

Woodland Park School District

# Writing Curriculum Grade 7

## **Curriculum Team**

Teacher: Joanne Kelly, Meghan Glenn

Consultant: Julie Budzinski-Flores

Supervisor of Language Arts: Elba Alves Castrovinci

Director of Curriculum and Instruction: Carmela Triglia

**Seventh Grade Course Description:**

This writing course focuses on creating thoughtful writers. Writer's workshop emphasizes information literacy, research, critical thinking, elements of literature, text structures, and narrative, informational/expository, and argument writing. The ultimate goal is to produce life-long writers who can be successful in future endeavors.

**Pacing Guide****Content Area: English Language Arts****Grade Level: 7**

<b>Unit 1: Narrative: Realistic Fiction: Symbolism, Syntax and Truth</b>	<b>September- October (6 weeks)</b>
<b>Unit 2: Literary Analysis: Comparing Themes Across Texts</b>	<b>October - November (3 weeks)</b>
<b>Unit 3: Journalism: Uncovering the Stories of Our World</b>	<b>December-January (7 weeks)</b>
<b>Unit 4: The Art of Argument</b>	<b>February – March (7 weeks)</b>
<b>Unit 5: Poetry: Self Portraits</b>	<b>April (2 weeks)</b>
<b>Unit 6: Read and Write On Demand</b>	<b>April-May (3 weeks)</b>
<b>Unit 7: Cross Genre: Developing Writing Styles and Craft through Social Issues</b>	<b>May- June (5 weeks)</b>

**Unit Title: Narrative: Realistic Fiction: Symbolism, Syntax and Truth**

**Grade Level: 7**

**Time Frame: September – October (6 weeks)**

**Unit Overview:** The first unit of the year will focus on the narrative style of writing, focusing on Realistic Fiction. Students learn how to create and develop meaningful stories and characters using symbolism and syntax.

**Standards:**

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

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

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

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

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

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

**L.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Technology Standards:**

**8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**8.1.8.1.A.1** Demonstrate knowledge of a real world problem using digital tools

**21<sup>st</sup> Century Skills:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Interdisciplinary Connections:**

**Health:2.2.8.B.1** Predict social situations that may require the use of decision-making skills through the protagonist’s choices in *Nothing But the Truth*.

**Social Studies: 6.1.12.A.16.a:** Examine the impact of media and technology on political and social issues in a global society by using the issues occurring during the time period of “Monsters Are Due on Maple Street.”

**Essential Questions:**

How can I use the writing of a story to offer a message to the world?

How can I create a believable character?

**Unit Goals/Enduring Understandings**

- Writers create and develop meaningful stories and characters.
- Writer's draft and revise while deepening story meaning.
- Writers revise with their audience in mind.
- Writers use grammar and conventions to convey ideas precisely and powerfully.

**Skills:**

- Organize text in narrative structure
- Writing process
- Write a variety of complex sentences using conventions of word order and punctuation
- Produce narratives that are engaging, honest, and reveal the person behind the writing

**Demonstration of Learning/Assessment:**

- Conference Notes
- Teacher Created Assessments
- Small Group Observations
- Post Assessment
- On Demand Writing

**Vocabulary and Key Concepts:**

- foreshadow, symbolism, imagery, theme, story mountain, double rising timeline, realistic fiction, story blurb, coordinate adjectives, complex sentence structure, generate, narrow, craft technique, character traits, motivations, obstacles, scene, point-of-view, story arc

**Suggested Mentor Texts:**

*Nothing But the Truth* by: Avi

*Thank You Ma'am* by Langston Hughes

*Seventh Grade in Baseball in April* by Gary Soto

*The Jacket* by Gary Soto from *Small Faces*

**Resources:**

*Units of Study in Argument, Information and Narrative Writing, Grades 6-8* (Calkins et al., 2014)

Sadlier Grammar for Writing

The Writing Strategies Book by: Jennifer Serravallo

<b>Differentiation/Accommodations/Modifications</b>			
	<b>Content</b> Curriculum, standards	<b>Process</b> How students make sense or understand information being taught	<b>Product</b> Evidence of Learning
<b>G&amp;T</b>	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
<b>ELL</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
<b>At Risk</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
<b>IEP/504</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Narrative: Realistic Fiction: Symbolism, Syntax and Truth		Grade Level: 7	Time Frame: September – October (6 weeks)
Goals	Possible Teaching Points: Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		
Writers create and develop meaningful stories and characters.	<ul style="list-style-type: none"> <li>● Writers are sure that when creating a story, we keep it close to what we know. We write about characters that we can know well, settings we are familiar with and plots that we might be familiar with. We write with an inside perspective.</li> <li>● One way writers generate ideas for realistic fiction is by paying attention to the moments in their own life. We live wide awake lives, paying attention to the details that we see day to day. Perhaps we jot down ideas as we see them. There are stories all around us and we can take those ideas and imagine how they play out. We write these ideas like story blurbs in our notebooks. We are sure to include the characters, setting and plot.</li> <li>● One way writers generate ideas for realistic fiction is to imagine the stories we wish existed in the work. We might uncover and explore truths about our circumstances, longings, and struggles. We can imagine a character a bit like us. Their story might be a bit like ours and we can embrace the beauty of writing the ending we desire. We write these ideas like story blurbs in our notebooks. We are sure to include the characters, setting and plot.</li> <li>● One way writers generate ideas for realistic fiction is to reflect on stories they have read or scene and think about the kind of characters, settings and plots they are drawn to. We take a bit from different stories we have enjoyed.</li> <li>● One way that writers develop their characters is by writing a few everyday scenes in their notebook. We try to vary the kinds of scenes we write as an opportunity to get to know our character well. We want to know how they act in different settings and situations. We know that these scenes may ultimately not end up in our realistic fiction stories, rather they are an exercise in creating real and believable characters.</li> <li>● Writers can develop their characters by writing to uncover their struggles and motivations. We want to be sure that in realistic fiction, these mirror real life. We can create scenes in our notebooks that uncover what motivates the character and how they face their struggles. We may or may not use these in our final writing. The exercise is invaluable in developing our characters.</li> <li>● Writers draft possible plots by using a double rising timeline (or double story mountain). One line can plan the external story (actions and events) and the other line can plan the internal story (emotions, reactions, internal dialogue).</li> <li>● We can try our story out in many ways in our notebooks before we choose the scenes that we want to include. We create our plan following a traditional story structure. Writers use this plan to guide us we draft. We reread our plan thinking, <i>Which themes are emerging?</i></li> </ul>		

