

English Language Arts 7

Curriculum/Content Area: English Language Arts	Course Length: 36 Weeks
Course Title: ELA 7	Date last reviewed: November 2018
Prerequisites:	Board approval date: January 15th, 2019
Primary Resource: Teachers College Reading & Writing Project Units of Study	

Desired Results

Course description and purpose: The focus of this course is to develop students as readers and authors by having them engage with narrative, informational, and argumentative texts, which may include realistic and historical fiction, nonfiction, and documentaries. Writing instruction focuses on the writing process while supporting vocabulary development and the proper use of grammar and mechanics. Speaking and listening skills are also emphasized in this course.

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none">• Reading, writing, speaking, and listening are skills that should be continuously developed over a lifetime.• Mentor texts can provide models for quality writing.• A variety of strategies are necessary to comprehend challenging texts and to develop engaging writing.• A well-developed claim is supported by credible evidence.• Authors use specific words to enhance the mood, message, and tone of the text, depending on the type and purpose of writing.• Effective readers, writers, and speakers are aware of their audience.• Structure and theme are inherently related.• Readers build knowledge and understanding by analyzing multiple texts on similar topics/themes.• Published works contain appropriate spelling, punctuation, and grammar.• Readers change their thinking as a text unfolds.	<ul style="list-style-type: none">• Why do people read, write, speak, and listen?• What are habits that will build my reading and writing engagement, stamina, and fluency?• How does my understanding of reading and writing deepen through conversation?• How do I organize events or ideas to enhance the theme or central idea of my thinking in reading, writing, or speaking?• How do I gather and interpret research and evidence from credible sources and texts to support my thinking in reading and writing?• How do I select detailed, specific words to enhance the mood, message, and tone of the piece, depending on the type and purpose of my writing?• How do I craft my writing for a specific audience?• How can I reflect on my reading and writing in order to grow as a learner?• How do I determine which strategies and tools help me reason, reflect and problem solve to understand text and write well-developed pieces?• How do I edit my writing to create a final piece that contains appropriate spelling, punctuation, and grammar?

Elmbrook Priority Anchor Standards	
<u>Wisconsin Standards for English Language Arts</u>	
WI.ELA.R1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
WI.ELA.R2	Determine central ideas or themes of a text and analyze their development; summarize the ideas and key supporting details.
WI.ELA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
WI.ELA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
WI.ELA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
WI.ELA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3)
WI.ELA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
WI.ELA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
WI.ELA.L4	Determine or clarify the meaning of unknown and multiple-meaning words by analyzing meaningful word parts.

7th Grade Priority Anchor Standards	
<u>Wisconsin Standards for English Language Arts</u>	<u>Wisconsin Essential Elements for ELA</u>
<u>WI.ELA.RI7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>EE.RI.7.1</u> Analyze text to identify where information is explicitly stated and where inferences must be drawn
<u>WI.ELA.RL 7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>EE.RL.7.1</u> Analyze text to identify where information is explicitly stated and where inferences must be drawn.
<u>WI.ELA.RL 7.2</u> 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.	<u>EE.RL.7.2</u> Determine the theme or central idea of a text and identify the details that relate to it.

<p><u>WI.ELA.RI.7.2</u> 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.</p>	<p><u>EERI.7.2</u> Determine two central ideas that progress throughout the text.</p>
<p><u>WI.ELA.RL.7.4</u> 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.</p>	<p><u>EERL.7.4</u> Use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama.</p>
<p><u>WI.ELA.RI.7.4</u> 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.</p>	<p><u>EERI.7.4</u> Determine the meaning of words and phrases as they are used in an informational text.</p>
<p><u>WI.ELA.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. 	<p><u>EESL.7.1</u> Engage in a range of collaborative discussions.</p> <ol style="list-style-type: none"> Come to discussions prepared to share information. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. Remain on the topic of the discussion when asking or answering questions or making other contributions. Accept when others involved in the discussion agree or disagree with own perspective.
<p><u>WI.ELA.SL.7.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><u>EESL.7.4</u> Present findings including descriptions, facts, or details related to a main idea or theme.</p>
<p><u>WI.ELA.W.7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><u>EEW.7.4</u> Produce writing that is appropriate for the task, purpose, or audience.</p>
<p><u>WI.ELA.W.7.8</u> Gather relevant information from</p>	<p><u>EEW.7.8</u> Select quotes from multiple print or digital</p>

<p>multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>sources that provides important information about a topic.</p>
<p><u>WI.ELA.L.7.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	<p><u>EEL.7.1</u> Demonstrate standard English grammar and usage when writing or communicating.</p> <ol style="list-style-type: none"> a. Produce simple complete sentences when writing or communicating. <p><u>EEL.7.1.b. N/A</u> <u>EEL.7.1.c. N/A</u></p>
<p><u>WI.ELA.L7.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Consult general and specialized 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). 	<p><u>EEL.7.4</u> Demonstrate knowledge of new vocabulary drawn from reading and content areas.</p> <ol style="list-style-type: none"> a. Use context to identify which word in an array of content related words is missing from a sentence. <p><u>EEL.7.4.b. N/A</u> <u>EEL.7.4.c.</u> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. <u>EEL.7.4.d. N/A</u></p>

UNIT TITLE: Grammar & Word Study

Enduring Understanding(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Students will understand that their reading, writing, speaking, and listening should continue to improve over time and that they should be continuously engaged in the process of strengthening these skills. ● Students will understand the importance for readers (and/or listeners) of writing a final piece that contains appropriate spelling, punctuation, and grammar. 	<ul style="list-style-type: none"> ● How do I determine which strategies and tools help me reason, reflect and problem solve to understand text and write well-developed pieces? ● How do I edit my writing to create a final piece that contains appropriate spelling, punctuation, and grammar?
Wisconsin Standards for English Language Arts	Common Core Essential Elements for ELA
Priority Standards	
<p>WI.ELA.L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 	<p>EEL.7.1 Demonstrate standard English grammar and usage when writing or communicating.</p> <ol style="list-style-type: none"> a. Produce simple complete sentences when writing or communicating. <p><u>EEL.7.1.b. N/A</u> <u>EEL.7.1.c. N/A</u></p>
<p>WI.ELA.L7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Consult general and specialized 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 	<p>EEL.7.4 Demonstrate knowledge of new vocabulary drawn from reading and content areas.</p> <ol style="list-style-type: none"> a. Use context to identify which word in an array of content related words is missing from a sentence. b. N/A c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. d. N/A

<p>speech.</p> <p>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).</p>	
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Learning Targets

- I can use clauses correctly (L.7.1).
 - independent
 - dependent
- I can use phrases correctly (L.7.1).
 - prepositional
 - appositive
- I can purposefully choose among simple, compound, complex, and compound-complex sentences (L.7.1).
- I can use phrases and clauses correctly to describe, clarify, or give more detail about a concept (L.7.1).
 - dangling modifier
 - misplaced modifier
- I can use context clues to determine the meaning of a word or phrase (L.7.4).
- I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (L.7.4).
- I can consult reference materials to verify the pronunciation of a word or determine or clarify its precise meaning or its part of speech (L.7.4).

