



English/Language Arts Department
Grade 7 - English Language Arts

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Effective Date: September 2024

Scope and Sequence

Month	Reading Workshop	Writing Workshop
September to mid October	Unit 1 Reading: Interpretation Book Clubs (Theme)	
mid Oct to Thanksgiving		Unit 2 Writing: Literary Analysis
Late Nov to late- Dec	Unit 3 Reading: Becoming an Expert on a Topic	
Early January to early Feb		Unit 4 Writing: Informational
Early Feb to mid March	Unit 5 Reading: Author Study Book Clubs	
mid-March to mid April		Unit 6 Writing: Realistic Fiction from a New Perspective
Mid April to Mid May	Unit 7 Reading: Perspectives on an Issue	
Mid May to End of Year		Unit 8 Writing: The Art of the Argument

Unit 1	
Literary Reading- Interpretation Book Clubs (Theme)	
Summary and Rationale	
<p>In this unit, students will develop themes and interpret central ideas within various fictional mediums as they read a common book with their book club members. Again, students should have a choice of their top texts and teachers should place them in clubs accordingly. Readers will use multiple lenses while reading in order to analyze structure, craft, literary devices, etc. within the literary pieces. Readers will also interpret the author’s purpose in incorporating specific elements in relation to revealing themes. Students will also strategically collaborate in order to compare and contrast interpretations in order to uncover deeper meaning across the different texts. Ultimately, readers will analyze multiple mediums in order to uncover and interpret the author’s main message and theme.</p>	
Recommended Pacing	
4-6 weeks	
Standards	
Reading Domain	
RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.MF.7.6	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Speaking and Listening Domain	
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

	<p>with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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.
SL.II.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
Language Domain	
L.VL.7.3	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). C. Analyze the impact of a specific word choice on meaning and tone. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.7.4	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)
Social Justice Standards	
DI.6-8.6	I interact with people who are similar to and different from me, and I show respect to all people.

DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.
DI.6-8.8	I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.
Instructional Focus	
Enduring Understandings:	Essential Questions:

- Readers identify themes in a variety of mediums and notice how story elements connect to and influence one another.
- Readers identify how structure, author's craft, figurative language, and literary devices can impact the interpretation of theme.
- Readers vary their thinking, collaborate, and engage in conversations to further sharpen their reading lens and interpret themes.
- Readers recognize that literature can be interpreted in more than one one and analyze through multiple lenses.

- How do readers interpret and analyze themes across a multitude of texts?
- How do readers explore how structure and craft influence the development of themes?
- How do readers independently and in clubs understand and discuss interpretation of themes to sharpen reading lenses?
- How do readers understand that texts can have multiple themes when reading through different lenses (perspectives in mind)?

Evidence of Learning (Assessments)

Pre-Assessment on Literary Theme Unit Assessment and Answer Key

Formative assessments
One-on-one conferences
Reading notebook entries

TC Running Record Reading Assessments (if applicable)

Objectives (SLO)

Word Study/Vocabulary Focus

- Understand and discuss the concept of roots and recognize their use in determining the meaning of some English words
 - cap (take or seize) capacity, capable, capture, incapacitated
 - duc (lead) duke, duchess, aqueduct, educate, conduct
 - fin (end) finish, final, finale, indefinite
 - fract (break) fracture, fragile, fragment
 - graph (write) autograph, autobiographical, bibliography, paragraph
 - ject (throw) eject, reject, interject, projector
 - spec (look) spectator, spectacle
 - To support your word study in roots, you may want to create a vocabulary tree, placing the root word in the trunk, and allowing the students to build other words on the branches. See the following resources to support your planning:
 - <http://membean.com/wrotlds/cip-take>
 - <http://membean.com/wrotlds/duc-lead>

The grade level expectations above should be integrated into your planning. You may want to teach word study/vocabulary through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using the words in writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based upon their

individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.

As book club members we interpret and analyze themes across a multitude of texts.

IMPORTANT TIPS FOR IMMERSION:
 Prior to launching book clubs, you should plan time for shared reading and/or interactive read aloud lessons so that students can all explore a common text together as you set the tone for the unit. You may want to explore:

- To support this planning, please refer to Bend I, Session 1 (Investigating Multiple Character Traits) and Bend I, Session 5 (Some Character Traits Matter More Than Others, Because they Affect the Rest of the Story) in A Deep Study of Character to jump start the read aloud.
- After this session, you may want to plan some shared reading and/or interactive read alouds that focus on the explore the following...
 - Readers revise their thinking as they accumulate evidence.
 - Readers identify themes

- Readers identify the themes and consider the central idea(s) in terms of morals, lessons, and themes, across a text. (Schoolwide Lesson 7)
 - *In this lesson, students may be exposed to characters who are different from them., so they may want to reflect upon similarities and differences, while showing respect to all people.*
 - *Readers may also show curiosity and want to know more about other people’s histories and lived experiences, and, therefore, ask questions respectfully and listen carefully and nonjudgmentally as they learn about characters and their stories.*
- Readers notice many elements of a story and think about how different elements of a story connect to and influence each other. (Informational Bend I Session 5)
- Readers understand that themes can exist in a variety of mediums.
- Readers understand that there are different types of conflict in fiction and how the resolutions showcase theme.

As book club members we explore how structure and craft influence the development of themes.

- Readers recognize how structure contributes to the development of the author’s overall message.
 - Readers consider how structure can impact theme.

As readers we independently and in clubs understand and discuss our interpretation of themes to sharpen our reading lens.

Suggestions for Differentiation
Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Citing Texts
- Purposeful Thinking

- Readers vary their ways of thinking about and responding to texts based on the particular challenges that the texts pose. (Informational Bend I Session 6)
- Readers collaborate by sharing and discussing notes on their interpretations.
- Readers engage in conversations about theme to uncover deeper meaning across the different texts.

<ul style="list-style-type: none"> ● Talking & Writing About Characters ● Writing About Reading ● Supporting Reading Notebook Work 	
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<p>As readers we understand that texts can have multiple themes when we read through different lenses (perspectives in mind).</p>	<ul style="list-style-type: none"> ● Readers note that pieces of literature can be interpreted in different ways. (i.e.: lenses: age, gender, race, occupation, socioeconomic status) <ul style="list-style-type: none"> ○ <i>In this lesson, you may want to address social justice standard DI.6-8.7 and DI.6-8.8 as students may be reading about a character that is similar or different to them.</i> ● Readers analyze a piece of literature through more than one lens in order to see how themes can change.
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Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

A Deep Study of Character by Lucy Calkins

To Think Deeply About Characters...
Color / B&W

To Investigate Themes...
Color / B&W

An Orientation to the Unit

Marked up read-aloud excerpt from "Popularity"

Day Zero

Images of Classroom Libraries and Meeting Areas
Extra Tips for Choosing New Books When You Feel Stuck
FIG. 0-1 Students set up different systems to track their own reading
Courses of Study for Teen Readers

Session 1

The recommended read-aloud text, *First French Kiss and Other Traumas*, by Adam Bagdasarian (ISBN 9781417890842), is available from Booksource.com (as well as in a bundle with the unit from Heinemann).

"Popularity" from *First French Kiss* by Adam Bagdasarian

Marked up read-aloud excerpt from "Popularity"

Will's Character Traits in "Popularity" chart

"Lean-In" Comments About Book Choices

"Lean-In" Comments About Early Character Work

Anchor Chart: To Think Deeply About Characters...

Homework

Session 5

"Popularity" from *First French Kiss* by Adam Bagdasarian

FIG. 5-1 Which of Will's traits influence the plot?

Character traits

FIG. 5-2 Investigating physical and mental character traits.

Anchor Chart: To Think Deeply About Characters...

Homework

Schoolwide Unit, for reference

Varied mentor texts

Available Titles for Book Clubs at JHWMS

Mentor Texts

Blessings

The Scholarship Jacket, by Martha Salinas (Shared Reading)

Short Stories for Middle School

Student Resources

Sample Literary Themes

Analyzing Theme Notes' Doc for the Scholarship Jacket

Ways to Jot for Realistic Fiction Novels

Analyzing Characterization Student Charts: Blank Conflict/Trait T-Chart, Sample Character Choices T-Chart,

Sample Character Feelings/Why T-Chart

Teacher Sample Conflict/Trait T-Chart

Book Club Survey

Learning Progressions

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2	
Writing About Reading: Literary Essay (Book 2 - Information)	
Summary and Rationale	
<p>In this unit, students will improve their ability to write about reading. analyze a work of fiction in order to determine and prove a cohesive theme throughout. Students will generate a claim that identifies that theme and will then best support that claim using direct, specific, and relevant evidence from their selected text, song, or poem. Students will also provide appropriate context to address and anticipate the audience’s knowledge level and needs and will utilize self and peer editing techniques in order to produce appropriate writing. Ultimately, students will effectively conclude the analysis by reiterating the lesson to be learned from their literary work in a larger context.</p>	
Recommended Pacing	
4-5 weeks	
Standards	
Reading Domain	
RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.MF.7.6	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)
Writing Domain	
W.IW.7.2	<p>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p style="padding-left: 40px;">A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast,</p>

	<p>cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style academic style, approach, and form.</p> <p>F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.</p>
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Domain	
SL.II.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Language Domain	
L.SS.7.1	<p>Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).</p>

	E. Recognize spelling conventions.
L.KL.7.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression. C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
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9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:

- Writer's draft visions for their pieces, free write, and map plans to highlight their most insightful thoughts about the texts.
- Writers use graphics to note particular crafting techniques and to help explain the author's structure.
- Writers cite evidence and elaborate on their main points while paying attention to language conventions.