<p><b>Writer's draft and revise while deepening story meaning.</b></p>	<ul style="list-style-type: none"> <li>● One way writers prepare for drafting is to play with first person and third person. We decide if the story will be narrated or</li> <li>● Writers draft quickly using their plan as a guide. We can create a drafting packet, allowing a page or two for each of our scenes. We can skip lines to allow for the deep revision that will follow. We let the story flow and allow our character to drive the narrative. We follow the character in drafting, they begin to take charge.</li> <li>● Writers study mentors' story leads. We analyze their lead thinking, what did this author do? How would this look with my story? We can try several different leads in our notebooks before setting on one. (This work can be done together in shared reading, studied in clubs or individually. The learning happens when writers discover these craft moves and puts them in their own words.) We choose the lead that is just right and are sure that it sets up the heart of the story.</li> </ul> <p>Example:</p> <table border="1" data-bbox="583 537 1633 1141"> <thead> <tr> <th data-bbox="583 537 942 683">Lead in mentor text</th> <th data-bbox="942 537 1373 683">What did this mentor do?</th> <th data-bbox="1373 537 1633 683">How could this look in my writing?</th> </tr> </thead> <tbody> <tr> <td data-bbox="583 683 942 1141"> <p><i>Thirteen and a Half</i> All I knew about Ashley before I went over there yesterday was that until this year she went to private school and now she sits next to me in math. But she asked me over and since I couldn't think of a good no, I said OK.</p> </td> <td data-bbox="942 683 1373 1141"> <ul style="list-style-type: none"> <li>● Starts as if answering a question</li> <li>● Talks directly to the reader</li> <li>● Introduces another character and setting</li> <li>● Brings the reader right into the internal story</li> <li>● Gives the reader key backstory that they will need to understand the rest of the story.</li> </ul> </td> <td data-bbox="1373 683 1633 1141"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>● Writers craft endings that their stories and readers deserve. We make sure our endings connect with the heart of their stories. We can study mentors just like we did with leads. We can create several different endings in our notebooks and choose the one that is just right.</li> </ul>	Lead in mentor text	What did this mentor do?	How could this look in my writing?	<p><i>Thirteen and a Half</i> All I knew about Ashley before I went over there yesterday was that until this year she went to private school and now she sits next to me in math. But she asked me over and since I couldn't think of a good no, I said OK.</p>	<ul style="list-style-type: none"> <li>● Starts as if answering a question</li> <li>● Talks directly to the reader</li> <li>● Introduces another character and setting</li> <li>● Brings the reader right into the internal story</li> <li>● Gives the reader key backstory that they will need to understand the rest of the story.</li> </ul>		
Lead in mentor text	What did this mentor do?	How could this look in my writing?						
<p><i>Thirteen and a Half</i> All I knew about Ashley before I went over there yesterday was that until this year she went to private school and now she sits next to me in math. But she asked me over and since I couldn't think of a good no, I said OK.</p>	<ul style="list-style-type: none"> <li>● Starts as if answering a question</li> <li>● Talks directly to the reader</li> <li>● Introduces another character and setting</li> <li>● Brings the reader right into the internal story</li> <li>● Gives the reader key backstory that they will need to understand the rest of the story.</li> </ul>							
<p><b>Writers revise with their audience in mind.</b></p>	<ul style="list-style-type: none"> <li>● One way writers revise is by making sure each scene is grounded in dialogue, action, and setting. We can play with sentence structure that may include all three. When our characters speak, they don't just speak, but they also move and exist in a place. Their body rests on something. We can study how mentors do this and try it in our own work.</li> <li>● One way writers revise is by varying sentence structure. We try shorter sentences when we want to speed up time or increase urgency. We try longer more complex sentences when we want to</li> </ul>							



	<p>slow down time or be reflective.</p> <ul style="list-style-type: none"> <li>● One way writers revise is by using symbolism and imagery to bring out meaning. To do this, we need to be clear on meaning. We need to be clear on the theme(s) that we are writing to reflect and the message we want our reader to understand. We choose our imagery and symbolism to bring out this meaning.</li> <li>● One way that writers use symbolism is foreshadow events that have not yet happened and are crucial to the plot.</li> <li>● Writers of realistic fiction revise for fluency or flow. We want our writing to have a mood and a flow that matches meaning. We read and reread carefully playing with sentence structure and word choice until it matches our meaning just right.</li> <li>● Writers revise realistic fiction by paying attention to conflict and resolution. We are sure that we have clearly shown both and that our character acts in character when facing conflict. We also are sure that we clearly show how our character handles resolution in a realistic way or how they have changed or grown. We can turn to our mentors for insight into this craft.</li> <li>● Writers revise secondary characters. We are sure that secondary characters are necessary for the movement of the plot or we revise them out of the story. We are sure that their dialogue and actions not only help move the plot, but also are consistent with their character development.</li> <li>● Writers revise for precise language. We are sure that we choose just the right words for our characters' dialogue. We choose just the right words for our narrative. We know that words have connotations and we use this knowledge when choosing just the right word.</li> <li>● Writers revise as readers. We consider that our readers may close read our piece. We are sure to give them a story worthy of close reading. While reading we consider, <i>What might my reader be thinking? How might they interpret this line, word, symbol?</i> We revise with this reader in mind.</li> </ul>	
<p><b>Writers use grammar and conventions to convey ideas precisely and powerfully.</b></p>	<ul style="list-style-type: none"> <li>● Writers use all they know about editing to edit their story. We often edit as we go as we know that conventions can be used as craft.</li> <li>● Writers edit for paragraphing. We can study mentors for insight into this work. We might notice that authors begin a new paragraph when a new character is speaking, when the setting changes, when internal dialogue begins, when time passes or when a new character is introduced. We look for the appropriate places for transitional words and phrases.</li> <li>● Writers edit for commas. One comma edit we look for is to use them between coordinate adjectives.</li> <li>● Writers edit for spelling. We all we know about affixes, Greek and Latin roots and patterns we know. When we are unsure of a spelling, we use available resources. Writers are sure to use the words they want, regardless of spelling.</li> <li>● Writers make publishing decisions.</li> </ul>	

**Unit Title: Literary Analysis: Comparing Themes Across Texts**

**Grade Level: 7**

**Time Frame: November (3 weeks)**

**Unit Overview:** Students use argumentative essay structures to compare and contrast the development of authors' themes. Students share their thinking with others through Literary Analysis using the writing process.

**Standards:**

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

A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

D. Establish and maintain a formal style/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

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

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

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

A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

W.7.10. 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.

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

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

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

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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

A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

B. Spell correctly.

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

**Technology Standards:**

**8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**8.1.8.1.A.1** Demonstrate knowledge of a real-world problem using digital tools.

**8.1.8.D.2** Demonstrate the application of appropriate citations to digital content.

**21<sup>st</sup> Century Skills:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

**Interdisciplinary Connections:**

**Health:2.2.8.B.1** Predict social situations that may require the use of decision-making skills through the protagonist's choices in *Nothing But the Truth* or other short stories used during this short unit.

**Essential Questions:**

How do writers compare themes across texts?

How do writers create arguments with audience in mind?

**Unit Goals/Enduring Understandings**

- Writers grow ideas that are central to the story (grounded in close reading), with text evidence, and reflection to support the claim.
- Essayists mindfully and deliberately organize their writing to communicate their intended message to an audience.
- Essay writers read, reread, and rethink a text in increasingly sophisticated ways.
- Essayists draft and revise thesis statements that capture the themes of a story and that forecast ways their essays will support their theses.
- Essayists transfer and apply their essay writing to respond to prompts and real-world situations.