Assessment Evidence	Rubric
Assessments as designed	<ul style="list-style-type: none"> ● Rubric for WI.ELA.L7.1 (TBD) ● Rubric for WI.ELA.L7.4 (TBD) ● Rubric for WI.EE.ELA (TBD)

Digital Tools & Supplementary Resources:

Tools and resources that can augment the learning experience for students

<p><u>Additional Resources</u> Tbd</p> <p><u>Professional Resources</u></p> <ul style="list-style-type: none"> ● <i>Mechanically Inclined</i> by Jeff Anderson ● <i>The Power of Grammar: Unconventional Approaches to the Conventions of Language</i> by Mary Ehrenworth and Vicki Vinton
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UNIT TITLE: Maintaining an Independent Reading Life - Launch Readers' Workshop (Reading)

Enduring Understanding(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Reading, writing, speaking, and listening are skills that should be continuously developed over a lifetime. ● A variety of strategies are necessary to comprehend challenging texts and to develop engaging writing. ● A well-developed claim is supported by credible evidence. ● Authors use specific words to enhance the mood, message, and tone of the text, depending on the type and purpose of writing. ● Effective readers, writers, and speakers are aware of their audience. ● Structure and theme are inherently related. ● Readers build knowledge and understanding by analyzing multiple texts on similar topics/themes. ● Published works contain appropriate spelling, punctuation, and grammar. ● Readers change their thinking as a text unfolds. 	<ul style="list-style-type: none"> ● Why do people read, write, speak, and listen? ● What are habits that will build my reading and writing engagement, stamina, and fluency? ● How does my understanding of reading and writing deepen through conversation? ● How do I organize events or ideas to enhance the theme or central idea of my thinking in reading, writing, or speaking? ● How do I gather and interpret research and evidence from credible sources and texts to support my thinking in reading and writing? ● How do I select detailed, specific words to enhance the mood, message, and tone of the piece, depending on the type and purpose of my writing? ● How do I craft my writing for a specific audience? ● How can I reflect on my reading and writing in order to grow as a learner? ● How do I determine which strategies and tools help me reason, reflect and problem solve to understand text and write well-developed pieces? ● How do I edit my writing to create a final piece that contains appropriate spelling, punctuation, and grammar?
Wisconsin Standards for English Language Arts	Common Core Essential Elements for ELA
Supporting Standards	
<p>WI.ELA.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>EERL.7.10. **This Essential Element references all elements above.</p> <p>Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.</p>
Learning Targets	
<p>I can read and understand a variety of texts written for seventh graders. (RL/I.7.10)</p> <ul style="list-style-type: none"> ● Readers have many different reasons to read, and those reasons are different for everyone. ● Readers reflect on how authors and books impact them. ● Readers make plans for their reading. ● Readers access books from many different sources. 	

- Readers develop clear routines and habits to help them read.
- Readers use techniques that make sense for them to help track their reading.
- Readers push themselves to read with stamina.
- Readers keep track of parts of books that they want to remember or refer to. One way they do this is by annotating digitally, writing in the margins, or using sticky notes.
- Readers sometimes reorganize their libraries to help them see new reading possibilities.
- Readers select courses of study, ones where they research and follow up on series, authors, genres, and literary traditions, as they grow toward increasingly complex texts.
- Readers plan what and how to annotate to make their reading lives even more interesting.
- Readers practice a few kinds of reading work all the time, not just when you're in a reading unit.

Assessment Evidence	Rubric
Student-Designed Reading Plans: Course of study including titles, authors, genres and reading habits (ie. tracking books and thinking)	Rubric for WI.ELA.R7.10 Rubric for WI.EE.ELA

Digital Tools & Supplementary Resources:
Tools and resources that can augment the learning experience for students

- Mentor Texts
- Excerpts from 3-4 highly-engaging books from different genres (humor, adventure, realistic fiction, narrative nonfiction, historical fiction, etc.)
- Additional Resources
- Student-selected independent reading books
 - [TCRWP Courses of Study for Teen Readers](#)
- Professional Resources
- TCRWP Reading Unit: [Maintaining an Independent Reading Life](#) (2017-18)
 - *The Guide to the Reading Workshop: Middle School Grades* by Lucy Calkins and Mary Ehrenworth (2017)
 - *The Reading Strategies Book* by Jennifer Serravallo (2015)
 - *The Common Core Companion: The Standards Decoded: Grades 6-8* by Jim Burke (2013)
 - *The Common Core Reading Book* by Gretchen Owocki (2014)

UNIT TITLE: Writing About Reading: From Reader’s Notebook to Companion Books (Writing)

Enduring Understanding(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Students will understand that their reading, writing, speaking, and listening should continue to improve over time and that they should be continuously engaged in the process of strengthening these skills. ● Students will understand that mentor texts provide models for their own writing. ● Students will understand that they can use many different strategies to comprehend text and generate writing. ● Students will understand why it is important to know who the audience is when reading, writing, and speaking. ● Students will understand how to structure events or ideas in ways that enhance the theme or central idea of the text. ● Students will understand that readers build knowledge and understanding by analyzing two or more texts on similar themes or topics. ● Students will understand the importance for readers (and/or listeners) of writing a final piece that contains appropriate spelling, punctuation, and grammar. ● Students will understand that readers may change their thinking as the text unfolds. 	<ul style="list-style-type: none"> ● Why do people read, write, speak, and listen? ● What are habits that will build my reading and writing engagement, stamina, and fluency? ● How does my understanding of reading and writing deepen through conversation? ● How do I organize events or ideas to enhance the theme or central idea of my thinking in reading, writing, or speaking? ● How do I select detailed, specific words to enhance the mood, message, and tone of the piece, depending on the type and purpose of my writing? ● How do I craft my writing for a specific audience? ● How do I edit my writing to create a final piece that contains appropriate spelling, punctuation, and grammar?
Wisconsin Standards for English Language Arts	Common Core Essential Elements for ELA
Priority Standards	
<u>WI.ELA.RL.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>EERL.7.1</u> Cite text to draw inferences from stories and poems.
<u>WI.ELA.RL.7.2</u> 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.	<u>EERL.7.2</u> Determine the theme or central idea of a text and identify the details that relate to it.
<u>WI.ELA.RL.7.4</u> 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.	<u>EERL.7.4</u> Use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama.
<u>WI.ELA.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups,	<u>EESL.7.1</u> Engage in a range of collaborative discussions.