Essential Questions:

- How do writers generate claims about theme?
- How do writers implement various writing techniques to convey and organize our ideas?
- How do writers edit to clarify and enhance the development of ideas and analysis?

Evidence of Learning (Assessments)

Common Assessment

- *PRE*
 - *On-Demand Performance Assessment Prompt*
- *POST*
 - *For this assessment, students are identifying the theme of "The Scholarship Jacket" and explaining how the theme was developed in a literary analysis essay.*
 - *Teacher can choose to have students do this on a Google Doc, Form, paper, etc.*
 - *Final literary essay scored using the grade 7 informational rubric, all components*
 - *Rubric*

Information Writing

Learning Progression, Grades 3-9

Information Writing Rubrics

Grade 6

Grade 7

Grade 8

Information Writing Checklists

Grade 5

Grade 5 and Grade 6

Grade 6

Grade 6 and Grade 7

Grade 7

Grade 7 and Grade 8

Grade 8

Grade 8 and Grade 9

Grade 9

Compendio de Checklists Textos Informativos

Student Writing Samples

Grade 5
Grade 6
Grade 7
Grade 8
Grade 9

Writing Developed Through the Progression

Grade 5
Grade 6
Grade 7
Grade 8

Objectives (SLO)

Grammar Focus

- Patterns of Power Lesson 4.4 Adjective Pileup: Coordinate Adjectives
- Patterns of Power Lesson 5.4 But I Still Haven't Found What I'm Looking . . . Wait, I Did! Compound Sentences and *For*
- Patterns of Power Lesson 5.5 I Will Not Be IgNORed: NOR-Version

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Students will know: (Goals)

As writers we generate claims about theme.

IMPORTANT TIPS FOR IMMERSION:

Before beginning this goal, you should spend some time studying mentor texts (student, as well as professional, samples) of literary essays. This will give students some time to identify characteristics of the genre, as well as analyze structure and craft moves. This is important so that students can see what they are working towards. This should be the first few days of the unit.

Students will be able to: (Teaching Points)

- Writers have a vision of exactly what they are trying to do, as well as what makes that type of writing powerful. (Informational Bend I Session 3)
- Writers freewrite to explain their big ideas so that others can grasp their thinking (Informational Bend I Session 4)
- Writers notice many elements of a story and think about how different elements of a story connect to and influence each other, as well as support theme. (Informational Bend I Session 5)
- Writers vary their ways of thinking about ideas in texts and respond to it based on the particular challenges that the text poses. (Informational Bend I Session 6)
- Writers make a plan for writing about literature by taking stock of what they've been thinking, and then they devise sections or chapters that showcase their most insightful, important thoughts about the text. (Informational Bend I Session 7)

As writers we implement various writing techniques to convey and organize our ideas.

IMPORTANT TIPS FOR SHARED WRITING:
During this unit, at the beginning, you should plan some time for shared writing lessons so that students can all have a common experience and study literary essay together. You may want to use a previously read text to take students through the writing process together. You will begin with generating a theme about a text, plan your structure, and share a part of the draft.

- Writers use graphics, such as maps, diagrams, and color-coding, to think through their work in fresh new ways. (Informational Bend I Session 2)
- Writers notice the particular crafting techniques an author used, figuring out why the author may have used them, and writing about the insights they gain. (Informational Bend II Session 10)
- Writers write to explain how the author’s structure choices affect the reader’s understanding of the text. (Informational Bend II Session 12)

As writers we edit to clarify and enhance the development of our ideas and analysis.

- Writers cite evidence from the text they are writing about by incorporating specific details and examples, as well as direct quotations from the text. (Informational Bend I Session 8)
- Writers elaborate on important points by including details in their writing. (Informational Bend I Session 8)
- Writers edit their pieces with careful attention to language conventions and then share their work with other writers, friends, and family. (Informational Bend II Session 16)
- Writers use a comma to separate coordinate adjectives (Patterns of Power Lesson 4.4)
- Writers choose compound sentences to signify relationships among ideas (Patterns of Power Lesson 5.4 and 5.5)

Tier 1 Modifications and Accommodations

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Suggested Resources/Technology Tools

Theme Development with Evidence Gathering Student Workpage

Literary Essay Structure Documents:

Although these are samples, please do not lock students into the fact a literary essay has to be written in this manner. They should explore various samples, analyze different ways to structure it, and try out their own structure, based upon what was learned in the mentor texts.

Literary Analysis Essay: Introductory Paragraph Color-Coded Structure Format Document and Teacher Sample (Note: Format directions and teacher sample and Separated so students would avoid directly following at first attempt.)

Literary Analysis Essay: Body Paragraph Color-Coded Structure Format Document with Sample Paragraph

Literary Analysis Essay: Conclusion Paragraph Color-Coded Structure Format Document with Teacher Samples

Session 1

Mentor text: "The Stolen Party"

FIG. 1-1 Writing about reading "Stray"

FIG. 1-2 Pressure map of "The Goodness of Matt Kaiser"

FIG. 1-3 Ways to capture thinking about "Uprising"

FIG. 1-4 A.J. charts characters in *Miracle's Boys*

Additional piece for "Stray"

Additional piece for "Stray"

Session 2

Mentor text: "The Stolen Party"

Session 3

FIG. 1-1 Writing about reading "Stray"

FIG. 1-2 Pressure map of "The Goodness of Matt Kaiser"

FIG. 1-3 Ways to capture thinking about "Uprising"

FIG. 1-4 A.J. charts characters in *Miracle's Boys*

Anchor chart: Ways to Write Powerfully about Reading

Chart: "Ladder of Abstraction"

FIG. 3-2 Emma's revision

FIG. 3-3 Marcus's writing

Session 4

FIG. 4-1 A.J.'s chart about *Radiance*

FIG. 4-2 Maggie's web about *Matilda*

FIG. 4-3 Teacher's drawings and notes on *War Horse*

Anchor chart: Ways to Write Powerfully about Reading

Chart: How to Write a Theme-Based Literary Essay

Chart: Ways to Analyze Evidence

Session 5

Chart: Ways of Visualizing Relationships Between Story Elements

FIG. 5-2 Alice's writing

Mentor text: "The Stolen Party"

Anchor chart: Ways to Write Powerfully about Reading

Session 6

Mentor text: "The Stolen Party"
Chart: Character Emotions and Reader Reactions
FIG. 6-3 Brian's essay about *Divergent*
Anchor chart: Ways to Write Powerfully about Reading

Session 7

Information Writing Checklist, Grade 7
Anchor chart: Ways to Write Powerfully about Reading
Teacher demonstration text: Companion book to "The Stolen Party"
Chart: Common Structures for Information/Nonfiction Texts
FIG. 7-1 Maggie and Jordan's tables of contents

Session 8

Anchor chart: Ways to Write Powerfully about Reading
Chart: Appositives and Dependent Clauses in Sentences
Chart: Common Ways to Organize Information Writing
FIG. 8-1 Jordan's writing

Session 9

Information Writing Checklist, Grade 7
FIG. 9-1 Jordan's draft of a first chapter
FIG. 9-2 Maggie's first page
FIG. 9-3 Bella's reflection

Session 10

Chart: Writers Use Techniques Such As...
Chart: Writers Aim Toward Goals Such As...
FIG. 10-3 Nicole's writing
FIG. 10-4 Soraya's analysis
FIG. 10-5 Serena's writing
Anchor chart: Ways to Write Powerfully about Reading

Session 11

Chart: Writers Aim Toward Goals Such As...
FIG. 11-1 Marcus's writing on empathy in *The Maze Runner*
Anchor chart: Ways to Write Powerfully about Reading

Session 12

Mentor text: "The Stolen Party"
Chart: Thought Prompts that Help an Essayist Think and Write
Chart: Writers Aim Toward Goals Such As...
Information Writing Checklist, Grade 7
FIG. 12-1 Claire's chapter on a theme in *Chasing Alaska*
FIG. 12-2 A.J.'s chapter on symbolism in *Miracle's Boys*

Session 13

FIG. 13-1 Ryan's scene

Session 14

Chart: Ways that Writers Can Show How Characters Have Different Perspectives

Session 15

Information Writing Checklist, Grade 7

Chart: Writing Conclusions that Keep Readers Hooked

FIG. 15-1 Ryan's introduction

Session 16

Information Writing Checklist, Grade 7

FIG. 16-1 A.J.'s companion book on *Miracle's Boys*

FIG. 16-2 Maggie's companion book on *Matilda*

FIG. 16-3 Jordan's companion book on *Miracle's Boys*

FIG. 16-4 Emma's companion book on *Uprising*

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.

Unit 3	
Informational Reading - Becoming an Expert on a Topic	
Summary and Rationale	
<p>In this unit, students will be exposed to different types of informational texts, using various research strategies to read through and synthesize facts and evidence to analyze how authors support claims. Students will interpret whether or not a source is valid by clarifying relationships between evidence and ideas. Ultimately, readers will recognize how the organization of informational texts can impact the meaning and inform how they analyze evidence to explain conceptual relationships.</p>	
Recommended Pacing	
4-5 weeks	
Standards	
Reading Domain	
RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Writing Domain	

W.IW.7.2	<p>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
W.WR.7.5	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
W.SE.7.6	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
Speaking and Listening Domain	
SL.PE.7.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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.