**Skills:**

- Organization
- Purpose/Genre · Claim
- Grammar and usage
- Write to grow ideas about a text
- Read interpretively
- Support a thesis with a variety of evidence
- Draft and revise thesis statements
- Transfer and apply their essay writing to respond to prompts and real-world situations

**Vocabulary and Key Concepts:**

Literary, essay, composition, point of view, identify, character, tension, details, evidence, support, passage, dialogue, theme, quotation, elaboration, interpret

**Demonstration of Learning/Assessment:**

- Conference Notes
- Teacher Created Assessments
- TC Writing Pre and Post Assessments
- Strategy Group Observations
- Active Engagement Observations
- On Demand Writing

**Suggested Mentor Texts/ Resources:**

*Nothing But the Truth* by: Avi

*Eleven* (short story)

*A Day's Wait* (short story)

*Stolen Day* (short story)

Units of Study of Argument, Information, and Narrative Writing for Middle School

Sadlier Grammar for Writing

The Writing Strategies Book by: Jennifer Serravallo

<b>Differentiation/Accommodations/Modifications</b>			
	<b>Content</b> Curriculum, standards	<b>Process</b> How students make sense or understand information being taught	<b>Product</b> Evidence of Learning
<b>G&amp;T</b>	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
<b>ELL</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
<b>At Risk</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
<b>IEP/504</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

**Unit Title: Journalism: Uncovering the Stories of Our World**

**Grade Level: 7**

**Time Frame: December– January (7 weeks)**

**Unit Overview:** In this journalism unit students craft informational articles based on their interests and points of view. They use skills such as observation, investigation and research to support their opinions on issues with real world implications. Students keep their audience in mind, follow the writing process and select the essay structure that is most appropriate for their claim.

**Standards:**

W7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic 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).
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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

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

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

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

7.10 Write routinely over extended time frames (time for research, reflection, 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.

L7.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L7.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old, green shirt).
- L7.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
B. Spell correctly.
- L7.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  
A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  
C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  
D. Acknowledge new information expressed by others and, when warranted, modify their own views.
- 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- 7.4 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.
- 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L 7.1.a,b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
A. Explain the function of phrases and clauses in general and their function in specific sentences.  
B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- 7.2.b, Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
B. Spell correctly.
- 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**Technology Standards:**

- 8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.1.A.1** Demonstrate knowledge of a real-world problem using digital tools.

**21<sup>st</sup> Century Skills:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

9.1.8.A.2 Relate ho career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.4 Relate earning power to quality of life across cultures.

9.1.8.D.1 Determine how saving contributes to financial well-being.

9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.

9.1.8.E.3 Compare and contrast product facts versus advertising claims.

**Interdisciplinary Connections:**

**Health:2.1.8.E.2** Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict through the use of current articles in Scope.

**Social Studies: 6.1.8.A.1.a:** Compare and contrast of governance, belief systems and family structures among African, European and Native American groups through the firsthand account of a Native American teen.

**Essential Questions:**

How do I write to inform the readers in my community?

How can I write quickly and accurately?

**Unit Goals/Enduring Understandings**

- Writers write quickly from thoughtful observation.
- Writers revise purposefully and alter the investigation as needed.
- Writers publish articles following the expectations for journalism and audience.
- Writers use grammar and conventions to convey ideas precisely and powerfully.



**Skills:**

- Begin with an effective lead paragraph and end with a closure
- Write with passion on the topic
- Research
- Maintain clear focus

**Vocabulary and Key Concepts:**

journalism, observation, third person, witness, perpetrator, sources, incident, angle, lens, protocol, melodrama, prejudice, stereotypes, provocative, bystander, beat writing, human interest, profile, instructional, historical, seasonal, behind the scenes

**Demonstration of Learning/Assessment:**

- Conference Notes
- Teacher Created Assessments
- TC Writing Pre and Post Assessments
- Strategy Group Observations
- Active Engagement Observations
- On Demand Writing

**Mentor Texts:**

Tweentribune.com  
Junior Scholastic  
Time for Kids  
Newsela.com  
Scholastic Scope

**Resources:**

Units of Study of Argument, Information, and Narrative Writing for Middle School  
Sadlier Grammar for Writing  
The Writing Strategies Book by: Jennifer Serravallo

<b>Differentiation/Accommodations/Modifications</b>			
	<b>Content</b> Curriculum, standards	<b>Process</b> How students make sense or understand information being taught	<b>Product</b> Evidence of Learning
<b>G&amp;T</b>	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
<b>ELL</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
<b>At Risk</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
<b>IEP/504</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Journalism: Uncovering the Stories of Our World		Grade Level: 7	Time Frame: December– January (7 weeks)
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	<b>Teacher Notes</b>	
<p>In this unit, writers will most likely publish an article every couple of days. The quality of published pieces will increase as the unit unfolds. Students may need some insight into how to get a “beat”. This could be the cafeteria, a local hangout or park, the neighborhood, library, etc.</p>			
<b>Writers write quickly from thoughtful observation.</b>	<ul style="list-style-type: none"> <li>● Journalists are alert to the world around them by observing closely, taking notes rapidly, and gathering vivid details to for our writing. We often carry small notepads with us so that we are always ready to jot notes from our observations.</li> <li>● Journalists often write a few different kinds of writing like human interest, profile, instructional, historical, seasonal, behind the scenes. We can study mentor texts to consider the categories we might want to write.</li> <li>● Journalists study mentor text news reports and notice the vocabulary, tone, and structure, making plans for using that in their own writing.</li> <li>● Journalists write quick news reports of incidents they witness. We include the who, what, where, when in these news reports right away. We may or may not know the why or the how yet. We try to get all the important facts in. We go out into our community and gather more news reports. We learn to write fast.</li> <li>● Journalists use our titles to highlight the main idea of the incident or report. We know our readers have a choice in reading or they can turn the page or scroll down. We use our title to catch their interest.</li> <li>● Journalists consider including a mix of relevant facts, definitions, concrete details and quotations. We ask, <i>How can I best present this to my audience?</i></li> <li>● Journalists organize their ideas, concepts, and information using strategies they know from previous informational units. This might include definitions, classification, compare/contrast, headings, graphic and/or multimedia.</li> <li>● Journalists understand that we have to "get it done!" We write to deadlines and word counts. We learn to write fast. We don't solve all our writing problems in each article—we get better by writing a lot. Journalists then get their work up and out into the world.</li> </ul>		