<p>and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. 	<ol style="list-style-type: none"> Come to discussions prepared to share information. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. Remain on the topic of the discussion when asking or answering questions or making other contributions. Accept when others involved in the discussion agree or disagree with own perspective.
<p><u>WI.ELA.SL7.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><u>EESL.7.4</u> Present findings including descriptions, facts, or details related to a main idea or theme.</p>
<p><u>WI.ELA.W7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><u>EEW.7.4</u> Produce writing that is appropriate for the task, purpose, or audience.</p>
<p><u>WI.ELA.L7.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, 	<p><u>EEL.7.1</u> Demonstrate standard English grammar and usage when writing or communicating.</p> <ol style="list-style-type: none"> Produce simple complete sentences when writing or communicating.

thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- f. 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).

Learning Targets

I can cite several pieces of textual evidence (quotes and details) to analyze what a text says. (RL.7.1)

- B1, S2: Using Graphics to Think and Rethink about Literature
- B1, S3: Thinking Big, Thinking Small
- B1, S4: Explaining Thinking
- B1, S5: Close Reading and Analytic Writing
- B1, S6: Letting the Book Teach You How to Respond

I can cite several pieces of textual evidence to support inferences I make from the text. (RL.7.1)

- B1, S2: Using Graphics to Think and Rethink about Literature
- B1, S3: Thinking Big, Thinking Small
- B1, S4: Explaining Thinking
- B1, S5: Close Reading and Analytic Writing
- B1, S6: Letting the Book Teach You How to Respond
- B2, S11: Writing about Symbolism in Texts
- B1, S8: Incorporating Evidence from the Text as a Means to Elaborate

I can determine and analyze the development of a theme or central idea throughout a text. (RL.7.2)

- B1, S3: Thinking Big, Thinking Small
- B1, S4: Explaining Thinking
- B1, S5: Close Reading and Analytic Writing
- B1, S6: Letting the Book Teach You How to Respond

I can identify and explain the author's use of figurative language (e.g. similes, metaphors, hyperbole, personification, idioms, onomatopoeia) and connotative/denotative meanings of words. (RL.7.4)

- B2, S12: Analyzing Structure of Text
- B2, S10: Reading Like Writers - and Writing about It

I can analyze the author's purpose in their choice of words and phrases including figurative language. (RL.7.4)

- B2, S12: Analyzing Structure of Text

I can come to discussions prepared by having read my text or researched my topic and having specific thoughts that I would like to discuss using evidence to support my thinking. (SL.7.1)

- B2, S10: Reading Like Writers - and Writing about It

I can reflect on my views and modify my own thinking when needed based on new information expressed by others. (SL.7.1)

- B2, S13: Writing Inside the Story

- B1, S4: Explaining Thinking

I can 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

- B2, S14: Writing Inside Perspectives
- B2, S15: Writing Introductions and Conclusions
- B1, S7: Working Toward a Companion Book

I can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another

- B2, S14: Writing Inside Perspectives
- B2, S15: Writing Introductions and Conclusions
- B1, S7: Working Toward a Companion Book

I can provide a conclusion that follows from and reflects on the narrated experiences or events (W.7.4)

- B2, S14: Writing Inside Perspectives
- B2, S15: Writing Introductions and Conclusions
- B1, S7: Working Toward a Companion Book

Assessment Evidence	Rubric
<ul style="list-style-type: none"> • Companion Book 	<ul style="list-style-type: none"> • WI.ELA.RL.7.1 Rubric (TBD) • WI.ELA.RL.7.2 Rubric (TBD) • WI.ELA.W.7.4 Rubric (TBD) • WI.ELA.SL.7.1 Rubric (TBD) • WI.ELA.SL.7.4 Rubric (TBD) • WI.ELA.W.7.4 Rubric (TBD) • WI.ELA.L.7.1 Rubric (TBD) • WI.EE.L.7.1 Rubric

Digital Tools & Supplementary Resources:

Mentor Texts

- “*The Stolen Party*” by Lilitana Heker
- “*The Hunger Games Companion: The Unauthorized Guide to the Series*” by Lois H. Gresh

Additional Resources

- *The World of Downton Abbey* by Jessica Fellowes
- *The Hunger Games Companion: The Unauthorized Guide to the Series* by Lois H. Gresh
- *The Hunger Games* by Suzanne Collins

Professional Resources

- TCRWP 7th Grade Writing Unit: *Writing about Reading - From Reader’s Notebooks to Companion Books* by Lucy Calkins and Audra Kirshbaum Robb (2014)
- *If... Then...Curriculum: Assessment - Based Instruction* by Lucy Calkins & Colleagues (2014)
- *A Guide to the Common Core Writing Workshop: Middle School Grades* by Lucy Calkins (2014)
- *Writing Pathways: Grades 6-8* by Lucy Calkins & Audra Kirshbaum Robb (2014)
- *The Writing Strategies Book* by Jennifer Serravallo (2017)
- *The Common Core Companion: The Standards Decoded: Grades 6-8* by Jim Burke (2013)

- *The Common Core Writing Book* by Gretchen Owocki (2016)

UNIT TITLE: Investigating Characterization: Author-Study Book Clubs (Reading)

Enduring Understanding(s)	Essential Question(s)
<ul style="list-style-type: none"> • Students will understand that their reading, writing, speaking, and listening should continue to improve over time and that they should be continuously engaged in the process of strengthening these skills. • Students as readers, writers, and speakers will understand that authors use specific words to enhance the mood, message, and tone of the text, depending on the type and purpose of writing (e.g., content-specific vocabulary and sensory details). • Students will understand that readers build knowledge and understanding by analyzing two or more texts on similar themes or topics. 	<ul style="list-style-type: none"> • How does my understanding of reading and writing deepen through conversation? • How can I reflect on my reading and writing in order to grow as a learner? • How do I determine which strategies and tools help me reason, reflect and problem solve to understand text and write well-developed pieces?
Wisconsin Standards for English Language Arts	Common Core Essential Elements for ELA
Priority Standards	
<p>WI.ELA.RL/RI7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>EERL.7.1. Cite text to draw inferences from stories and poems. EERI.7.1. Cite text to draw inferences from informational text.</p>
<p>WI.ELA.RL7.2 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.</p>	<p>EERL.7.2. Determine the theme or central idea of a text and identify the details that relate to it.</p>
<p>WI.ELA.RL7.4 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.</p>	<p>EERL.7.4. Use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama.</p>
<p>WI.ELA.RI7.4 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.</p>	<p>EERI.7.4. Determine the meaning of words and phrases as they are used in an informational text.</p>
Supporting Standards	
<p>WI.ELA.RL7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>EERL.7.6. Identify how a character’s point of view is the same or different from another character.</p>
<p>WI.ELA.RL7.7 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.</p>	<p>EERL.7.7. Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama.</p>

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

EERL.7.10. **This Essential Element references all elements above.

Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.

Learning Targets

I can cite several pieces of textual evidence (quotes and details) to analyze what a text says. (RL.7.1)

- B1, S1: Launch/Anchor experience: Multiple ways to interpret a text
- B1, S2: Comparing and contrasting characters' reactions to key events
- B1, S3: Rereading to more fully understand mysterious or confusing parts
- B1, S5: Little things are big - seeing the power of small details
- B2, S1: Anchor experience: Discovering themes through comparison of characters
- B3, S1: Anchor experience: Using structure to think about how parts connect to the whole
- B3, S3: Analyzing repetition and tone

I can cite several pieces of textual evidence to support inferences I make from the text. (RL.7.1)

- B1, S1: Launch/Anchor experience: Multiple ways to interpret a text
- B1, S3: Rereading to more fully understand mysterious or confusing parts
- B1, S5: Little things are big - seeing the power of small details
- B2, S1: Anchor experience: Discovering themes through comparison of characters
- B3, S1: Anchor experience: Using structure to think about how parts connect to the whole
- B3, S3: Analyzing repetition and tone

I can determine and analyze the development of a theme or central idea throughout a text. (RL.7.2)

- B1, S1: Launch/Anchor experience: Multiple ways to interpret a text
- B1, S3: Rereading to more fully understand mysterious or confusing parts
- B2, S1: Anchor experience: Discovering themes through comparison of characters
- B2, S3: Approaching new texts with a theme in mind
- B3, S1: Anchor experience: Using structure to think about how parts connect to the whole
- B3, S3: Analyzing repetition and tone

I can identify and explain the author's use of figurative language (e.g. similes, metaphors, hyperbole, personification, idioms, onomatopoeia) and connotative/denotative meanings of words. (RL.7.4)

- B3, S2: Paying attention to figurative language

I can analyze the author's purpose in their choice of words and phrases including figurative language. (RI.7.4)

- B3, S2: Paying attention to figurative language

I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text (RL7.6).

- B1, S2: Comparing and contrasting characters' reactions to key events
- B2, S1: Anchor experience: Discovering themes through comparison of characters

I can compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of each medium’s techniques (RL7.7).

- B1, S1: Launch/Anchor experience: Multiple ways to interpret a text

I can read and understand a variety of texts written for seventh graders. (RI/1.7.10)

B1, S4: Readers self-assess

B2, S2: Keeping track of comparisons as we read

B3, S4: Self-assessing reading responses

Assessment Evidence	Rubric
<ul style="list-style-type: none"> ● Culminating book club conversation OR written response: What similarities and differences did we find across the texts we read when dealing with the theme of ____? Use textual evidence to support your ideas. 	<ul style="list-style-type: none"> ● WI.ELA.RL.7.1 Rubric (TBD) ● WI.ELA.RL.7.2 Rubric (TBD) ● WI.ELA.RL.7.4 Rubric (TBD) ● WI.ELA.RI.7.4 Rubric (TBD) ● WI.EE.RI Rubric

Digital Tools & Supplementary Resources:

Whole-Class Novels (choose one):

- *The Pearl* by John Steinbeck
- *The Call of the Wild* by Jack London

Mentor Texts:

- “How to Transform an Everyday, Ordinary Hoop Court into a Place of Higher Learning and You at the Podium,” by Matt de la Peña, from *Flying Lessons & Other Stories*, edited by Ellen Oh
- *Flying Lessons & Other Stories*, edited by Ellen Oh (Random House)

Possible Book Club Books

Kwame Alexander:

- *Crossover* by Kwame Alexander (Houghton Mifflin Harcourt)
- *Booked* by Kwame Alexander

Walter Dean Myers:

- *Mop and the Moondance Kid* by Walter Dean Myers (Penguin Random House)

Jacqueline Woodson:

- *Brown Girl Dreaming* by Jacqueline Woodson

Dan Gemienhart:

- *Scar Island* by Dan Gemienhart
- *The Honest Truth* by Dan Gemienhart

Rodman Philbrick:

- *Freak the Mighty* (series) by Rodman Philbrick

Jason Reynolds:

- *Ghost* by Jason Reynolds
- *Miles Morales - Spiderman* by Jason Reynolds

Rachel Vincent:

- *Brave New Girl* by Rachel Vincent

K.A. Holt:

- *House Arrest* by K.A. Holt

Kathryn Paterson:

- *Jacob Have I Loved* by Kathryn Paterson

Meika Hashimoto:

- *The Trail* by Meika Hashimoto

Gary Paulsen:

- *Hatchet (series)* by Gary Paulsen

Tony Abbott:

- *Firegirl* by Tony Abbott

Jerry Spinelli:

- *Stargirl (series)* by Jerry Spinelli
- *Maniac Magee* by Jerry Spinelli
- *Loser* by Jerry Spinelli

Peg Kehret:

- *Abduction* by Peg Kehret

Ally Condie:

- *Summerlost* by Ally Condie

Gita Varadarajan and Sarah Weeks:

- *Save Me a Seat* by Gita Varadarajan and Sarah Weeks

K.A. Applegate:

- *Home of the Brave* by K. A. Applegate

Claudia Mills:

- *Zero Tolerance* by Claudia Mills

Mike Lupica:

- *Last Man Out* by Mike Lupica
- *Summer Ball (series)* by Mike Lupica
- *The Only Game (series)* by Mike Lupica
- *Heat (series)* by Mike Lupica
- *The Extra Yard (series)* by Mike Lupica

Tommy Greenwald:

- *Game Changer* by Tommy Greenwald

David Klass:

- *Losers Take All* by David Klass

Sharon Draper:

- *Out of My Mind* by Sharon Draper

Louis Sachar:

- *Fuzzy Mud* by Louis Sachar
- *Holes* by Louis Sachar

Phyllis Reynolds Naylor:

- *Shiloh (series)* by Phyllis Reynolds Naylor

Barbara O'Connor:

- *How to Steal a Dog* by Barbara O'Connor

Carl Hiaasen:

- *Hoot* by Carl Hiaasen

Elana K. Arnold:

- *A Boy Called Bat* by Elana K. Arnold

Gordon Korman:

- *Juvie Three* by Gordon Korman
- *Ungifted* by Gordon Korman
- *Restart* by Gordon Korman

- *Schooled* by Gordon Korman
- *The Unteachables* by Gordon Korman
- *What's His Face* by Gordon Korman