SL.II.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Language Domain	
L.VL.7.3	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). C. Analyze the impact of a specific word choice on meaning and tone. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Interdisciplinary Connections	
SS 6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SS 6.3	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Readers categorize by finding facts and details about how ideas develop throughout one topic/issue. ● Readers research by using a multitude of mediums to collect thoughts while evaluating source credibility. ● Readers of nonfiction recognize how the organization of a text can impact the meaning and analyze evidence to explain conceptual relationships. ● Readers talk and challenge one another by planning for future reading and conversations. 	<ul style="list-style-type: none"> ● How do readers categorize topics to prepare and focus research? ● How do readers research texts to enhance thinking about a specific topic of choice? ● How do readers organize and synthesize information across a variety of nonfiction texts? ● How do readers respond to and sustain meaningful conversations about new discoveries?
Evidence of Learning (Assessments)	

Unit Assessment and Answer Key

Objectives (SLO)

Word Study/Vocabulary Focus

- Deepen an interest in vocabulary by building meaningful connections around word study, discussing interesting words and using them in conversation
- Recognize and use the suffixes -ative, -itive, and -ive, meaning “inclined to,” to form an adjective
 - -ative (affirm/affirmative, conserve/c
 - onservative, interpret/interpretive, authority/authoritative)
 - -itive (add/additive, compete/competitive)
 - -ive (act/active, impulse/impulsive)
- Recognize and use the prefixes that mean “make” or “put in or put on”
 - em- (empower, embed, embark)
 - en - (enclose, enable, entangle)
- Recognize and use the prefixes that mean “around,” “across,” “beyond,” or “through”
 - circu- circum- (circular, circuit, circumference)
 - peri- (periscope, perimeter, period)
 - trans- (transport, transaction, transatlantic)
 - per- (permit, perspiration, persist)

The grade level expectations above should be integrated into your planning. You may want to teach word study/vocabulary through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using the words in writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.

Launching Reading Workshop

Prior to beginning this unit, you should spend a few days, possibly a week, launching reading workshop with your students. This is a great time to spend some time building excitement for reading and setting expectations, routines, and procedures. To support you with planning, you may want to generate ideas from the link below.

- Ideas for Launching Reading Workshop

Students will know: (Goals)

Students will be able to: (Teaching Points)

As readers we categorize topics to prepare and focus our research.

IMPORTANT TIPS FOR IMMERSION:

During the first few days of this unit, you should plan time for shared reading lessons and/or interactive read aloud so that you can set the tone for the nonfiction unit and begin focusing the work around a common text(s). This would be a great time to ensure partnerships are established. Since nonfiction can be “dry” it is also important to generate excitement around the unit. It is also important that students have independent reading texts to support the work of the unit so that when they go off to practice during the “you do,” they each have individual texts to which they can apply the work.

Some Lessons to Support Immersion:

- Read Aloud: Reading with Engagement and Fascination Right From the Introduction - Bend I, Session 1 - Tapping the Power of Nonfiction)
- Read Aloud: Building Up a Bit of Background Knowledge When You Encounter Texts on a Topic - Bend II, Session 8 - Tapping the Power of Nonfiction)

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Strengthening students literal comprehension (Bend I, Session 4)
- Supporting students as they analyze the role parts of the text play (Bend I, Session 6)

As readers we research texts to enhance our thinking about a specific topic of choice.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Supporting predictable problems with online research (Bend III, Session 17)
- Using a partner to make sense of harder parts of nonfiction texts (Bend II, Session 12)
- Flexibly drawing on the work of the unit and reading critically (Bend III, Session 19)
- Supporting students in growing ideas (Bend II, Session 14)

- Readers determine central ideas in a text by considering how details fit together. (Bend I, Session 3 - Tapping the Power of Nonfiction)
- Readers of complex nonfiction generate initial ideas about what a text teaches, and then revise them as they get more information. (Bend I, Session 4 - Tapping the Power of Nonfiction)
- Readers pay attention to ideas, events, and people that initially seem insignificant, aware they might be linked to central ideas in a text. (Bend I, Session 6 - Tapping the Power of Nonfiction)
- Readers research by studying one topic or issue and crack open their topic to identify the more focused subtopic that they believe is the crux of the matter. (Argumentative Writing - Bend II, Session 6)

- Readers utilize a multitude of mediums in order to gather resources for their future research.
 - To support this teaching point, you may want to look at Bend III, Lesson 17 - “Inquiry into the Particular Challenges of Online Research” in Tapping the Power of Nonfiction
- Readers choose how they will collect their thinking about nonfiction texts. (Chapter 3: Lesson 9 - What Do I Teach Readers Tomorrow? Nonfiction)
- Readers identify and acquire understanding of Word Gaps by using questioning techniques, prior knowledge, and context clues (Nonfiction Signpost)
- Readers often turn to outside resources to deepen their comprehension of tricky parts

	<p>of their nonfiction books. (Bend II, Session 12 - Tapping the Power of Nonfiction)</p> <ul style="list-style-type: none"> ● Readers evaluate source credibility in order to determine the validity of the information. <ul style="list-style-type: none"> ○ Readers notice when texts directly contradict one another, and they study those texts closely to determine which is most trustworthy. (Bend III, Lesson 19 - Tapping the Power of Nonfiction) ● Readers of nonfiction don't accept what the authors teach at face value; instead, readers grow their own ideas and develop their own theories about their topics. (Bend II, Session 14 - Tapping the Power of Nonfiction)
<p>As readers we organize and synthesize information across a variety of nonfiction texts.</p> <p>-----</p> <p style="text-align: center;"><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Predictable work to help students with summarizing (Bend II, Session 10) 	<ul style="list-style-type: none"> ● Readers regularly synthesize across texts on a topic by considering how the information they are earning fits with, extends, or contradicts what they have read earlier. (Bend II, Session 10 - Tapping the Power of Nonfiction) ● Readers discuss the important information in the art or illustrations so they can fully understand the author's message. ● Readers analyze informational text in order to identify textual evidence to explain the relationships/causes of events. (Chart Sense 80-81) ● Readers of nonfiction texts think about how two different texts are organized and how the organization impacts meaning and style. (Chart Sense 114-115)
<p>As readers we respond to and sustain meaningful conversations about our new discoveries.</p>	<ul style="list-style-type: none"> ● Readers reflect upon their thinking by talking about their intentions, challenging one another, and planning for future reading and conversations. ● Readers listen openly, show up with ideas to discuss, and take turns discussing ideas.
<p>Tier 1 Modifications and Accommodations <i>Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;</i></p>	

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Unit of Study from Teaching Reading: Tapping the Power of Nonfiction by Lucy Calkins and Katie Clements
What Do I Teach Readers Tomorrow: Nonfiction - Gravity Goldberg

Support students with finding individual texts/articles for the work in this unit. You may want to begin with your independent library, but also locate articles through www.newsela.com. You may also want to bring them to the media center and support them with using databases to locate informational texts.

Anchor Charts

To Research a New Topic...

Color / B&W

TEXT SETS

Atomic Bombs Text Set

Diseases and Illnesses Text Set

GMOs and Genetic Engineering Text Set

Outer Space Exploration-Higher Level Text Set (Text Set A)

Outer Space Exploration-Lower Level Text Set (Text Set B)

Teen Activism Text Set

The *Titanic*-Higher Level Text Set (Text Set A)

The *Titanic*-Lower Level Text Set (Text Set B)

Research project topic overviews

There are many possible ways teachers prepare to conduct a read-aloud. Some teachers mark up the text using sticky notes with brief reminders on when they will demonstrate or guide students to interact. Others prefer a more fleshed out script. You will find examples of these different ways of preparing read-alouds in the Middle School Reading Units of Study online resources.

An Orientation to the Unit

Read-Aloud Pacing Guide

Session 1

Excerpts from Fast Food Nation by Eric Schlosser
FIG. 1-1 Riya poses questions about a few fascinating parts of her book.
Read-Aloud Printable post-its
Recommended Nonfiction Chapter Books for Bend I
Alternate Read-Aloud Guide for *Chew On This*
Images of Cheyenne Mountain
Anchor Chart: To Make the Most of Your Nonfiction Chapter Books
Homework

Session 3

Excerpts from Fast Food Nation by Eric Schlosser
Anchor Chart: To Make the Most of Your Nonfiction Chapter Books
Images of kitchen items
Images of animal parents and their young
Book Clubs...chart
FIG. 3-1 Caitlin jots possible central ideas from the first few chapters of her book on Post-it notes.
FIG. 3-2 Jade uses her reader's notebook to record possible central ideas, and she marks the central idea that is most taught so far with a star.
Homework

Session 4

Excerpts from Fast Food Nation by Eric Schlosser
Images of animal parents and their young
Anchor Chart: To Make the Most of Your Nonfiction Chapter Books
Reminder slips
FIG. 4-1 Alex and Molly use different techniques to revise their thinking about their central ideas as they read on.
FIG. 4-2 Hailee experiments with a note taking structure that resembles her central idea by creating a path of events that link to one of her text's central idea.
Homework

Session 6

Excerpts from Fast Food Nation by Eric Schlosser
Image of mangrove trees
Anchor Chart: To Make the Most of Your Nonfiction Chapter Books
Questions that support student's analysis
FIG. 6-1 Caitlin uses sketches to trace how an idea developed across the early chapters in her book.
FIG. 6-2 Wing Cam maps out how a central idea in her text evolved, leading her to a clearer sense of the author's central idea.
Homework

Session 8

Atomic Bombs Text Set
Diseases and Illnesses Text Set
GMOs and Genetic Engineering Text Set
Outer Space Exploration-Higher Level Text Set (Text Set A)
Outer Space Exploration-Lower Level Text Set (Text Set B)
Teen Activism Text Set
The *Titanic*-Higher Level Text Set (Text Set A)
The *Titanic*-Lower Level Text Set (Text Set B)
The Battle Over GMO's
List of subtopics to the class topic
FIG. 8-1 A web of possible subtopics related to disease