	<ul style="list-style-type: none"> <li>● Journalists introduce their subject clearly in the beginning of the piece, knowing that the audience has a choice to read on or turn the page.</li> </ul>	
<p><b>Writers revise purposefully and alter the investigation as needed.</b></p>	<ul style="list-style-type: none"> <li>● Journalists revise our writing on the fly, striving for greater accuracy, specificity, and drama. We understand the difference between narrative writing and journalism.</li> <li>● Journalists rehearse for writing by telling one of our stories aloud to a partner as if it were a personal narrative, using the pace, language, and tone of memoir, and then retell it as if we were writing a news report—really getting into the language, tone, and pace of news report.</li> <li>● Journalists look at a variety of news reports, across different kinds of media, to capture the language and tone of journalism. We employ technical vocabulary, using words such as: witness, perpetrator, sources, incident, and so on.</li> <li>● Journalists are good professional colleagues and listen to each other’s pieces to help revise for drama, accuracy, and specificity.</li> <li>● Journalists write to deadlines and word-counts and publish lots of small pieces of writing quickly. We learn to revise rapidly and cut ruthlessly.</li> <li>● Journalists structure writing so the most important information is at the top. We front load our pieces with the most important information and study mentor texts that have done the same.</li> <li>● Journalists may start to develop an "angle" or "lens" on something they have been observing and pondering. For instance, if we’re bothered by an "atmosphere of yelling" in the cafeteria or the hallways, or we wonder about the fate of the animals in our science labs, we can go out into the school with that lens and do more observation. We can conduct interviews and write up what we notice and think.</li> <li>● Journalists draft their articles quickly, and then play with the structure, parts, and tone by redrafting quickly. They may begin with <ul style="list-style-type: none"> <li>○ an anecdote</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ some provocative statements</li> <li>○ a shocking fact</li> <li>● Journalists include narrative craft to make examples vivid. We paint a picture for our readers.</li> <li>● Journalists play with endings, deciding if they want a conclusive, opinionated ending or one that leaves the reader with burning questions.</li> <li>● Journalists are careful with language, avoiding melodrama, prejudice, and stereotypes. We ask, <i>Am I being fair?</i></li> <li>● Journalists choose language that is provocative and artful.</li> <li>● Journalists look to other journalists as they work on becoming stronger writers. They may study Roy Peter Clark's advice to writers, which is available online at <a href="http://www.poynter.org">www.poynter.org</a>, and in his book <i>50 Tools for Writers</i>. We gather mentor texts from favorite journals.</li> <li>● Journalists write and revise by including appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Journalists revise by choosing language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.</li> </ul>	
<p><b>Writers publish articles following the expectations for journalism and audience.</b></p>	<ul style="list-style-type: none"> <li>● Journalists produce pieces in volume. The intention is to get information out into the world as quickly as possible.</li> <li>● Journalists consider their intended audience as they write and revise. We know that we need to make that audience group large, considering some readers will not have a great deal of background. We paint the picture for them very clearly. We use analogies and metaphors.</li> <li>● Journalist conclude their pieces in meaningful ways. They consider if they will be offering their audience more information in a follow-up or if this is all they are putting out on the matter. We end our article in ways that keep our readers considering our ideas and information.</li> <li>● Journalists often have unanswered questions and may wonder about the significance of the event they witnessed, for instance. They may be eager to find out if it was part of a pattern, or something unusual and often wonder about the cause of the event. Perhaps there are burning questions about a topic that was too big for a news report. We can list all the topics in mind and "write around" them, using newsprint or chart paper for writing partners and</li> </ul>	

	<p>colleagues to write notes to each other about their ideas. Then we start gathering toward this topic.</p> <ul style="list-style-type: none"> <li>● Journalists learn some protocols for interviewing. We learn to ask open-ended questions. We learn to keep our own judgment quiet, in order to get our interviewee to say more. We learn to gather vivid anecdotes by asking for examples. We learn to say: “Say more about that...” Journalists also are sure to set up a possible follow-up interview, in case they have questions after they begin writing.</li> <li>● Journalists learn to write up notes from interviews right away. We weave in our own observations with what we heard. We may include details about the setting, about the speaker’s body language or tone of voice. We may decide we need to ask some follow-up questions once we’ve written our report.</li> <li>● Journalists are clear with their audience when they are offering something other than facts. We don’t state our opinion, rather, we echo questions that the reader may have. We might say, <i>Some might questions... Some might ask... Others find it interesting that...</i></li> </ul>	
<p><b>Writers use grammar and conventions to convey ideas precisely and powerfully.</b></p>	<ul style="list-style-type: none"> <li>● Journalists are alert to the subtleties of grammar. We check our grammar for accuracy. We also consider how grammar can help us write more powerfully. We try our pieces in past and present tense. We consider our ending punctuation.</li> <li>● Journalists edit for <ul style="list-style-type: none"> <li>○ punctuation including comma to separate adjectives</li> <li>○ sentence structure to signal differing relationships among ideas <ul style="list-style-type: none"> <li>■ compound</li> <li>■ simple</li> <li>■ complex</li> <li>■ compound-complex</li> </ul> </li> <li>○ phrases and clauses within a sentence</li> <li>○ spelling</li> <li>○ capitalization</li> </ul> </li> </ul>	

**Unit Title: The Art of Argument**

**Grade Level: 7**

**Time Frame: February – March (7 weeks)**

**Unit Overview:** Students will learn the elements of an effective argument and how those pieces fit together in order to maximize a person’s ability to communicate their position.

**Standards:**

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

- 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).
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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

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

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

A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

B. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

7.10 Write routinely over extended time frames (time for research, reflection, 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.

L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

B. Spell correctly.

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

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

SL7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

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

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

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

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

7.4 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.

7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Technology Standards:**

**8.1.8.1.A.1** Demonstrate knowledge of a real world problem using digital tools.

**8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

### **21st Century Skills:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.1.8.E.3 Compare and contrast product facts versus advertising claims.

9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.



9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Interdisciplinary Connections:**

**Health:2.1.8.E.2** Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict through the use of current articles in Scope.

**Social Studies: 6.1.8.A.1.a:** Compare and contrast of governance, belief systems and family structures among African, European and Native American groups through the firsthand account of a Native American teen.

**Essential Questions:**

- What challenges could one face when voicing an opinion that is different than that of their peers?
- Why is it important to support an opinion with evidence?
- How can an audience affect the way one presents an opinion?

**Unit Goals/Enduring Understandings:**

- Writers design a claim and support it with clear evidence while addressing other viewpoints.
- Writers present arguments to support claims with clear reasons and relevant evidence.
- Writers revise purposefully with audience in mind.
- Writers use grammar and conventions to convey ideas precisely and powerfully.

**Skills:**

- Understand that an essay is a short literary composition used to clearly state the author’s point of view
- Understand that the purpose of an essay can be to persuade readers to think like the authors on an issue
- Start with a title or opening that tell the reader what is being argued or explained-clearly stated thesis
- Provide details, examples and images that develop and support the thesis
- Use opinion supported by facts

**Academic Vocabulary and Key Concepts:**

stance, claim, bold, paraphrasing, acknowledge, credit, respectfully disagree, citation, debate, argument, support, reasoning, relevant evidence, logic, opposing, claim counterclaim, formal, style

**Demonstration of Learning/Assessment:**

- Conference Notes
- Teacher Created Assessments
- TC Writing Pre and Post Assessments
- Strategy Group Observations
- Active Engagement Observations