Jacqueline Davies:

- *Lemonade Wars (series)* by Jacqueline Davies

Ali Novak:

- *My Life with the Walter Boys* by Ali Novak

Stacey Matson:

- *A Year in the Life of a Complete and Total Genius* by Stacey Matson

Sarah Darer Littman:

- *In Case You Missed It* by Sarah Darer Littman

Holly Goldberg Sloan:

- *Counting by 7s* by Holly Goldberg Sloan

Sara Pennypacker:

- *Pax* by Sara Pennypacker

Wendelin Van Draanen

- *Flipped* by Wendelin Van Draanen

R.J. Palacio:

- *Auggie and Me* by R. J. Palacio

Gary D. Schmidt:

- *Okay for Now* by Gary D. Schmidt

Edward Bloor:

- *Tangerine* by Edward Bloor

Additional Resources

- "Be Brave" commercial by Pfizer Inc. (Online resources Session 4)
- "Snack Attack" short film written and directed by Andrew Cadelago (Online resources Session 6)
- *Pick Up Game: A Full Day of Full Court*, edited by Marc Aronson
- *Owning It: Stories about Teens with Disabilities*, edited by Donald Gallo
- *13: Thirteen Stories That Capture the Agony and Ecstasy of Being Thirteen*, edited by James Howe
- *Sixteen: Stories About That Sweet and Bitter Birthday*, edited by Meghan McCafferty
- *145th Street: Short Stories* by Walter Dean Myers
- Video clips from films that show time shifts:
 - "Harry Potter and the Deathly Hallow"
 - "Part Two "The Matrix"
 - "Memento"
 - "Star Trek"

Professional Resources

- TCRWP Reading Unit: *Investigating Characterization* by Mary Ehrenworth and Katy Wischow (2018)
- *The Guide to the Reading Workshop: Middle School Grades* by Lucy Calkins and Mary Ehrenworth (2017)
- "The Creativity Crisis" by Po Bronson and Ashley Merryman, from *Newsweek*, July 10, 2010 *Opening Minds: Using Language to Change Lives* by Peter H. Johnston (Stenhouse Publishers)
- Genre Study: Teaching with Fiction and Nonfiction Books by Fountas & Pinnell
- *The Reading Strategies Book* by Jennifer Serravallo (2015)
- *The Common Core Companion: The Standards Decoded: Grades 6-8* by Jim Burke (2013)
- *The Common Core Reading Book* by Gretchen Owocki (2014)
- www.readingandwritingproject.com

- whatshouldIreadnext.com
- *Notice and Note* by Kyleene Beers
- *Book Whisperer* by Donalyn Miller
- *Book Love* by Penny Kittle

UNIT TITLE: Writing Realistic Fiction: Symbolism, Syntax, and Truth (Writing)

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Mentor texts can provide models for quality writing. ● A variety of strategies are necessary to comprehend challenging texts and to develop engaging writing. ● Authors use specific words to enhance the mood, message, and tone of the text, depending on the type and purpose of writing. ● Structure and theme are inherently related. ● Published works contain appropriate spelling, punctuation, and grammar. 	<ul style="list-style-type: none"> ● How do I organize events or ideas to enhance the theme or central idea of my thinking in reading, writing, or speaking? ● How do I select detailed, specific words to enhance the mood, message, and tone of the piece, depending on the type and purpose of my writing? ● How do I determine which strategies and tools help me reason, reflect and problem solve to understand text and write well-developed pieces? ● How do I edit my writing to create a final piece that contains appropriate spelling, punctuation, and grammar?
Wisconsin Standards for English Language Arts	Common Core Essential Elements for ELA
Priority Standards	
<p><u>WI.ELA.W7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><u>EEW.7.4.</u> Produce writing that is appropriate for the task, purpose, or audience.</p>
<p><u>WI.ELA.L7.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 	<p><u>EEL.7.1.</u> Demonstrate standard English grammar and usage when writing or communicating.</p> <ol style="list-style-type: none"> a. Produce simple complete sentences when writing or communicating.
Learning Targets	
<p>I can</p> <ul style="list-style-type: none"> - engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically - use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another - provide a conclusion that follows from and reflects on the narrated experiences or events (W.7.4) <ul style="list-style-type: none"> ● B1, S3: Developing Believable Characters Through Scene Boot Camp ● B1, S4: Giving Characters Struggles and Motivations that Mirror Real Life ● B1, S5: Plotting with Tools: Story Arcs, Timelines ● B2, S7: Stepping into the Drama of the Story to Act ● B2, S8: Studying Published Texts to Write Leads ● B2, S9: Grounding Dialogue in Scenes ● B2, S10: Writing Endings That Make Readers Swoon 	

- B3, S11: Reading Drafts Like Editors
- B3, S12: Revision: Weaving in Symbolism and Imagery to Bring Out Meaning
- B3, S13: Conducting the Rhythm of Language: Creating Cadence and Meaning Through Syntax
- B3, S14: Using Mentor Texts to Help Match Authorial Intent with the Page
- B3, S15: Economizing on the Sentence and Word Level

I can

- use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters

- use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events

(W.7.4)

- B1, S1: Imagining Stories from Everyday Moments
- B1, S2: Imagining Stories You Wish Existed in the World
- B1, S3: Developing Believable Characters Through Scene Boot Camp
- B1, S4: Giving Characters Struggles and Motivations that Mirror Real Life
- B1, S5: Plotting with Tools: Story Arcs, Timelines
- B2, S6: From 2-D to 3-D: Planning and Writing Scenes by Including Evidence
- B2, S7: Stepping into the Drama of the Story to Act
- B2, S9: Grounding Dialogue in Scenes
- B2, S10: Writing Endings That Make Readers Swoon
- B3, S11: Reading Drafts Like Editors
- B3, S12: Revision: Weaving in Symbolism and Imagery to Bring Out Meaning
- B3, S13: Conducting the Rhythm of Language: Creating Cadence and Meaning Through Syntax
- B3, S14: Using Mentor Texts to Help Match Authorial Intent with the Page
- B3, S15: Economizing on the Sentence and Word Level

I can use clauses correctly

- independent

- dependent (L.7.1)

- B3, S16: Editing with Lenses and Independence

I can use phrases correctly

- prepositional

- appositive (L.7.1)

- B3, S16: Editing with Lenses and Independence

I can purposefully choose among simple, compound, complex, and compound-complex sentences (L.7.1)

- B3, S11: Reading Drafts Like Editors
- B3, S13: Conducting the Rhythm of Language: Creating Cadence and Meaning Through Syntax
- B3, S15: Economizing on the Sentence and Word Level

I can use phrases and clauses correctly to describe, clarify, or give more detail about a concept.