Link to "So what is genetic engineering?"
Anchor Chart: To Research a New Topic...
Homework

Session 10

The Battle Over GMO's
Anchor Chart: To Research a New Topic...
Create a brief summary of the text chart
Acknowledge the Author in Your Summary chart
FIG. 10-1 Erica crafts a summary that includes a central idea and supports.
Homework

Session 11

What are GMOs? notes
Link to "Seeing Red: The Flavr Savr Tomato" video
Anchor Chart: To Research a New Topic...
Anchor Chart: To Make the Most of Your Nonfiction Texts
To Synthesize Across Texts chart
FIG. 11-1 Will and Molly revise the notes to incorporate their new learning
FIG. 11-2 Dabney revises her notes to incorporate information from a second text on the same topic.
Homework

Session 12

The Battle Over GMO's
Link to encyclopedia.kids.net
Anchor Chart: To Research a New Topic...
Anchor Chart: To Make the Most of Your Nonfiction Texts
Mini student anchor chart: To Research a New Topic...
Homework

Session 13

Ways to Sort Key Vocabulary chart
Anchor Chart: To Research a New Topic...
Look ALL Around a Word for Clues chart
Word morphology log
FIG. 13-1 Enver sorts key vocabulary related to atomic bombs chronologically.
Homework

Session 14

Prompts to Grow Your Own Ideas chart
The Battle Over GMO's
Anchor Chart: To Research a New Topic...
Back Up Your Ideas, Prompts to Grow Your Own Ideas, When a Text Contradicts Your Ideas, Ask... mini student charts
FIG. 14-1 Sofia writes to grow ideas about a key detail in the text.
Homework

Session 15

When Curating a Text Set...chart
FIG. 15-1 Sofia explains why the texts she's recommending are essential.

Session 16

Anchor Chart: To Research a New Topic...

FIG. 16-1 Paige develops a plan to build up background knowledge on her new topic.

Homework

Session 17

Link to Just Label It! website

FIG. 17-1 Mohamad jots challenges and possible solutions as he researches online.

Homework

Session 18

Ad of World Wildlife Fund

Techniques Authors Use to Convey a Point of View cards

Link to "Labels for GMO Foods Are a Bad Idea"

Link to "Scientists Make a Better Potato"

FIG. 18-1 Will analyzes a speech and notes the different techniques the author used to convey his point of view.

Talking Academically About Author's Points of View chart

Homework

Session 19

Link to What's a GMO? and GMO Information

To Determine If a Text Is Trustworthy chart

The Battle Over GMO's

Anchor Chart: To Research a New Topic...

Sentence Starters to determine trustworthiness of sources

Readers Can Compare and Contrast chart

FIG. 19-1 David tests a text to determine whether it is trustworthy and decides it can be rated 9/10 for trustworthiness.

Homework

Session 20

FIG. 20-1 Paige jots notes about the structure and style of a TED Talk.

FIG. 20-2 As part of her social studies class, Molly prepares for a TED Talk on the Eastern Woodland Indians by recording central ideas and key evidence.

Text Structure Practice Paragraphs - (Possible Do Nows, Shared Reading, Group/Independent Practice, etc...)

Identifying Text Structure Paragraph Set #1

Identifying Text Structure Paragraph Set #2

Notice & Note, Nonfiction Signposts by K. Beers & R. Probst

Reader Response Chart for Big Question #1

Reader Response Chart for Big Question #2

Reader Response Chart for Big Questions #3

Chart Sense

Argument Unit of Study, Lucy Calkins

Varied mentor texts, such as:

"Moonbird," by Phillip Hoose (curriculum read aloud book)

Big Question #1 Chart to "Moonbird"

"Facts About Tardigrades," Arlina Bradford

Newsela Articles such as "Digging with his dad, a preschooler finds a dinosaur bone" and "Behind a \$20 shirt might be a worker making only a few dollars an hour."

Brainstorming: Generating Topics and Subtopics of High-Interest Student Planning Chart and Teacher Sample Chart

Teacher's Long Entries' Sample: Long Entries

Student Long Entries Journaling Prompt Page

Student Research Resources

T-Chart for Student-Chosen Research Articles (Direct Quotes vs. "This Means")

Teacher Sample T-Chart

Students' Blank List of Sources Chart

Teacher's Sample List of Sources Chart

Learning Progression

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.

Unit 4	
Informational Writing (Research Report)	
Summary and Rationale	
<p>In this unit, students will analyze and synthesize the ideas and evidence presented by authors of informational texts in order to create and support a clear claim and teach readers about a topic. Writers will effectively organize information from multiple sources in a manner that best supports their claims, producing clear body paragraphs that cite their sources while mimicking formal writing styles and maintaining an objective voice. Ultimately, writers will produce cogent pieces that inform their readers on particular topics.</p>	
Recommended Pacing	
4-5 weeks	
Standards	
Reading Domain	
RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
Writing Domain	
W.IW.7.2	<p>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.WR.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Domain	

SL.II.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.PI.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Language Domain	
L.SS.7.1	<p>Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Explain the function of phrases and clauses in general and their function in specific sentences. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt). <p>Recognize spelling conventions.</p>
L.KL.7.2	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression. C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Interdisciplinary Connections	
SS 6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SS 6.3	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.
Instructional Focus	
Enduring Understandings:	Essential Questions:

- Writers synthesize, evaluate, and rank information effectively to create a claim and introduce their topic without plagiarism.
- Writers evaluate a text’s ideas, events, and topics while producing clear body paragraphs with evidence from multiple sources.
- Writers mimic other formal writing styles while establishing an objective voice.
- Writers refine their pieces by citing specific sources and utilizing transitions, domain specific vocabulary, and peer feedback.

- How do writers re-read and organize information to teach readers about a topic?
- How do writers elaborate and teach readers about their topics?
- How do writers establish and maintain a formal style, approach, and form?
- How do writers edit informational pieces for detail, evidence, and cohesion?

Evidence of Learning (Assessments)

Pre-Assessment Sample Prompt

Post Assessment Prompt, Texts & Rubric

Information Writing

Learning Progression, Grades 3-9

Information Writing Rubrics

Grade 6

Grade 7

Grade 8

Information Writing Checklists

Grade 5

Grade 5 and Grade 6

Grade 6

Grade 6 and Grade 7

Grade 7

Grade 7 and Grade 8

Grade 8

Grade 8 and Grade 9

Grade 9

Compendio de Checklists Textos Informativos

Student Writing Samples

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Writing Developed Through the Progression

Grade 5

Grade 6

Grade 7

Objectives (SLO)Grammar Focus

- Patterns of Power Lesson 6.3 - Comma Don't or Comma Do: AAAWWUBBIS Placement
- Patterns of Power Lesson 13.1 - Sophisticated Sentence Mash-Up: Compound - Complex Sentence

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Launching Writing Workshop

Prior to beginning this unit, you should spend a few days, possibly a week, launching writing workshop with your students. This is a great time to spend some time building excitement for writing and setting expectations, routines, and procedures. To support you with planning, you may want to generate ideas from the link below.

- Ideas for Launching Writing Workshop

Students will know: (Goals)

As writers we re-read and organize our information to teach readers about a topic.

IMPORTANT TIPS FOR SHARED WRITING:

During the first few days of this unit, you should plan time for shared writing lessons so that students can all have a common experience to experience writing an informational text as a whole. You may want to:

- Begin by choosing a common topic to explore
- Have shared note taking experiences integrating and organizing information from varied sources
- Practice writing a claim and brainstorming clear key subtopics
- Write long off of one of the subtopics

Students will be able to: (Teaching Points)

- Writers synthesize research on informational topics to discover salient points to convey to readers.
- Writers create a clear, cohesive claim that provides readers with a snapshot of their essay's purpose.
- Writers clearly introduce their topic with enough background information to help inform the reader of what is to come.
- Writers evaluate information to identify key subtopics that are worth exploring through their own writing.
- Writers rank information and arrange it in a way that most clearly reveals their purpose to readers.
- Writers effectively summarize, paraphrase, and directly quote their sources to avoid plagiarism.
- Writers reinforce and build on the main points in a way that makes a cohesive whole. (Information Bend II Session 12)

<p>As writers we elaborate and teach readers about our topics.</p>	<ul style="list-style-type: none"> ● Writers evaluate the strength of information presented by examining supporting details. (Chart Sense, 150-151) ● Writers produce clear body paragraphs that include text evidence from multiple sources. ● Writers analyze how ideas, events, or individuals are introduced, illustrated, or elaborated upon in a text.(Chart Sense, 72-73)
<p>As writers we establish and maintain a formal style, approach, and form.</p>	<ul style="list-style-type: none"> ● Writers mimic the strategies of other informational authors to develop their own formal writing style. ● Writers establish and commit to an objective voice without bias ● Writers use a variety of sentences to best convey their information ● Writers choose compound-complex sentences to signal differing relationships among ideas (Patterns of Power Lesson 13.1)
<p>As writers we edit our informational pieces for detail, evidence, and cohesion.</p>	<ul style="list-style-type: none"> ● Writers seek feedback from other writers in order to refine their writing style and development of purpose. ● Writers include domain specific, technical vocabulary, and defined these terms when appropriate. (Information, Bend II: Session 12) ● Writers use transitions to link concepts with related information to help the reader follow from part to part. (Information Bend II Session 12) ● Writers cite their sources (parenthetically and bibliographical) according to MLA format and requirements. ● Writers choose sentences to signify relationships among ideas (Patterns of Power Lesson 6.3)

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Mentor Texts

The Bulldog: A Dog Like No Other, from Lucy Calkins and Colleagues from the TCRWP from *Units of Study in Argument, Information, and Narrative Writing, Grades 6-8*

Noticings T-Chart on Informational Writing, using the Bulldog report

10 Ways to Develop Expository Writing Skills With The New York Times - includes several links to helpful charts, samples and articles that help students in informative writing.