**Suggested Mentor Texts/Resources:**

Scholastic Scope Issues

Units of Study of Argument, Information, and Narrative Writing for Middle School

Sadlier Grammar for Writing

The Writing Strategies Book by: Jennifer Serravallo

<b>Differentiation/Accommodations/Modifications</b>			
	<b>Content</b> Curriculum, standards	<b>Process</b> How students make sense or understand information being taught	<b>Product</b> Evidence of Learning
<b>G&amp;T</b>	<ul style="list-style-type: none"> <li>Compacting</li> <li>Flexible grouping</li> <li>Independent study/set own learning goals</li> <li>Interest/station groups</li> <li>Varying levels of resources and materials</li> <li>Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>Tiered Assignments</li> <li>Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>Centers/Stations</li> <li>Use of technology</li> <li>Journals/Logs</li> </ul>	<ul style="list-style-type: none"> <li>Choice boards</li> <li>Podcast/blog</li> <li>Debate</li> <li>Design and conduct experiments</li> <li>Formulate &amp; defend theory</li> <li>Design a game</li> </ul>
<b>ELL</b>	<ul style="list-style-type: none"> <li>Compacting</li> <li>Flexible grouping</li> <li>Controlled choice</li> <li>Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>Pre-teach vocabulary</li> <li>Vocabulary lists</li> <li>Visuals/Modeling</li> <li>Varying levels of resources and materials</li> <li>Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>Tiered Assignments</li> <li>Leveled questions- written responses, think-pair-share, choice, open ended...</li> <li>Centers/Stations</li> <li>Scaffolding</li> <li>Chunking</li> <li>E-Dictionaries, bilingual dictionaries</li> <li>Extended time</li> <li>Differentiated instructional outcomes</li> <li>Use of technology</li> <li>Frequent checks for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Rubrics</li> <li>Simple to complex</li> <li>Group tasks</li> <li>Quizzes, tests with various types of questions</li> <li>Generate charts or diagrams to show what was learned</li> <li>Act out or role play</li> </ul>
<b>At Risk</b>	<ul style="list-style-type: none"> <li>Compacting</li> <li>Flexible grouping</li> <li>Controlled choice</li> <li>Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>Pre-teach vocabulary</li> <li>Vocabulary lists</li> <li>Visuals/Modeling</li> <li>Varying levels of resources and materials</li> <li>Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>Tiered Assignments</li> <li>Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>Centers/Stations</li> <li>Scaffolding</li> <li>Chunking</li> <li>Extended time</li> <li>Differentiated instructional outcomes</li> <li>Use of technology</li> <li>Partner work</li> <li>Frequent checks for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Rubrics</li> <li>Simple to complex</li> <li>Group tasks</li> <li>Quizzes, tests</li> <li>Oral Assessments</li> <li>Generate charts or diagrams to show what was learned</li> <li>Act out or role play</li> </ul>
<b>IEP/504</b>	<ul style="list-style-type: none"> <li>Compacting</li> <li>Flexible grouping</li> <li>Controlled choice</li> <li>Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>Pre-teach vocabulary</li> <li>Visuals/Modeling</li> <li>Varying levels of resources and materials</li> <li>Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>Tiered Assignments</li> <li>Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>Centers/Stations</li> <li>Scaffolding</li> <li>Extended time</li> <li>Differentiated instructional outcomes</li> <li>Preferential Seating</li> <li>Use of technology</li> <li>Small group/one-to-one instruction</li> <li>Teach information processing strategies</li> <li>Chunking</li> <li>Frequent checks for understanding</li> <li>Access to teacher created notes</li> </ul>	<ul style="list-style-type: none"> <li>Rubrics</li> <li>Simple to complex</li> <li>Group tasks</li> <li>Quizzes, tests</li> <li>Oral Assessments</li> <li>Generate charts or diagrams to show what was learned</li> <li>Act out or role play</li> </ul>

Unit Title: The Art of Argument		Grade Level: 7	Time Frame: February – March (7 weeks)
Goals	Possible Teaching Points: Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
Writers design a claim and support it with clear evidence while addressing other viewpoints.	<ul style="list-style-type: none"> <li>● Essayists generate ideas from their informational reading. We consider topics we have strong feelings about that can be supported when researched.</li> <li>● Essayists consider both sides without judgment to weigh the reasons and evidence available on both sides.</li> <li>● Essayists choose a side in an existing argument making sure it is based on reasons.</li> <li>● When crafting a claim, we consider a statement that holds the whole of our essay. It is a statement that once expanded becomes our essay.</li> <li>● Essayists craft their claim for their introduction. They may say, It is my position that..., I argue..., or Overall it becomes clear that...</li> <li>● Essayists write bold introductions that clearly state the claim and draw the reader in. We study mentor texts for ideas on how to start an essay.</li> </ul>		
Writers present arguments to support claims with clear reasons and relevant evidence.	<ul style="list-style-type: none"> <li>● When planning supports for our claims, writers list reasons and give evidence to support each reason. <ul style="list-style-type: none"> <li>○ Boxes and bullets</li> </ul> </li> <li>● Essayists draw on sources through paraphrasing or quoting.</li> <li>● Essayists use direct quotes from the texts and cite these quotes within the argument.</li> <li>● Essayists give credit to sources.</li> </ul>		
Writers revise purposefully with audience in mind.	<ul style="list-style-type: none"> <li>● Essayists often have to stop and to consider if their piece feels strong. If our essay feels weak, we go back and restart.</li> <li>● Essayists balance evidence with analysis so readers can follow your line of thinking.</li> <li>● Essayists experiment with a variety of techniques for powerful conclusions.</li> <li>● Essayists respond to arguments against our own opinions. Essayists look for places in their essays where there could be another interpretation or opinion about the text, and they write to argue why their interpretation is the best one. They do this by nodding to the alternative argument and then explaining why that interpretation is not as good as their own. They might use phrases like, It is true that...however..., It is important to acknowledge that...however, or There may be some conditions under which...however...</li> </ul>		

	<ul style="list-style-type: none"> <li>● Essayists clarify the relationships between claims, counterclaims, reasons, and evidence. <ul style="list-style-type: none"> <li>○ Writer's use sentences like This shows that.. This demonstrates...</li> <li>○ Essayists make sure the tone and style of our writing matches the audience that will be reading our argument</li> </ul> </li> </ul>	
<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"> <li>● Writers use all they know and all they have to put the final touches on their drafts.</li> <li>● Writers stay consistent with the use of verb tense in their essays, often using the present tense. When a citation is in a different tense, we are sure to remain consistent within the rest of the essay.</li> <li>● Citations are challenging. Writers adhere to some basic conventions.</li> <li>● Indent a long passage (3 or more lines) to set it off from the rest of the text (if students are writing by hand, they can still get used to practicing this)</li> <li>● Writers embed a citation within a sentence, using ellipses to indicate text that has been left out</li> <li>● Writers preserve the tense of a passage</li> <li>● Punctuation comes inside the quotation marks</li> </ul>	

**Unit Title: Poetry - Self Portraits**

**Grade Level: 7**

**Time Frame: April (2 weeks)**

**Unit Overview:** Students will gain a deep understanding of what is required when analyzing and how an analysis of poetry and language yields deep understanding and the ability to influence audiences through purposeful use of what is learned.

**Standards:**

RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

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

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

W.7.10 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.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

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

B. Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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

A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

B. Spell correctly.

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

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

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. 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.

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

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

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

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

**Technology Standards:**

**8.1.8.1.A.1** Demonstrate knowledge of a real world problem using digital tools.

**8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**21<sup>st</sup> Century Skills:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Interdisciplinary Connections:**

**Health:2.2.8.B.1** Predict social situations that may require the use of decision-making skills by analyzing the narrator of “The Road not Taken” and the choice that was made.