- dangling modifier

- misplaced modifier (L.7.1)

- B3, S13: Conducting the Rhythm of Language: Creating Cadence and Meaning Through Syntax
- B3, S15: Economizing on the Sentence and Word Level
- B3, S16: Editing with Lenses and Independence

Assessment Evidence	Rubric(s)
<ul style="list-style-type: none"> ● Realistic Fiction Short Story 	<ul style="list-style-type: none"> ● WI.ELA.W7.4 Rubric (TBD) ● WI.ELA.L7.1 Rubric (TBD) ● WI.EE.ELA Rubric

Digital Tools & Supplementary Resources:

Mentor Texts:

- [“Thirteen and a Half” \(short story\) by Rachel Vail](#) (from *Thirteen*, an anthology edited by James Howe)
- [Excerpt from *Ribbons* \(novel\) by Laurence Yep](#)

Additional Resources

- [Vonnegut Story Arcs](#)
- Picture Books:
 - *Each Kindness* by Jacqueline Woodson
 - *A Day’s Work* by Eve Bunting
 - *Ruth and the Green Book* by Calvin Alexander Ramsey
 - *The Sign Painter* by Allen Say
- Anthologies of Short Stories:
 - *Thirteen* edited by James Howe
 - *Tripping Over the Lunch Lady* by Nancy Mercado
 - *What do Fish Have to Do with Anything* by Avi
 - *Baseball in April* by Gary Soto
 - *Guys Write for Guys Read* edited by Jon Scieszka
 - *Hey World, Here I Am* by Jean Little

Professional Resources

- TCRWP 7th Grade Writing Unit: *Writing Realistic Fiction - Symbolism, Syntax, and Truth* by Colleen Cruz (2014)
- *If... Then...Curriculum: Assessment - Based Instruction* by Lucy Calkins & Colleagues (2014)
- *Writing Fiction: A Guide to Narrative Craft, 9th Edition* by Janet Burroway
- *Steering the Craft: A Twenty-First-Century Guide to Sailing the Sea of Story* by Ursula Le Guin
- *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them* by Francine Prose
- *The Plot Thickens: 8 Ways to Bring Fiction to Life* by Noah Lukeman
- *A Dash of Style: The Art and Mastery of Punctuation* by Noah Lukeman
- *The Art of Fiction: Notes on Craft for Young Writers* by John Gardner
- *On Writing: A Memoir of the Craft* by Stephen King
- *Show or Tell?: A Powerful Lesson on a Crucial Writing Skill* by James Thayer *Characters & Viewpoint (Elements of Fiction Writing)* by Orson Scott Card
- *A Guide to the Common Core Writing Workshop: Middle School Grades* by Lucy Calkins (2014)
- *Writing Pathways: Grades 6-8* by Lucy Calkins & Audra Kirshbaum Robb (2014)
- *The Writing Strategies Book* by Jennifer Serravallo (2017)
- *The Common Core Companion: The Standards Decoded: Grades 6-8* by Jim Burke (2013)
- *The Common Core Writing Book* by Gretchen Owocki (2016)

UNIT TITLE: Research Clubs (Reading)

Enduring Understanding(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Students as readers, writers, and speakers will understand that authors use specific words to enhance the mood, message, and tone of the text, depending on the type and purpose of writing (e.g., content-specific vocabulary and sensory details). ● Students will understand why it is important to know who the audience is when reading, writing, and speaking. ● Students will understand that readers build knowledge and understanding by analyzing two or more texts on similar themes or topics. ● Students will understand that readers may change their thinking as the text unfolds. 	<ul style="list-style-type: none"> ● Why do people read, write, speak, and listen? ● How does my understanding of reading and writing deepen through conversation? ● How do I gather and interpret research and evidence from credible sources and texts to support my thinking in reading and writing? ● How can I reflect on my reading and writing in order to grow as a learner?
<u>Wisconsin Standards for English Language Arts</u>	<u>Common Core Essential Elements for ELA</u>
Priority Standards	
<u>WI.ELA.RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>EERI.7.1.</u> Cite text to draw inferences from informational text.
<u>WI.ELA.RI.7.2</u> 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.	<u>EERI.7.2.</u> Determine two central ideas that progress throughout the text.
<u>WI.ELA.RI.7.4</u> 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.	<u>EERI.7.4.</u> Determine the meaning of words and phrases as they are used in an informational text.
Supporting Standard(s):	
<u>WI.ELA.RI.7.6</u> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that others.	<u>EERI.7.6.</u> Determine author’s point of view and compare to own point of view.
<u>WI.ELA.SL.7.1</u> 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. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly 	<u>EESL.7.1</u> Engage in a range of collaborative discussions. <ul style="list-style-type: none"> a. Come to discussions prepared to share information. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.

<p>draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>c. Remain on the topic of the discussion when asking or answering questions or making other contributions.</p> <p>d. Accept when others involved in the discussion agree or disagree with own perspective.</p>
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<p>WI.ELA.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.</p>	<p>EESL.7.4. Present findings including descriptions, facts, or details related to a main idea or theme.</p>
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Learning Targets

<p>I can cite several pieces of textual evidence (quotes and details) to analyze what a text says. (R.7.1)</p> <ul style="list-style-type: none"> ● B1, S1: Anchor Experience ● B1, S2: Reading to Prepare for Debate ● B2, S2: Analyzing Perspectives ● B3, S5: Critical Literacy <p>I can cite several pieces of textual evidence (quotes and details) to support inferences I make from the text. (R.7.1)</p> <ul style="list-style-type: none"> ● B1, S2: Reading to Prepare for Debate ● B2, S1: Investigating the Multiple Perspectives of an Issue ● B2, S2: Analyzing Perspectives ● B3, S1: Undertaking new research ● B3, S5: Critical Literacy <p>I can determine and analyze the development of a theme or central idea throughout a text. (RI7.2)</p> <ul style="list-style-type: none"> ● B1, S3: Developing Background Information ● B1, S4: Readers Summarize Arguments ● B2, S3: Considering Craft <p>I can provide an objective summary of the text (with increasingly complex text). (RI7.2)</p> <ul style="list-style-type: none"> ● B1, S4: Readers Summarize Arguments <p>I can identify and explain the author’s use of figurative language (e.g. similes, metaphors, hyperbole, personification, idioms, onomatopoeia) and connotative/denotative meanings of words.</p>
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(RI7.4)

- B1, S2: Reading to Prepare for Debate
- B2, S2: Analyzing Perspectives
- B2, S4: Looking for Nuance
- B3, S4: Comparing Craft and Perspective Across Text

I can analyze the author’s purpose in their choice of words and phrases including figurative language. (RI7.4)