Writing References

MLA Citation Formats

Staying Objective Writing Tips

Student Research Paper Planning Chart

Session 1

Mentor text: "The Stolen Party"

FIG. 1-1 Writing about reading "Stray"

FIG. 1-2 Pressure map of "The Goodness of Matt Kaiser"

FIG. 1-3 Ways to capture thinking about "Uprising"

FIG. 1-4 A.J. charts characters in *Miracle's Boys*

Additional piece for "Stray"

Additional piece for "Stray"

Session 2

Mentor text: "The Stolen Party"

Session 3

FIG. 1-1 Writing about reading "Stray"

FIG. 1-2 Pressure map of "The Goodness of Matt Kaiser"

FIG. 1-3 Ways to capture thinking about "Uprising"

FIG. 1-4 A.J. charts characters in *Miracle's Boys*
Anchor chart: Ways to Write Powerfully about Reading
Chart: "Ladder of Abstraction"
FIG. 3-2 Emma's revision
FIG. 3-3 Marcus's writing

Session 4

FIG. 4-1 A.J.'s chart about *Radiance*
FIG. 4-2 Maggie's web about *Matilda*
FIG. 4-3 Teacher's drawings and notes on *War Horse*
Anchor chart: Ways to Write Powerfully about Reading
Chart: How to Write a Theme-Based Literary Essay
Chart: Ways to Analyze Evidence

Session 5

Chart: Ways of Visualizing Relationships Between Story Elements
FIG. 5-2 Alice's writing
Mentor text: "The Stolen Party"
Anchor chart: Ways to Write Powerfully about Reading

Session 6

Mentor text: "The Stolen Party"
Chart: Character Emotions and Reader Reactions
FIG. 6-3 Brian's essay about *Divergent*
Anchor chart: Ways to Write Powerfully about Reading

Session 7

Information Writing Checklist, Grade 7
Anchor chart: Ways to Write Powerfully about Reading
Teacher demonstration text: Companion book to "The Stolen Party"
Chart: Common Structures for Information/Nonfiction Texts
FIG. 7-1 Maggie and Jordan's tables of contents

Session 8

Anchor chart: Ways to Write Powerfully about Reading
Chart: Appositives and Dependent Clauses in Sentences
Chart: Common Ways to Organize Information Writing
FIG. 8-1 Jordan's writing

Session 9

Information Writing Checklist, Grade 7
FIG. 9-1 Jordan's draft of a first chapter
FIG. 9-2 Maggie's first page
FIG. 9-3 Bella's reflection

Session 10

Chart: Writers Use Techniques Such As...
Chart: Writers Aim Toward Goals Such As...
FIG. 10-3 Nicole's writing
FIG. 10-4 Soraya's analysis

FIG. 10-5 Serena's writing
Anchor chart: Ways to Write Powerfully about Reading

Session 11

Chart: Writers Aim Toward Goals Such As...
FIG. 11-1 Marcus's writing on empathy in *The Maze Runner*
Anchor chart: Ways to Write Powerfully about Reading

Session 12

Mentor text: "The Stolen Party"
Chart: Thought Prompts that Help an Essayist Think and Write
Chart: Writers Aim Toward Goals Such As...
Information Writing Checklist, Grade 7
FIG. 12-1 Claire's chapter on a theme in *Chasing Alaska*
FIG. 12-2 A.J.'s chapter on symbolism in *Miracle's Boys*

Session 13

FIG. 13-1 Ryan's scene

Session 14

Chart: Ways that Writers Can Show How Characters Have Different Perspectives

Session 15

Information Writing Checklist, Grade 7
Chart: Writing Conclusions that Keep Readers Hooked
FIG. 15-1 Ryan's introduction

Session 16

Information Writing Checklist, Grade 7
FIG. 16-1 A.J.'s companion book on *Miracle's Boys*
FIG. 16-2 Maggie's companion book on *Matilda*
FIG. 16-3 Jordan's companion book on *Miracle's Boys*
FIG. 16-4 Emma's companion book on *Uprising*

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different

places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.

Unit 5	
Reading - Author's Study Book Clubs	
Summary and Rationale	
<p>In this unit, students will be exposed to texts by the same authors as a part of book clubs. Students should be placed in book clubs with students all reading texts by the same author. Students should have a choice of which texts they are most interested in reading and teachers should place them in clubs accordingly. Clubs of four students are the ideal group. In this type of group, two students (a partnership) could read one title together and the other two students (the second partnership) could read a different title. You also could have all four students reading the same title, if you would prefer, and then they could read a second title together. Readers will focus on comparing and contrasting characters, how conflict and story elements impact characters, and what author's craft reveals about character development (motives, actions, decisions, etc.). Ultimately, readers will analyze the craft and style of specific authors across their texts as they shape and develop characters.</p>	
Recommended Pacing	
4-5 weeks	
Standards	
Reading Domain	
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the literary text says explicitly as well as inferences drawn from the text.
RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
Writing Domain	

W.AW.7.1	<p>Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. D. Establish and maintain a formal style/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.
W.IW.7.2	<p>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
W.RW.7.7	<p>Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Speaking and Listening Domain	

SL.PE.7.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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.
SL.ES.7.3	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
SL.PI.7.4	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
Language Domain	
L.VL.7.3	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). C. Analyze the impact of a specific word choice on meaning and tone. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.7.4.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.

	D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
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9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers use words to describe feelings, settings, and problems about characters over a period of time. • Readers look at what the character wants, character point of view, and relationships with other characters. 	<ul style="list-style-type: none"> • How do readers compare and contrast characters within and across texts by the same author?

<ul style="list-style-type: none"> • Readers analyze structure and the different types of conflicts that affect plot and character. 	<ul style="list-style-type: none"> • How do readers track character relationships over the course of a text and refine their thinking about them? • How do readers recognize how story elements contribute to character development? • How do readers write to deepen their thinking about characters across texts?
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Evidence of Learning (Assessments)

Unit Assessment, Text 1, Text 2 & Answer Key

Objectives (SLO)

Word Study/Vocabulary Focus

- Develop interest in vocabulary by recognizing and appreciating aspects of words and by “collecting” and discussing interesting words and using them in conversation
- Recognize and use synonyms (words that have almost the same meaning)
 - Ex: (synonyms) destroy/demolish
- Recognize and use antonyms (words that have opposite meaning) and uncover semantic gradients (lists of related words that have similar meanings that increases by degree)
 - Ex: (antonyms) freezing/sweltering
 - Ex: (semantic gradients) freezing, cold, cool, warm, hot, roasting, and sweltering
 - Use this link to support your understanding: <http://www.reallygoodstuff.com/community/semantic-gradients-and-the-common-core-standards/>

The grade level expectations above should be integrated into your planning. You may want to teach word study/vocabulary through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using the words in writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.

Students will know: (Goals)	Students will be able to: (Teaching Points)
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<p>As readers we compare and contrast characters within and across texts by the same author.</p>	<ul style="list-style-type: none"> ● Readers use words to describe character feelings over a period of time, as well as why they are thinking in that way. ● Readers notice the effects that characters, setting, and problems have on characters earlier and later in the story. (Reading Strategies 6.17)
<p>As readers we track character relationships over the course of a text and refine our thinking about them.</p>	<ul style="list-style-type: none"> ● Readers understand character motivation by tracking what they say and do throughout a course of events. ● Readers compile smaller ideas about a character to craft a larger theory about who the character really is or really wants. (Reading Strategies 6.21) ● Readers explore how the author of the text contrasts the point of view of two different narrators.(Schoolwide Lesson 5) ● Readers infer complex relationships between and among characters by noticing evidence in their responses to each other. (Fountas & Pinnell 626) <ul style="list-style-type: none"> ○ <i>Possible Strategy:</i> <ol style="list-style-type: none"> 1. Who are the characters and what is their relationship? 2. What do I notice about how they react and respond to each other? 3. What do I NOW know about their relationship and how they interact?
<p>As readers we recognize how story elements contribute to character development</p>	<ul style="list-style-type: none"> ● Readers analyze a story’s narrative structure-especially if it is unconventional. (Writing About Reading, Bend II Session 12) ● Readers analyze author’s craft and writing style and its impact on the reader’s interpretation. ● Readers identify how figurative language (i.e.: simile, metaphor, personification, etc.) showcases the author’s craft. ● Readers identify how literary devices (i.e.: repetition, foreshadowing, allusion, personification, etc.) showcases the author’s craft.

As readers we write to deepen our thinking about characters across texts.

- Readers discuss with book clubs in various ways about their characters and the interactions they encounter.
- Readers write to develop thinking by referring back to the text, building upon ideas, and adding to reactions.
- Readers compare inference with those of other readers and consider alternative interpretations of characters' motives and the writer's message.