**Health: 2.2.8.B.2** Justify when individual or collaborative decision-making is appropriate through the choices made in” Sarah Cynthia Silvia Stout.”

**Essential Questions:**

- How can poems “speak” to its audience?
- In what ways to poems evoke emotion?
- What kind of language does one find in poems?

**Unit Goals/Enduring Understandings**

- Writers will craft a collection of poetry to convey their unique point of views and ideas
- Writers will use a variety of strategies and structures to represent their emotions
- Writers a shape a vision or feeling in their audience’s mind

**Skills:**

- Include symbolism and sensory images
- Learn to write variety of poems by studying mentor texts
- Use poetry to communicate about and describe feelings, ideas or stories
- Use words to evoke imagery and feelings
- Write a poetic text in response to another poem, reflecting the same style, topic, mood or voice
- Use repetition, refrain, rhythm and other poetic techniques
- Use words to show not tell

**Vocabulary and Key Concepts:**

ballad, ode, line breaks, white space, sensory images, poetic text, mood, voice, prose text, refrain, parody, poetry, drama, soliloquy sonnet, figurative meaning, connotation, denotation, rhyme repetition, word relationships, figures of speech, allusions

**Demonstration of Learning/Assessment:**

- Conference Notes
- Teacher Created Assessments
- TC Writing Pre and Post Assessments
- Strategy Group Observations
- Active Engagement Observations
- On Demand Writing

**Suggested Mentor Texts:**

“Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out”

“The Road Not Taken”

“Maggie and Mille and Molly and May”

“Father William”

**Resources:**

Units of Study of Argument, Information, and Narrative Writing for Middle School

Sadlier Grammar for Writing

The Writing Strategies Book by: Jennifer Serravallo



<b>Differentiation/Accommodations/Modifications</b>			
	<b>Content</b> Curriculum, standards	<b>Process</b> How students make sense or understand information being taught	<b>Product</b> Evidence of Learning
<b>G&amp;T</b>	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
<b>ELL</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
<b>At Risk</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
<b>IEP/504</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Poetry - Self Portraits		Grade Level: 7	Time Frame: April (2 weeks)
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	<b>Teachers Notes</b>	
Writers will craft a collection of poetry to convey their unique point of views and ideas	<ul style="list-style-type: none"> <li>● Poets generate ideas for poetry by using the five senses</li> <li>● Poets look at everyday objects through a poet's eye to get ideas for poems</li> </ul>		
Writers will use a variety of strategies and structures to represent their emotions	<ul style="list-style-type: none"> <li>● Writers write like poets using line breaks and phrases to influence the sound and look of a poem.</li> <li>● Writers impact the meaning of our poetry by using musical tools: rhyme, repetition, alliteration, and onomatopoeia.</li> </ul>		
Writers a shape a vision or feeling in their audience's mind	<ul style="list-style-type: none"> <li>● Writers pick words carefully using our poet's voice to describe ordinary objects.</li> <li>● Poets add voice to poetry by writing directly to an everyday object.</li> <li>● Poets revise our poetry by asking Is this my best?</li> <li>● Poets share our poetry with the world.</li> </ul>		

**Unit Overview:** In order to have students read, think about, and write about complex texts, students will engage in a reading/writing/short text literacy unit to prepare students for the format and experience of test taking. In this unit, the emphasis is on helping students realize and remember all they know, while familiarizing students with how to transfer this knowledge to a more time-specific, formal setting. Students will also continue to build their reading and writing stamina and volume.

**NJSLS:**

**RL.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.7.2.** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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

**RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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

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

**RL.7.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**RI.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

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

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

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

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

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

**RI.7.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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

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

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

**W.7.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how

authors of fiction use or alter history”). B. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”)

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

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

#### **Technology Standards:**

**8.1.8.1.A.1** Demonstrate knowledge of a real world problem using digital tools.

**8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

#### **CRP and Standard 9:**

**CRP2.** Apply appropriate academic and technical skills.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.

#### **Interdisciplinary Connections:**

**Science MS-LS2-2.** Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

[https://parcc-assessment.org/wp-content/uploads/2018/08/ELA\\_2018\\_Released\\_Items/Grade07/RST-MIGRATION\\_BV-1.pdf](https://parcc-assessment.org/wp-content/uploads/2018/08/ELA_2018_Released_Items/Grade07/RST-MIGRATION_BV-1.pdf)

Students will read “Animals on the Move” and “Monarch Butterfly Migration and Overwintering” to gather information and about a connection between various features of animal migration in order to write an essay.

**Social Studies 6.1.12.B.9.a** Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

[https://parcc-assessment.org/wp-content/uploads/2018/01/ELAResults/EOY-Mixed-Fields\\_FINAL.pdf](https://parcc-assessment.org/wp-content/uploads/2018/01/ELAResults/EOY-Mixed-Fields_FINAL.pdf)

Students read a poem “Fields of Flashing Light” and a passage to learn about the “Dust Bowl,” experienced in the central part of the United States during the 1930s when dry conditions caused large clouds of dust to form.

#### **Unit Goals/Enduring Understandings:**

- Readers remember & use known strategies when they read narrative and non-narrative texts passages.
- Readers will use close reading strategies to refer to text and answer two part, multiple choice questions.
- Readers/writers answer open ended questions with a topic sentence and citing text evidence.
- Readers/writers refer back to the text as much as needed to help them feel successful.
- Readers/writers persevere and maintain their reading stamina.
- Readers/writers work with partners to reflect, celebrate, and strengthen their skills together.

**Essential Questions:**

- How do readers use reading strategies to read and answer questions across texts on demand?
- How do good readers gather information efficiently?

**Skills:**

- Synthesizing and Analysis
- Close reading and citing textual evidence
- Compare and Contrast
- Questioning and predicting
- Testing skills
- Integrating two or more passages to draw conclusions
- Recognizing text structure to skim effectively

**Academic Vocabulary:** *determine, recount, explain, build on, refer, ask, answer locate, main idea, supporting details, distinguish, describe, stanza, line, central message/idea, theme, literal, nonliteral, figurative language (simile, metaphor, onomatopoeia, personification, alliteration), cite, evaluate, assess, develop, identify, describe, summarize, infer, compare, contrast, examine, analyze, story, text, explicit, infer, demonstrate, claim, back/forward arrow, review button, pointer tool, notepad, answer eliminator, text highlight, line reader, zoom/magnification, scrollbar, drag and drop*

**Format for Responses:** *adventure, autobiography, biography, book review, brochures, character sketches, descriptions, diaries, speeches, endings, essays, explanations, fables, fantasy stories, fiction, reports, humorous, magazine articles, letters, pamphlets, news articles, sequels, reviews*

**Demonstration of Learning:**

- Teacher Created Assessments
- Conferring notes
- Reading responses
- Practice assessments

**Resources:**

- Websites like: Edulastic, Readworks, and Reading A-Z are also helpful resources
- NJSLA Practice <https://nj.mypearsonsupport.com/practice-tests/>
- Shared Reading/Read Alouds: an assortment of short texts, both print and digital are ideal
- Text sets with test questions
- Chart paper and post-its