- B1, S1: Anchor Experience
- B1, S2: Reading to Prepare for Debate
- B2, S1: Investigating the Multiple Perspectives of an Issue
- B2, S2: Analyzing Perspectives
- B2, S3: Considering Craft
- B2, S4: Looking for Nuance
- B3, S4: Comparing Craft and Perspective Across Text
- B3, S5: Critical Literacy

Assessment Evidence	Rubric
<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • WI.ELA.RI.7.1 Rubric (TBD) • WI.ELA.RI.7.2 Rubric (TBD) • WI.ELA.RI.7.4 Rubric (TBD)

Digital Tools & Supplementary Resources:Mentor Texts

“Listening to Wisdom From a 10-Year-Old Son About His Head Injury” (2009) from *New York Times*

Additional Resources

- “Unique study explores cumulative effects of hits in high school football” (2011) from *Sports Illustrated*
- “Section V: Increasing Physical Activity” (2010) from *White House Task Force on Childhood Obesity Report to the President*
- “Metal Detectors in Schools: Source of Safety or Anxiety” (2015) *Kansas City Star*

Professional Resources

- TCRWP Reading Unit: [Research Clubs](#) (2015-16)
- *Energize Research Reading and Writing* by Chris Lehman (2012)
- *The Guide to the Reading Workshop: Middle School Grades* by Lucy Calkins and Mary Ehrenworth (2017)
- *Genre Study: Teaching with Fiction and Nonfiction Books* by Fountas & Pinnell
- *The Reading Strategies Book* by Jennifer Serravallo (2015)
- *The Common Core Companion: The Standards Decoded: Grades 6-8* by Jim Burke (2013)
- *The Common Core Reading Book* by Gretchen Owocki (2014)
- www.readingandwritingproject.com
- whatshouldIreadnext.com
- *Notice and Note* by Kyleene Beers

- *Book Whisperer* by Donalyn Miller
- *Book Love* by Penny Kittle

UNIT TITLE: Art of Argument: Research-Based Essays (Writing)

Enduring Understanding(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Students will understand that their reading, writing, speaking, and listening should continue to improve over time and that they should be continuously engaged in the process of strengthening these skills. ● Students will understand that mentor texts provide models for their own writing. ● Students will understand that they can use many different strategies to comprehend text and generate writing. ● Students will understand how to write and prove a well-developed claim using credible evidence. ● Students as readers, writers, and speakers will understand that authors use specific words to enhance the mood, message, and tone of the text, depending on the type and purpose of writing (e.g., content-specific vocabulary and sensory details). ● Students will understand why it is important to know who the audience is when reading, writing, and speaking. ● Students will understand how to structure events or ideas in ways that enhance the theme or central idea of the text. ● Students will understand that readers build knowledge and understanding by analyzing two or more texts on similar themes or topics. ● Students will understand the importance for readers (and/or listeners) of writing a final piece that contains appropriate spelling, punctuation, and grammar. ● Students will understand that readers may change their thinking as the text unfolds. 	<ul style="list-style-type: none"> ● Why do people read, write, speak, and listen? ● What are habits that will build my reading and writing engagement, stamina, and fluency? ● How does my understanding of reading and writing deepen through conversation? ● How do I organize events or ideas to enhance the theme or central idea of my thinking in reading, writing, or speaking? ● How do I gather and interpret research and evidence from credible sources and texts to support my thinking in reading and writing? ● How do I select detailed, specific words to enhance the mood, message, and tone of the piece, depending on the type and purpose of my writing? ● How do I craft my writing for a specific audience? ● How can I reflect on my reading and writing in order to grow as a learner? ● How do I determine which strategies and tools help me reason, reflect and problem solve to understand text and write well-developed pieces? ● How do I edit my writing to create a final piece that contains appropriate spelling, punctuation, and grammar?
Wisconsin Standards for English Language Arts	Common Core Essential Elements for ELA
Priority Standards	
WI.ELA.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn
WI.ELA.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.	EERI.7.2 Determine two central ideas that progress throughout the text.

<p><u>WI.ELA.RI7.4</u> 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.</p>	<p><u>EEERL.7.4</u> Determine the meaning of words and phrases as they are used in an informational text.</p>
<p><u>WI.ELA.SL7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. 	<p><u>EESL.7.1</u> Engage in a range of collaborative discussions.</p> <ol style="list-style-type: none"> Come to discussions prepared to share information. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. Remain on the topic of the discussion when asking or answering questions or making other contributions. Accept when others involved in the discussion agree or disagree with own perspective.
<p><u>WI.ELA.SL7.4</u> Present claims and findings emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><u>EESL.7.4</u> Present findings including descriptions, facts, or details related to a main idea or theme.</p>
<p><u>WI.ELA.W7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><u>EEW.7.4</u> Produce writing that is appropriate for the task, purpose, or audience.</p>
<p><u>WI.ELA.W7.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><u>EEW.7.8</u> Select quotes from multiple print or digital sources that provides important information about a topic</p>
<p>Learning Targets</p>	
<p>I can cite several pieces of textual evidence (quotes and details) to analyze what a text says.</p>	

I can cite several pieces of textual evidence (quotes and details) to support inferences I make from the text. (RI7.1)

- B1, S1: Weighing Evidence
- B1, S2: Taking Your Argument Into a Scrimmage
- B1, S3: Bam! Bolstering Positions by Adding Relevant Evidence
- B1, S4: Stay With Me Now - Balancing Evidence with Analysis
- B1, S5: Taking Stock
- B2, S6: Forming Coalition Groups
- B2, S7: Bringing a Critical Perspective to your Research
- B2, S8: Debating to Prepare to Draft
- B2, S9: Introducing and Writing Your Argument
- B2, S10: Self Assessment with an Eye Towards Counterargument
- B2, S11: Studying Author's Craft, Including Rhetorical Devices
- B2, S12: When Company Comes; Knowing When and How to Maintain a Formal Tone

I can analyze the author's purpose in their choice of words and phrases including figurative language.

I can identify and explain the author's use of figurative language (e.g. similes, metaphors, hyperbole, personification, idioms, onomatopoeia) and connotative/denotative meanings of words. (RI7.4)

- B2, S7: Bringing a Critical Perspective to your Research
- B2, S11: Studying Author's Craft, Including Rhetorical Devices

I can determine and analyze the development of a theme or central idea throughout a text.

I can provide an objective summary of the text (with increasingly complex text). (RI7.2)

- B2, S7: Bringing a Critical Perspective to your Research

I can come to discussions prepared by having read my text or researched my topic and having specific thoughts that I would like to discuss using evidence to support my thinking.

I can contribute to a formal discussion, staying focused in order to set, reflect upon, and accomplish our goals.