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Schoolwide Kit, Fiction, Grade 7
varied mentor texts
Fountas & Pinnell Learning Continuum, K-8
The Reading Strategies Book by Jennifer Serravallo
What Do I Teach Readers Tomorrow: Fiction - Gravity Goldberg

Suggested Book Club Authors to Study

Will Hobbs (drama adventure)
Walter Dean Myers
Sarah Dessen (realistic fiction)
Avi
Lois Lowry
Joan Bauer
Jerry Spinelli
Jacqueline Woodson

Available Titles for Book Clubs

Tier 1 Modifications and Accommodations

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Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 6

Writing Realistic Fiction from a New Perspective

Summary and Rationale

In this unit, students will use their strengths as a reader to build and develop ideas as a writer. Students will begin by exploring the idea that stories look and sound different, depending on the narrator’s perspective. Students will then experiment with writing from secondary character’s perspectives. During writing workshop, they will do this independently and may choose a character or various characters from which to experiment and write. Ultimately, students will select a specific scene, analyzing a secondary character’s experiences and create a series of events from that character’s imagined point of view. Students will use multiple strategies for editing in order to produce strong prose. Ultimately, students will utilize various narrative techniques, including dialogue, action, character thought, and setting, in order to take a scene from a mentor text and rewrite it from a secondary character’s point of view.

Recommended Pacing

4-5 weeks

Standards

Reading Domain

RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the literary text says explicitly as well as inferences drawn from the text.
RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text..

Writing Domain

W.NW.7.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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.
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	<p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Domain	
SL.PI.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Language Domain	
L.SS.7.1	<p>Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).</p> <p>E. Recognize spelling conventions.</p>
L.VI.7.4	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.</p> <p>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>

Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers develop ideas by writing scenes and evoking characters with specific motivations and struggles which we can identify with through a developed theme. Writer's draft scenes by making a three dimensional experience while using a storytelling voice and varying narrative elements. Write from different perspectives while including dialogue, action, character thought, setting, and a satisfying ending (if applicable). 	<ul style="list-style-type: none"> How do writers generate ideas from varied perspectives, considering different points of view? How do writers analyze author's craft and apply similar techniques to their own writing?

- Writers revise by using varied strategies and edit them through different lenses.

- How do writers plan and create a series of events about a secondary character's experiences?
- How do writers edit for clarity and focus?

Evidence of Learning (Assessments)

On-Demand Pre-Assessment Prompt
Post-Assessment
Rubric

Narrative Writing

- Learning Progression, Grades 3-9

Narrative Writing Rubrics

- Grade 6
- Grade 7
- Grade 8

Narrative Writing Checklists

- Grade 6 and Grade 7
- Grade 7
- Grade 7 and Grade 8
- Grade 8
- Grade 8 and Grade 9
- Grade 9
- Compendio de Checklists de Escritos Narrativos

One-on-one conferences
 Formative assessments
 Writing notebook entries

Objectives (SLO)

Grammar Focus

- Patterns of Power Lesson 7.5 - Creating a Setting: Prepositional Phrases
- Patterns of Power Lesson 10.11 - Quotation Marks Dialogue

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Students will know: (Goals)

Students will be able to: (Teaching Points)

As writers we generate ideas from varied perspectives, considering different points of view.

IMPORTANT TIPS FOR SHARED WRITING:

During the first few days of this unit, you should plan time for shared writing lessons so that students can all have a common experience and begin to experiment with varied perspectives, while ultimately honing in on a common secondary character. You may want to:

- Explore how perspectives can impact how a story is told
 - You may want to use some storytelling here, rather than writing
- Choose a common secondary character from a read aloud text used in the class and begin to brainstorm story ideas
- Try out a small moment from the character’s perspective

- Writers test out their ideas for characters by writing everyday scenes to see how the characters might move, think, and act. (Narrative Bend I: Session 3)
- Writers can develop characters by exploring their characters’ motivations and struggles and also by rewriting scenes that show these things. (Narrative Bend I: Session 4)
- Writers consider various themes to support their story ideas, build tension, inform their writing choices, and build their character’s view of the world and how they interact in that world.

As writers we plan and create a series of events about a secondary character’s experience.

- Writers sketch out possible plotlines for stories, often using tools such as story arcs, timelines, lists, or mentor texts that can help ensure their stories are built with traditional story structure in mind. (Narrative Bend I: Session 5)
- Writers write extensions of a story, creating new scenes that fit the original story, or that make the story go differently. (Narrative Bend II Session 13)
- Writers include the perspectives of different characters of a story, even when those perspectives differ from each other. (Narrative Bend II Session 14)
- Writers create their best drafts when they experience the world through their character’s skin, letting the story unfold as it happens to them, and highlighting the most meaningful parts of the story (Narrative Bend II: Session 7)
- Writers “stay in scene”, by making sure scenes are grounded in dialogue, action, narration, and setting. (Narrative Bend II: Session 9)

	<ul style="list-style-type: none"> ○ Patterns of Power Lesson 10.11 - Writers use quotation marks to enclose speech. ● Writers craft endings that their stories and their readers deserve, making sure that their endings connect with the hearts of their stories and help to create a satisfying feeling for the reader. (Narrative Bend II: Session 10)
<p>As writers we analyze author’s craft and apply similar techniques to their own writing.</p>	<ul style="list-style-type: none"> ● Writers craft scenes that are, in a sense, about making the two-dimensional plans of the writer into a three-dimensional experience for the reader. (Narrative Bend II: Session 6) ● Writers use a storytelling voice and utilize varying narrative elements (character, plot, and setting) to create an engaging and compelling story.
<p>As writers we edit for clarity and focus.</p>	<ul style="list-style-type: none"> ● Writers become their own editors using a variety of tools to raise the level and quality of their writing. (Narrative Bend II: Session 11) ● When revising, writers hold onto their intended meaning and use a variety of strategies to ensure that meaning is popped out for their audience. (Narrative Bend III: Session 12) ● Writers sometimes cut out words and sentences to develop stronger prose. (Narrative Bend III: Session 15) ● Writers revise with “lenses” and edit with them as well, rereading their writing several times through different lenses, making edits as they go. (Narrative Bend III: Session 16) ● Writers use prepositional phrases. (Patterns of Power Lesson 7.5 - Creating a Setting: Prepositional Phrases)

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Point of View Slideshow

Ways to Change Perspective Without Changing Facts Writer's Guide

Student's Scene Resolution Planner

Correlations to the Common Core State Standards

Session 1

FIG. 1-1 Annabelle's personal narrative entry
Narrative Writing Checklist, Grade 6

Session 2

FIG. 2-1 Samee's ideas
FIG. 2-2 Annabelle's ideas
Chart: How to Find Ideas for Fiction

Session 3

FIG. 3-1 Ryan's writing
FIG. 3-2 Yasmin's scene writing
Anchor chart: How to Write Compelling Fiction

Session 4

FIG. 4-1 Samee's writing
FIG. 4-2 Gabriel's writing
FIG. 4-3 Taylor's T-chart

Session 5

[Link to Vonnegut story arcs](#)
[Link to an editable blank plot diagram template](#)

Mentor text: "Thirteen and a Half"
FIG. 5-1 Story Arc of "Thirteen and a Half"
FIG. 5-2 Samee tries using a story arc to plan
FIG. 5-3 Samee decides to revise his original plan
FIG. 5-4 Samee's final story plan
FIG. 5-5 A student tries a simplified story arc
Anchor chart: How to Write Compelling Fiction
Narrative Writing Checklist, Grades 6 and 7
Additional Mentor Text Suggestions for Realistic Fiction

Session 6

Mentor text: "Thirteen and a Half"
Anchor chart: How to Write Compelling Fiction
FIG. 6-1 Samee's original attempt at a short summary
FIG. 6-2 Taylor's first, fast draft
Chart: Some Ways Writers Can Build Tension in Their Stories

Session 7

Mentor text: "Thirteen and a Half"
Anchor chart: How to Write Compelling Fiction
Chart: Techniques for Crafting Leads
FIG. 7-1 Gabriel's story
FIG. 7-2 Samee's scene
FIG. 7-3 Yasmin's draft

Session 8

FIG. 8-1 Miriam's first attempt at a lead for her story
FIG. 8-2 Miriam's revised lead
Anchor chart: How to Write Compelling Fiction

Session 9

FIG. 9-1 Brian's scene
Chart: The House on Fire Test: Keep What's Important, Get Rid of What's Unnecessary
Anchor chart: How to Write Compelling Fiction

Session 10

Anchor chart: How to Write Compelling Fiction
Mentor text: "Thirteen and a Half"
FIG. 10-1 Annabelle's revised ending
FIG. 10-2 This student tries out a classic romantic ending

Session 11

Narrative Writing Checklist, Grades 7 and 8
Anchor chart: How to Write Compelling Fiction
Chart: Ways to Create Conflict
Chart: Four Major Types of Sentences
FIG. 11-1 Gabriel's piece

Session 12

Excerpt from Max's draft

Anchor chart: How to Write Compelling Fiction
FIG. 12-1 This student is working to pop out contrasting images
FIG. 12-2 Annabelle's story
Chart: Tips for Writing Realistic Dialogue
Chart: When Fiction Writers Revise to Include Symbolism or Imagery, They...

Session 13

FIG. 13-1 Miriam's sentences
Anchor chart: How to Write Compelling Fiction
Anchor Chart: Ways to Perspective without Changing Facts of an Original Story

Session 15

FIG. 15-1 Annabelle's edited piece
FIG. 15-2 Yasmin's revisions

Session 16

FIG. 16-1 A fast listing of the classroom
FIG. 16-2 Miriam edits for spelling
FIG. 16-3 Taylor's piece is ready to edit
Narrative Writing Checklist, Grades 7 and 8

Session 17

FIG. 17-1 "Helping Ruby" by Miriam
FIG. 17-2 "Realistic Fiction Story" by Annabelle
FIG. 17-3 "One Friend to Another" by Samee
FIG. 17-4 Yasmin's final piece
FIG. 17-5 "Forever Strong" by Gabriel

Student Writing Samples

- Grade 5
- Grade 6
- Grade 7
- Grade 8

Writing Developed Through the Progression

- Grade 6
- Grade 7
- Grade 8

Additional Materials

- On-Demand Student Scores Recording Sheet
- Chart: Unpack Your Evidence
- Writing Process Learning Progression, 5-8
- Sample On-Demand Performance Assessment, Grade 7

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform

their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.