<b>Differentiation/Accommodations/Modifications</b>			
	<b>Content</b> Curriculum, standards	<b>Process</b> How students make sense or understand information being taught	<b>Product</b> Evidence of Learning
<b>G&amp;T</b>	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
<b>ELL</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
<b>At Risk</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
<b>IEP/504</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 6: Read and Write On Demand	Grade Level: 7	Time Frame: April-May (3-4 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas
<p>Students will use strategies to read and answer narrative and non-narrative texts/test passages.</p>	<ul style="list-style-type: none"> <li>• Readers distinguish between narrative and non-narrative texts:               <ul style="list-style-type: none"> <li>○ Read to see if there are characters doing things. If so, it's narrative.</li> <li>○ Read to see if the piece is teaching the reader something. If so, it's non-narrative.</li> </ul> </li> <li>• Readers will read with particular thoughts in mind in each part of the text.               <ul style="list-style-type: none"> <li>○ After deciding if the passage is narrative or non-narrative, divide the passage into beginning, middle, and end.</li> <li>○ Use the "Work of Readers" charts from previous units to guide thinking.</li> </ul> </li> <li>• Readers prepare to read the texts in each section of the test.               <ul style="list-style-type: none"> <li>○ Read the title of the first text, determine if it is narrative/non-narrative and determine the topic.</li> <li>○ Read the titles of the subsequent passages and determine what the topics have in common.</li> <li>○ Read the writing prompts that are coming at the end of the section and ask, "What will I think about as I read through these tasks (and watch videos in RST)?"</li> </ul> </li> <li>• Readers manage their time during a test.               <ul style="list-style-type: none"> <li>○ Prepare for the passage by reading the question before reading the passage, and ask "What do I expect to think about in this passage?"</li> <li>○ After pre-reading the questions, mark key words while reading the passage.</li> <li>○ When answering questions, skip questions that seem difficult and return to them later.</li> <li>○ Pre-read the passage and mark key words that are noticed in the margin.</li> </ul> </li> <li>• Readers understand what Part A of each question is asking them to think about:               <ul style="list-style-type: none"> <li>○ Create "flipped questions" by restating, using the words from the question in a different order to make a statement.</li> <li>○ Look for text citation and reread that part of the text with a "flipped question" type of answer.</li> <li>○ Look for bold words in the question and reread, looking for that word, and deciding on the best definition.</li> </ul> </li> <li>• Readers understand what Part B of each question is asking them to think about:</li> </ul>	

	<ul style="list-style-type: none"> <li>○ State, “I know that (answer from part A) is true because the author said, (answer from Part B).”</li> <li>○ Choose the best of the right answers by saying, “This choice is better because...”</li> <li>● Readers reflect on strategies with partners: <ul style="list-style-type: none"> <li>○ Discuss the use of the B-M-E charts.</li> <li>○ Discuss and rate student writing samples.</li> <li>○ Name a question that seemed easy or difficult to answer and talk about why.</li> <li>○ Share thinking in solving problems/citing evidence.</li> </ul> </li> </ul>	
<p>Students will answer open ended questions with a topic sentence and text evidence.</p>	<ul style="list-style-type: none"> <li>● Readers answer literary analysis prompts with well-crafted constructed responses: <ul style="list-style-type: none"> <li>○ Open the response with a flipped question and answer the question.</li> <li>○ Cite relevant, concise text evidence that supports the answer.</li> <li>○ Strengthen the response with subsequent pieces of text evidence.</li> <li>○ Elaborate on constructed response using “essay stretcher” words. This means; this makes me think; This is important because; etc).</li> <li>○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax.</li> </ul> </li> <li>● Readers answer narrative task prompts with well-crafted constructed responses: <ul style="list-style-type: none"> <li>○ Open the response with a flipped question and answer the question.</li> <li>○ Cite relevant, concise text evidence that supports the answer.</li> <li>○ Strengthen the response with subsequent pieces of text evidence.</li> <li>○ Integrate thought, action, dialogue, setting, and other narrative elements.</li> <li>○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax.</li> </ul> </li> <li>● Readers write thorough prompts constructed responses: <ul style="list-style-type: none"> <li>○ Identify the question being asked, and open with a flipped question and an answer to the question.</li> <li>○ Chunk the prompt into parts, and makes sure students are addressing each part in the body of the writing.</li> <li>○ Make a plan with bullets on planning paper.</li> <li>○ Check to make sure that each part of the prompts is addressed I the writing with detail and text evidence and/or narrative elements.</li> </ul> </li> </ul>	



<p>Students will use test taking strategies to manage themselves during a test.</p>	<ul style="list-style-type: none"> <li>• Readers use the text of the questions and choices to answer as carefully as possible: <ul style="list-style-type: none"> <li>○ Read every word from the question carefully and think about it.</li> <li>○ Read every word from every choice carefully and think about it.</li> </ul> </li> <li>• Readers write thorough essays in response to the research simulation task: <ul style="list-style-type: none"> <li>○ Take notes on relevant information while viewing the video.</li> <li>○ Reread notes once the video is complete and ask yourself, “What do I expect the next text to be about?”</li> <li>○ Read the next text with the lens of expectations based on the video.</li> <li>○ Take notes on the texts.</li> </ul> </li> <li>• Readers will read chapter books with stamina and volume. <ul style="list-style-type: none"> <li>○ Read chapter books with increasing amounts of time.</li> </ul> </li> <li>• Students will refer to the scoring rubric when monitoring their progress/checking their work.</li> </ul>	
---	---	--

**Reading and Writing Across Complex Texts (Structures)**

Mini lesson	10 minutes model a testing strategy
Test Prep Activity	15-20 minutes- students work on a sample passage and questions (Partner and/or independent while teacher confers)
Small group instruction	15 minutes- students read just right books, while teacher pulls small groups to target weaknesses
Teaching Share	5 minutes- teacher shares something that was noticed while students are working
Shared Reading	10-15 minutes, three days per week
Closure	5-10 Review, Discuss, Share

For every 3-4 test prep days, you should have one practice test day using the following resources:

- <https://nj.mypearsonsupport.com/practice-tests/>
- Released sample testing items

**Unit Title: Cross Genre: Developing Writing Styles and Craft through Social Issues**

**Grade Level: 7**

**Time Frame: May – June (5 weeks)**

**Standards:**

RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

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

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

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

W.7.10 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.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

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

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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

A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

B. Spell correctly

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

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

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. 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.

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

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

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

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

#### **Technology Standards:**

**8.1.8.1.A.1** Demonstrate knowledge of a real world problem using digital tools.

**8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

#### **21<sup>st</sup> Century Skills:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

**Interdisciplinary Connections:****Social Studies Connection: RH.6-8.2**

The Outsiders: The civil unrest in the sixties is an unspoken backdrop to this story. The Vietnam War, the civil rights movement, the Space Race—even the British Invasion—are all cultural phenomenon that readers don't need to be familiar with in order to understand The Outsiders, but it helps with insights and builds interdisciplinary connections. Students can create a Venn Diagram outlining the similarities and differences between the Civil Rights Movement and the opposing gangs in the novel.

