understand their reading identity. (Reading Outcome 3) Collaboratively reflect on class reading activities and genres studied to remember their reading journey. (Reading Outcome 4) Understand how word attack skills and conventions helped work through challenging moments during reading. (Reading Outcome 5) Understand how comprehension strategies sided in their reading this year. (Reading Outcome 6) Revisit their reading identity to note changes. (Reading Outcome 7) Understand how readers think about their reading lives in the future to make reading plans for future (e.g., summer, into next year). (Reading Outcome 8) Commit to a realistic reading goal to continue their reading life. (Reading Outcome 9) Use information gathered during reflection process to create a visual of their learning. (Reading Outcome 10) 	<p>Reading</p> <ul style="list-style-type: none"> Work with a partner and discuss their 3 favorite books read during the year; focusing on what they liked and did not like using "because" to support their thinking. (Reading Outcome 1) Identify a time during the year when reading felt like a struggle and a time when they felt like strong readers; share reflections with a partner. (Reading Outcome 2) Look over reading logs to identify the kinds of books they chose to read and discuss their findings with a partner. (Reading Outcome 3) Share with a partner their favorite reading activity and genre using "because" to support their thinking. (Reading Outcome 4) Co-create a class list of skills and conventions. (Reading Outcome 5) Co-create a chart listing strategies that helped become better readers. (Reading Outcome 6) Co-create a list of interview questions to ask a partner to help identify their reading identity. (Reading Outcome 7) Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on. (Reading Outcome 8) Add goal to interview sheet. (Reading Outcome 9) Create a collage that incorporates a written reflection with future plans and present. (Reading Outcome 10) 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	<p>OCR Selections:</p> <p><i>Suggested Trade Books:</i></p> <p><i>Suggested Professional Books for further study:</i></p>

Unit #7: End-of-the-Year Reflection					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
<p>community setting?</p> <ul style="list-style-type: none"> What are the characteristics and language features of reflective pieces? What is the purpose of those characteristics and language features? 	<p>or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessment- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand 	<p>Writing</p> <ul style="list-style-type: none"> Reflect on their year of writing to begin to understand how they have grown and changed as a writer this school year. (Writing Outcome 1) Reflect on their growth as writers to identify their personal successes and struggles. (Writing Outcome 2) Reflect on past writing to better understand the progress they have made in writing. (Writing Outcome 3) Collaboratively reflect on class writing activities and units of study to remember their writing journey. (Writing Outcome 4) Understand how word attack skills and conventions helped work through challenging moments while writing. (Writing Outcome 5) Revisit their writing habits to note changes. (Writing Outcome 6) Understand how writers think about their writing lives in the future to make writing plans for future (e.g., summer, into next year). (Writing Outcome 7) Commit to a realistic writing goal to continue their writing life. (Writing Outcome 8) Use information gathered during reflection process to create a reflective piece. (Writing Outcome 9) 	<p>Writing</p> <ul style="list-style-type: none"> Work with a partner and discuss their favorite piece they published; focusing on why using “because” to support their thinking. (Writing Outcome 1) Identify a time during the year when writing felt like a struggle and a time when they felt like strong writer; share reflections with a partner. (Writing Outcome 2) Reread old pieces and think about what they can now do as writers as compared with the beginning of the year; discuss their findings with a partner. (Writing Outcome 3) Share with a partner their favorite writing activity and unit of study and why it meant something to them Co-create a class list of skills and conventions used to power through writing. (Writing Outcome 4) Co-create a chart listing strategies that helped become better writers. (Writing Outcome 5) Co-create a list of interview questions to ask a partner to help identify their writing identity. (Writing Outcome 6) Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on. (Writing Outcome 7) Add goal to interview sheet. (Writing Outcome 8) Create a piece that incorporates a written reflection with future plans and present. (Writing Outcome 9) 	<ul style="list-style-type: none"> Visuals, e.g graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	

Unit #7: End-of-the-Year Reflection					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
	<ul style="list-style-type: none">End-of-unit/project/culminating taskInterimQuarterlyPortfolioBenchmarksPost-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g. CAASPP</p>	<p>Speaking and Listening</p> <ul style="list-style-type: none">Reflect on their year of speaking and listening to begin to understand how they have grown and changed as a participant in academic discussion this school yearReflect on their growth and ability to articulate ideas, beliefs and thoughts to measure growth over the yearIdentify their personal successes and struggles within group work to reflect on their growth as a group memberUnderstand how thinking about struggles and success regarding collaborative protocols can help set future goals to better themselves (e.g., summer, into next year)Use information gathered during reflection process to create a reflection paragraph	<p>Outcome 9)</p> <p>Speaking and Listening</p> <ul style="list-style-type: none">Think about the different protocols that they have engaged in over the year. Discuss with a partner why.Have students revisit looks like sounds like feels like chart to guide critical friends circleRevisit looks like sounds like feels like chart to guide critical friends circleRemember a time when you felt success and a time when you felt struggle with in a group, discuss with a friendUse reflection data gathered to write a reflection/goal paragraph		