Unit 7

Nonfiction Reading- Perspectives on an Issue

Summary and Rationale

In this unit, students will analyze nonfiction sources in order to interpret author's purpose. Readers will read critically to identify new, suspicious, clarifying, and contradicting information and recognize that not all published information is infallible. Identifying these factors will allow students to notice the way in which authors use specific language and literary tools, as well as notice differences between what they know and what the author shows them to help uncover main idea and author's purpose. Ultimately, students will identify author's purpose and point of view within a nonfiction piece in order to distinguish between biased and factual information and form their own sound opinion on a topic.

Recommended Pacing

4-5 weeks	
Standards	
Reading Domain	
RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
RI.AA.7.7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Writing Domain	
W.WR.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Speaking and Listening Domain	

SL.PE.7.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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.
SL.II.7.2	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
SL.ES.7.3	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
Language Domain	
L.VL.7.3	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). C. Analyze the impact of a specific word choice on meaning and tone. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.7.4	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Interdisciplinary Connections	
SS 6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SS 6.3	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Social Justice Standards	
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices, and laws.
JU.6-8.12	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Readers analyze the perspective of the author as well as the evidence they value and ignore. ● Readers identify what challenged, changed, or confirmed their thinking within a text. ● Readers critically analyze a text looking for contradictions among sources. ● Readers recognize what surprises them and notice the author's specific use of language to identify point of view and purpose. ● Readers identify the main idea and the author's purpose of the text. 	<ul style="list-style-type: none"> ● How do readers recognize that authors of similar topics can have differing perspectives? ● How do readers research and gather information from multiple texts to form informed opinions? ● How do readers compare and contrast perspectives on an issue? ● How do readers critique the author's claim?
Evidence of Learning (Assessments)	
Unit Assessment and Answer Key One-on-one conferences Formative assessments Reading notebook entries	
Objectives (SLO)	
<u>Word Study/Vocabulary Focus</u>	
<ul style="list-style-type: none"> ● Recognize and use word parts to solve an unknown word and understand its meaning 	

- Recognize and use connections between or among related words that have the same word root or base word to solve unknown words
 - Ex: support/supports/supported/supportive/unsupportive
- Recognize and use a word’s origin to solve an unknown word to understand its form and meaning
- Recognize and use prefixes that mean “opposite” or “against”
 - ant-, anti- (antonym, antacid, antifreeze, anti social)
 - contra- contro- (contradict, contraband, controversy, controversial)
 - counter- (counterclockwise, counterpart)

The grade level expectations above should be integrated into your planning. You may want to teach word study/vocabulary through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using the words in writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.

Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>As readers we recognize that authors of similar topics can have differing perspectives and we track this through various note-taking strategies.</p> <p>IMPORTANT TIPS FOR IMMERSION: During the first few days of this unit, you should plan time for shared reading/interactive read aloud lesson to bring students together with a focus on perspective.</p> <ul style="list-style-type: none"> ● Introduce students to the idea of argument. Get them thinking about why argument exists in the world ● Interactive Read Aloud or shared reading ● Read texts together and show them what you’re thinking about and the notes you are taking <ul style="list-style-type: none"> ○ What do you notice about the author’s perspective? ○ Is there bias? What is fact? ● To support this work, you may want to utilize the read aloud in Bend III, Session 18 of Tapping the Power of Nonfiction - Read Aloud: Determining the Author’s Point of View and How It’s Advanced. 	<ul style="list-style-type: none"> ● Readers pay careful attention to the perspective of the author, including the evidence the author seems to value and to ignore in order to determine the author’s claim. (Argumentative Bend II Session 7) ● Readers use a variety of tools to jot notes, organize and refine our thinking on a particular topic (boxes and bullets, t-charts, venn diagrams, timelines). ● Readers reread our notes, looking for patterns of information from different resources. We create new notebook entries that support a compilation of noticings and trends. ● Readers read not only for facts but also for larger ideas that emerge from the information we are learning. We ask ourselves, “What ideas am I having about this topic? What does the author want me to know? Understand? Think? Feel?” We mark places in a text or in our notebook where larger ideas emerge for us.

As readers we research and gather information from multiple texts to form informed opinions.

- Readers pinpoint what the author thinks they already know to uncover author's intent and biases. (Nonfiction Notice and Note)
 - *In this lesson, you may want to address Social Justice Standard JU.6-8.12 & JU.6-8.13 while having the students read through texts.*
- Readers think about what challenges, changes, or confirms what they already know to confirm what they already thought, to modify their thinking, or change their minds completely. (Nonfiction Notice and Note)
- Readers notice differences between what they know and what the author shows them to help uncover main idea and author's purpose. (Nonfiction Notice and Note- Contrasts and Contradictions)
- Readers identify what surprises them in a text to better understand and notice new information, suspicious information, clarifying information, or different perspectives. (Nonfiction Notice and Note)
 - *In this lesson, you may want to address Social Justice Standard DI.6-8.9 as students come across different perspectives while they are reading.*

As readers we compare and contrast perspectives on an issue.

- Readers read with a critical eye, not merely accepting what the text offers as infallible. Readers look for contradictions among sources, as well as the sources of those contradictions. (Argumentative Bend II Session 7)
- Readers notice author use of language that leaves no doubt, exaggerates, or pushes to the limit to help identify author's point of view and purpose. (Nonfiction Notice and Note- Extreme or Absolute Language)
- Readers lay texts next to each other, browsing both to look for

similarities and differences between the main ideas and details. We highlight or make new annotations to record our observations.

- Readers compare perspectives of authors on the same topic by:
 - Studying images in each author's work
 - Studying main or central ideas presented
 - Considering which facts each author has included and which they have left out
 - Noticing author's word choices

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

Suggested Pacing Guide Linked Here

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

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Suggested Resources/Technology Tools

Unit of Study for Teaching Reading: Tapping the Power of Nonfiction by Lucy Calkins and Katie Clements
Argument Unit of Study, Lucy Calkins
Notice & Note, Nonfiction Signposts by K. Beers & R. Probst

Mentor Texts, Google Slides, Resources, Etc.

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

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Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity and increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Unit 8

Writing: The Art of the Argument (Unit 8 - Argument)

Summary and Rationale

In this unit, students will strengthen their ability to assert a claim and support it with compelling evidence. Ultimately, students will develop and support a claim through a selected multimedia presentation format. Writers will analyze and rank supporting evidence from various credible sources and revise their arguments so as to clarify relationships between their claims, evidence, and reasoning. Ultimately, writers will present their arguments on a topic through a multimedia presentation format supported by valid evidence and reasoning.

Recommended Pacing

4-5 weeks

Standards

Reading Domain

RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
RI.AA.7.7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing Domain

W.AW.7.1	<p>Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none">A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.D. Establish and maintain a formal style/academic style, approach, and form.E. Provide a concluding statement or section that follows from and supports the argument presented.
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W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.SE.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Domain	
SL.II.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.ES.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.PI.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.UM.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language Domain	
L.SS.7.1	<p>Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Explain the function of phrases and clauses in general and their function in specific sentences. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt). E. Recognize spelling conventions.

L.KL.7.2	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p> <p>C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
Interdisciplinary Connections	
SS 6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SS 6.3	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Social Justice Standards	
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices, and laws.
JU.6-8.12	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Writers weigh the reasons and evidence of varying perspectives and how their previous research can be refined. ● Writers create a claim based upon their previous research. ● Writers rank/analyze appropriate evidence to create a strong and valid argument for an audience. ● Writers include a matched tone and style for their argument and their audience throughout their presentation. ● Writers revise their argument to stay away from extreme perspectives and opinions. 	<ul style="list-style-type: none"> ● How do writers generate ideas to inform others on issues with varying perspectives? ● How do writers craft arguments to support multiple perspectives? ● How are writers mindful of audience and purpose while utilizing multimedia and technological platforms to inform? ● How do writers edit arguments to clarify relationships among our claims, evidence, and reasoning?
Evidence of Learning (Assessments)	

Multimedia Project Resources:

- Rubric
- Project Preparation Example
- Debate Prep Outline
- Opening Statement Example
- Counterclaim Preparation Example
- Final Focus Example

Common Assessment

- PRE & POST
 - **On-Demand Performance Assessment Prompt**
 - Post Process Assessment: Group Debate Cross Argument/Rebuttal Prep Outline & Final Focus
 - Score using grade 7 argument rubric, all components
 - Rubric
 -

Group Debate Preparation (optional):

Group Debate Outline

Examples of Counterclaims/Rebuttal Parts

Debate Reflections

Argument Writing

Learning Progression, Grades 3-9

Argument Writing Rubrics

Grade 6

Grade 7

Grade 8

Argument Writing Checklists

Grade 5

Grade 5 and Grade 6

Grade 6

Grade 6 and Grade 7

Grade 7

Grade 7 and Grade 8

Grade 8

Grade 8 and Grade 9

Grade 9

Compendio de Checklists de Escritos de Argumentacion

Student Writing Samples

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Writing Developed Through the Progression

Grade 5
Grade 6
Grade 7
Grade 8

Objectives (SLO)

Grammar Focus

- Patterns of Power Lesson 13.4 - Can you corRELATE? Correlative Conjunctions
- Patterns of Power Lesson 13.5 - Conjunctivitis Connections: Conjunctive Adverbs

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Students will know: (Goals)

As writers we generate ideas to inform others on issues with varying perspectives.