**Science Connection: MS-PS1-2, MS-PS1-4**

The Outsiders: Within the second half of the novel, there is a scene at a burning church. Students may identify the properties of fire, and discuss and analyze the interaction of substances to determine if a chemical reaction has occurred.

**Essential Questions:**

What are social issues teenagers face in society today?  
How can writing about these issues help educate others?

**Unit Goals/Enduring Understandings**

- Writers make choices that match purpose and audience to genre.
- Writers take compositional risks to express ideas
- Writers can make choices of the structure best suited to their purpose
- Writers use grammar and conventions to convey ideas precisely and powerfully.

**Skills:**

- Use organizational structures
- Begin with compelling lead to capture attention

**Vocabulary and Key Concepts:**

pivotal points, social issues, direct quotations, society

**Demonstration of Learning/Assessment:**

- Conference Notes
- Teacher Created Assessments
- TC Writing Pre and Post Assessments
- Strategy Group Observations
- Active Engagement Observations
- On Demand Writing

**Suggested Mentor Texts:**

The Outsiders by S.E. Hinton  
“Nothing Gold Can Stay” by Robert Frost

**Resources:**

Units of Study of Argument, Information, and Narrative Writing for Middle School  
Sadlier Grammar for Writing  
The Writing Strategies Book by: Jennifer Serravallo

<b>Differentiation/Accommodations/Modifications</b>			
	<b>Content</b> Curriculum, standards	<b>Process</b> How students make sense or understand information being taught	<b>Product</b> Evidence of Learning
<b>G&amp;T</b>	<ul style="list-style-type: none"> <li>Compacting</li> <li>Flexible grouping</li> <li>Independent study/set own learning goals</li> <li>Interest/station groups</li> <li>Varying levels of resources and materials</li> <li>Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>Tiered Assignments</li> <li>Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>Centers/Stations</li> <li>Use of technology</li> <li>Journals/Logs</li> </ul>	<ul style="list-style-type: none"> <li>Choice boards</li> <li>Podcast/blog</li> <li>Debate</li> <li>Design and conduct experiments</li> <li>Formulate &amp; defend theory</li> <li>Design a game</li> </ul>
<b>ELL</b>	<ul style="list-style-type: none"> <li>Compacting</li> <li>Flexible grouping</li> <li>Controlled choice</li> <li>Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>Pre-teach vocabulary</li> <li>Vocabulary lists</li> <li>Visuals/Modeling</li> <li>Varying levels of resources and materials</li> <li>Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>Tiered Assignments</li> <li>Leveled questions- written responses, think-pair-share, choice, open ended...</li> <li>Centers/Stations</li> <li>Scaffolding</li> <li>Chunking</li> <li>E-Dictionaries, bilingual dictionaries</li> <li>Extended time</li> <li>Differentiated instructional outcomes</li> <li>Use of technology</li> <li>Frequent checks for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Rubrics</li> <li>Simple to complex</li> <li>Group tasks</li> <li>Quizzes, tests with various types of questions</li> <li>Generate charts or diagrams to show what was learned</li> <li>Act out or role play</li> </ul>
<b>At Risk</b>	<ul style="list-style-type: none"> <li>Compacting</li> <li>Flexible grouping</li> <li>Controlled choice</li> <li>Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>Pre-teach vocabulary</li> <li>Vocabulary lists</li> <li>Visuals/Modeling</li> <li>Varying levels of resources and materials</li> <li>Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>Tiered Assignments</li> <li>Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>Centers/Stations</li> <li>Scaffolding</li> <li>Chunking</li> <li>Extended time</li> <li>Differentiated instructional outcomes</li> <li>Use of technology</li> <li>Partner work</li> <li>Frequent checks for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Rubrics</li> <li>Simple to complex</li> <li>Group tasks</li> <li>Quizzes, tests</li> <li>Oral Assessments</li> <li>Generate charts or diagrams to show what was learned</li> <li>Act out or role play</li> </ul>
<b>IEP/504</b>	<ul style="list-style-type: none"> <li>Compacting</li> <li>Flexible grouping</li> <li>Controlled choice</li> <li>Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>Pre-teach vocabulary</li> <li>Visuals/Modeling</li> <li>Varying levels of resources and materials</li> <li>Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>Tiered Assignments</li> <li>Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>Centers/Stations</li> <li>Scaffolding</li> <li>Extended time</li> <li>Differentiated instructional outcomes</li> <li>Preferential Seating</li> <li>Use of technology</li> <li>Small group/one-to-one instruction</li> <li>Teach information processing strategies</li> <li>Chunking</li> <li>Frequent checks for understanding</li> <li>Access to teacher created notes</li> </ul>	<ul style="list-style-type: none"> <li>Rubrics</li> <li>Simple to complex</li> <li>Group tasks</li> <li>Quizzes, tests</li> <li>Oral Assessments</li> <li>Generate charts or diagrams to show what was learned</li> <li>Act out or role play</li> </ul>

Unit Title: Cross Genre: Developing Writing Styles and Craft through Social Issues		Grade Level: 7	Time Frame: May – June (5 weeks)
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
Writers make choices that match purpose and audience to genre.	<ul style="list-style-type: none"> <li>● Writers generate ideas for writing from our reading. We think about the issues we have found hidden in texts and we write in length about them in our notebooks.</li> <li>● Writers notice that the issues we read about exist in other texts and in the world. This can lead us to other reading and research. We think, where can I read more about this from the real world? We list some of this thinking and plan for additional research and reading.</li> <li>● Writers deepen their ideas by returning to pivotal points in the story and ask, What is this moment really about? What is the character learning about overcoming his obstacles or how is he growing? What am I learning? How do I feel about what I'm learning?</li> <li>● Writers set a goal for our writing. Writers can then ask Who can benefit from reading our writing? Who needs to hear our message?</li> </ul>		
Writers take compositional risks to express ideas	<ul style="list-style-type: none"> <li>● Writers use mentor texts to identify goals and strategies for our own writing. Writers read like writers and ask Why did this author use a certain writing approach in this way at this moment in the text?</li> <li>● Writers collect a list of techniques</li> </ul>		
Writers can make choices of the structure best suited to their purpose	<ul style="list-style-type: none"> <li>● Writers recall the genres of writing they have experienced in the past as both readers and writers.</li> <li>● Writers consider genres that interest us and we would like to explore as writers. Writers then reflect on the purpose of our writing and determine which genres will allow us to achieve that purpose.</li> <li>● Writers incorporate facts from our research. We discuss specific details and examples, as well as direct quotes.</li> </ul>		
Writers use grammar and conventions to convey ideas precisely and powerfully.	<ul style="list-style-type: none"> <li>● Writers edit our writing keeping in mind seventh grade specific benchmarks.</li> <li>● Writers revise writing to vary sentence structures. This can include simple, compound, complex, and compound-complex sentences.</li> <li>● Writers edit for misplaced and dangling modifiers.</li> <li>● Writers edit for dialogue punctuation.</li> <li>● Writers edit direct quotations.</li> </ul>		