IMPORTANT TIPS FOR SHARED WRITING:

During the first few days of this unit, you should plan time for shared writing lessons so that students can all have a common experience with crafting arguments as a whole class.

- Choose a common topic that the group has experience with
- Writers consider various sides
- Writers anticipate what each side might say
- Writers consider the structure of an argument
- Writers try out an argument and write long

Week 1 of Writing:

- Introduce argument and debate
 - Make sure they know the real life places where arguments exist and these skills matter
- 2-3 mini-debate experiences based off of short texts or clips
- Introduce debate and argument vocabulary
 - Claim
 - Evidence
 - Support
 - Rebuttal
 - Counter-claim
 - Opening statement
 - Closing statement

Students will be able to: (Teaching Points)

- Writers suspend judgment to weigh the reasons and evidence offered for each of the different sides (Argument Bend I Session 1)
- Writers self assess by looking back at their reading research to see how it might be improved, and they look forward by asking, “How can I bring all that I have learned to future writing?” (Argument Bend I Session 5)
- Writers plan our writing using boxes and bullets or any other self-created notebook outlining tools. We often start with our claim and outline the overall supports. We use additional space in our plans to detail the evidence that will connect to each support.

<ul style="list-style-type: none"> ○ Formal tone 	
<p>As writers we craft arguments to support multiple perspectives.</p>	<ul style="list-style-type: none"> ● Writers formulate a claim by deciding on which side of an issue our loyalties lie. We draft our claim using clear and specific words to get at the heart of our thinking. ● Writers sort and rank their evidence, deciding which evidence matches each point and which evidence is most compelling. (Argument Bend I Session 3) ● Writers use analysis of evidence to help readers follow the path of their argument. (Argument Bend I Session 4). ● Writers organize the evidence that informs each support in order to be most convincing. We rearrange, delete or add evidence as needed.
<p>As writers we are mindful of our audience and purpose while utilizing multimedia and technological platforms to inform.</p>	<ul style="list-style-type: none"> ● Writers of arguments have a vision of how their writing will unfold and craft a fair, strategic, and clear introduction that will set them up for their piece. (Argument Bend II Session 9) ● Writers match the tone and style of their writing to its purpose. (Argument Bend II Session 12) ● Writers can use their argument writing skills with a global audience, using social media. (Argument Bend III Session 17)
<p>As writers we draft our arguments to best convey our claim.</p>	<ul style="list-style-type: none"> ● Writers revisit mentor texts and ask, “How has this writer crafted their writing to persuade the reader? What language have they used?” We borrow this language for our own drafts and revise in order to be most convincing. ● Writers persuade by using a variety of facts, choosing ones that are the most powerful, shocking, or emotionally charged. We return to our body of research and notebook entries to ensure we haven’t overlooked these.

	<ul style="list-style-type: none"> • Writers use transitional language to link our reasons with our evidence. We may use words like, Consequently, specifically, therefore, clearly ... We remember to use a comma after each transition word.
<p>As writers we edit our arguments to clarify relationships among our claims, evidence, and reasoning.</p>	<ul style="list-style-type: none"> • Writers of arguments evaluate evidence to ensure that their own arguments are solid. (Argument Bend III Session 16) • Writers revise our claim by seeking feedback from other writers. We share our claim and ask, “<i>Does this claim sound/feel clear?</i>” “<i>What seems to be my stance based on this claim?</i>” We use peer feedback to play with our word choice, creating just the right feel. • Writers refine word choice within our claims. We ask, <i>How have mentor writers done this?</i> We model our claims after those of other persuasive writers we admire to emulate their craft. • Writers revise our plan by critiquing our evidence. We ask, “Does this detail really support what I am arguing?” Our critique is helpful as it allows us to return to our research and pull in additional evidence for greatest impact. • Writers use correlative conjunctions such as <i>either/or</i> and <i>neither/nor</i>. (Patterns of Power Lesson 13.4) • Writers use a conjunctive adverb to connect two closely related sentences. (Patterns of Power Lesson 13.5)

Suggested Resources/Technology Tools

<p>Correlations to the Common Core State Standards</p>
<p><i>Starter Resource Set</i></p>
<p>Competitive Sports Text Set</p>
<p><i>Text Set Bibliographies</i></p>
<p>Additional Texts on Competitive Sports Bottled Water Child Labor Eco Carbon Footprint Green Energy Pets in the Classroom Whaling</p>

Session 1

Sample Teacher Essay: "Get Off That Couch and Play!"
Competitive Sports Text Set
Anchor chart: How to Write an Argument
Chart: To Research before Establishing Your Position in an Argument
FIG. 1-1 Josie's T-chart
FIG. 1-2 Josie's position

Session 2

Competitive Sports Text Set
Anchor chart: How to Write an Argument
FIG. 2-1 Josie's bullets
FIG. 2-2 Brandon's flash-draft
FIG. 2-3 Andrew's flash-draft

Session 3

Chart: How to Write a Literary Essay about Character
Argument Writing Checklist, Grades 6 and 7
Chart: When Ranking and Choosing Evidence to Support a Point, Writers Ask...
Anchor chart: How to Write an Argument
Chart: Make Quotes Work
Chart: Guidelines for Source Citations and References
FIG. 3-1 Noemi's evidence
FIG. 3-2 Hazel's evidence
FIG. 3-3 Deni's writing
FIG. 3-4 Danielle's writing
FIG. 3-5 Darian's draft

Session 4

Chart: Guidelines for Source Citations and References
FIG. 4-1 Darian's draft
Chart: Ways to Analyze Evidence and Get Others to Follow Your Argument
FIG. 4-2 Gracie's revision
Anchor chart: How to Write an Argument
Chart: Transitions to Analyze Quotes
Chart: Adding Evidence
FIG. 4-6 Jentry's flash-draft

Session 5

Argument Writing Checklist, Grade 7
Link: Examples of Punctuation Changing Meaning
FIG. 5-1 T.J. incorporates and analyzes evidence
FIG. 5-2 Shuyin's evidence

Session 6

Competitive Sports Text Set
Additional Texts on Competitive Sports
Alternate Version of Session 6
Chart: Let's Crack Open the Topic!
FIG. 6-1 Teacher's claims
FIG. 6-2 Kiara's notes

FIG. 6-3 Chanelle's notes

Session 7

Chart: Questions to Ask the Text When Reading with a Critical Eye

Additional Texts on Competitive Sports

Emergency Room Visits by Sport, 2011; Females Age 6-22

Anchor chart: How to Write an Argument

Links: "Flavored Milk" video and quantitative data resources

FIG. 7-1 One student's writing

FIG. 7-2 Rudina's notes

FIG. 7-3 Danny's notes

FIG. 7-4 Nicholas's notes

FIG. 7-5 Danny's notes

FIG. 7-6 Rudina's notes

FIG. 7-7 Miami's notes

FIG. 7-8 Nicholas's notes

Session 8

Chart: Let's Argue About Texts

FIG. 8-1 Student tips for debating

FIG. 8-3 Students draft claims and reasons

Session 9

Chart: Ways to Introduce an Argument

FIG. 9-1 Kayla's flash-draft

Example of an introduction

Chart: Checklist for Creating Body Paragraphs

Samples of three conclusions

Chart: Ways to Conclude Argument Writing

Chart: Techniques for Powerful Conclusions

Anchor chart: How to Write an Argument

Session 10

Argument Writing Checklist, Grade 7

Mentor essay: Argument

FIG. 10-1 One student's notes

Anchor chart: How to Write an Argument

Learning Progression for Argument Writing

Chart: Phrases to Use to Acknowledge and Rebut Counterclaims

Chart: Rebuttal Strategies

Session 11

Chart: Argument Writers Aim Toward Goals Such As...

Chart: Argument Writers Use Techniques Such As...

URL for Dan Pink's TED talk, "The Puzzle of Motivation"

Argument Writing Checklist, Grades 7 and 8

Chart: Team Policy Debate Format

Chart: Panel Format

FIG. 11-1 Nicholas's notes

FIG. 11-2 Nicholas's writing

FIG. 11-3 One student's writing

FIG. 11-5 Kiara's questions

FIG. 11-6 Chanelle's questions

Session 12

Examples of Formal and Informal Writing
Chart: Sophisticated (Snobby) Ways To:
Anchor chart: How to Write an Argument
FIG. 12-1 One student's editing checklist
Argument Writing Checklist, Grades 7 and 8

Session 13

Argument Writing Checklist, Grades 7 and 8
FIG. 13-1 Jillian's essay arguing against competitive sports
FIG. 13-2 Gracie's essay on the risks of competitive sports

Session 14

Text Set: Bottled Water
Text Set: Child Labor
Text Set: Eco Carbon Footprint
Text Set: Green Energy
Text Set: Pets in the Classroom
Text Set: Whaling
Chart: Steps Activists Take to Make a Difference
FIG. 14-1 Chanelle's research
FIG. 14-2 Hayley's notes
Anchor chart: How to Write an Argument

Session 15

FIG. 15-1 Some students' notes
Argument Writing Checklist, Grades 7 and 8

Session 16

Chart: Some Common Logical Fallacies
Anchor chart: How to Write an Argument
FIG. 16-1 Thurbu's flash-draft with teacher comments
FIG. 16-2 Hayley's introduction with revisions

Session 17

Learning Progression for Argument Writing
FIG. 17-1 Hayley's final essay on childhood obesity
FIG. 17-2 Emma's final essay on libraries
FIG. 17-3 Ryan's final essay on libraries or the Internet
FIG. 17-4 E'najeona's final essay on reality TV

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