I can pose questions and speak with great detail using relevant observations and ideas to contribute to my group's understanding of the topic, text, or issue.

I can reflect on my views and modify my own thinking when needed based on new information expressed by others. (SL7.1)

- B1, S1: Weighing Evidence
- B1, S2: Taking Your Argument Into a Scrimmage
- B1, S3: Bam! Bolstering Positions by Adding Relevant Evidence
- B1, S4: Stay With Me Now - Balancing Evidence with Analysis
- B1, S5: Taking Stock
- B2, S6: Forming Coalition Groups
- B2, S7: Bringing a Critical Perspective to your Research
- B2, S8: Debating to Prepare to Draft
- B2, S9: Introducing and Writing Your Argument
- B2, S10: Self Assessment with an Eye Towards Counterargument

- B2, S11: Studying Author's Craft, Including Rhetorical Devices
- B2, S12: When Company Comes; Knowing When and How to Maintain a Formal Tone

I can present information (description, facts, details) in a logical order that uses eye contact, volume, and clear pronunciation that is appropriate to purpose, audience, and task. (SL7.4)

- B1, S2: Taking Your Argument Into a Scrimmage
- B1, S4: Stay With Me Now - Balancing Evidence with Analysis
- B2, S8: Debating to Prepare to Draft

I can introduce claim(s)

I can acknowledge alternate or opposing claims

I can organize the reasons and evidence logically

I can use transitional language to create cohesion and clarify the relationships among claim(s), reasons, and evidence

I can provide a concluding statement or section that follows from and supports the argument presented.

I can support claim(s) with logical reasoning and evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W7.4)

- B1, S2: Taking Your Argument Into a Scrimmage
- B2, S6: Forming Coalition Groups
- B2, S7: Bringing a Critical Perspective to your Research
- B2, S8: Debating to Prepare to Draft
- B2, S9: Introducing and Writing Your Argument
- B2, S11: Studying Author's Craft, Including Rhetorical Devices
- B2, S12: When Company Comes; Knowing When and How to Maintain a Formal Tone

I can gather relevant information from multiple print and digital sources

I can use search terms effectively

I can assess the credibility and accuracy of each source

I can quote or paraphrase the data and conclusions of others while avoiding plagiarism

I can follow a standard format for citation (W7.8)

- B1, S1: Weighing Evidence
- B1, S2: Taking Your Argument Into a Scrimmage
- B1, S3: Bam! Bolstering Positions by Adding Relevant Evidence
- B1, S4: Stay With Me Now - Balancing Evidence with Analysis
- B1, S5: Taking Stock
- B2, S6: Forming Coalition Groups
- B2, S7: Bringing a Critical Perspective to your Research

Assessment Evidence	Rubric
<ul style="list-style-type: none"> • Research-Based Essay 	<ul style="list-style-type: none"> • WI.ELA.RI.7.1 Rubric (TBD) • WI.ELA.RI.7.2 Rubric (TBD) • WI.ELA.RI.7.4 Rubric (TBD) • WI.ELA.SL7.1 Rubric (TBD)

- WI.ELA.SL7.4 Rubric (TBD)
- WI.ELA.W7.4 Rubric (TBD)
- WI.ELA.W7.8 Rubric (TBD)
- WI.ELA.L7.1 Rubric (TBD)
- WI.ELA.L7.4 Rubric (TBD)

Digital Tools & Supplementary Resources:

Tools and resources that can augment the learning experience for students

Mentor Texts

- “Listening to Wisdom from a 10 Year-Old Son about his Head Injury”
- “Get Off that Couch and Play!”

Additional Resources

Professional Resources

- TCRWP 7th Grade Writing Unit: *The Art of Argument: Research-Based Essays* by Lucy Calkins, Kelly Boland Hohne, and Annie Taranto (2014)
- *If...Then...Curriculum: Assessment - Based Instruction* by Lucy Calkins & Colleagues (2014)
- *A Guide to the Common Core Writing Workshop: Middle School Grades* by Lucy Calkins (2014)
- *Writing Pathways: Grades 6-8* by Lucy Calkins & Audra Kirshbaum Robb (2014)
- *The Writing Strategies Book* by Jennifer Serravallo (2017)
- *The Common Core Companion: The Standards Decoded: Grades 6-8* by Jim Burke (2013)
- *The Common Core Writing Book* by Gretchen Owocki (2016)

UNIT TITLE: Historical Fiction Book Clubs (Reading)

Enduring Understanding(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Students will understand that their reading, writing, speaking, and listening should continue to improve over time and that they should be continuously engaged in the process of strengthening these skills. ● Students will understand that they can use many different strategies to comprehend text and generate writing. ● Students will understand that readers build knowledge and understanding by analyzing two or more texts on similar themes or topics. ● Students will understand that readers may change their thinking as the text unfolds. 	<ul style="list-style-type: none"> ● Why do people read, write, speak, and listen? ● How does my understanding of reading and writing deepen through conversation? ● How do I organize events or ideas to enhance the theme or central idea of my thinking in reading, writing, or speaking? ● How do I gather and interpret research and evidence from credible sources and texts to support my thinking in reading and writing?
Priority Standards	
Wisconsin Standards for English Language Arts	Common Core Essential Elements for ELA
WI.ELA.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.
WI.ELA.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.	EE.RL.7.2 Determine the theme or central idea of a text and identify the details that relate to it.
WI.ELA.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.	EE.RI.7.2 Determine two central ideas that progress throughout the text.
WI.ELA.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. <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 	EE.SL.7.1 Engage in a range of collaborative discussions. <ol style="list-style-type: none"> a. Come to discussions prepared to share information. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Remain on the topic of the discussion when asking or answering questions or making other contributions. d. Accept when others involved in the discussion agree or disagree with own perspective.

<p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	
<p>WI.ELA.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.</p>	<p>EESL.7.4 Present findings including descriptions, facts, or details related to a main idea or theme.</p>

Learning Targets

- I can cite several pieces of textual evidence (quotes and details) to analyze what a text says. (R.7.1)**
- B1, S1: Read-Aloud: Orienting oneself to the story
 - B1, S2: Filling in the backstory
 - B1, S3: Analyzing how characters respond to trouble
 - B1, S4: Read-Aloud: The collision of internal traits with external conflict.
 - B2, S11: Reading differently because you have knowledge of the era.
 - B3, S14: Characters come of age.
- I can cite several pieces of textual evidence to support inferences I make from the text. (R.7.1)**
- B1, S5: Attending to minor characters and missing perspectives.
 - B3, S14: Characters come of age.
- I can determine and analyze the development of a theme or central idea throughout a text. (R.7.2)**
- B1, S4: Read-Aloud: The collision of internal traits with external conflict.
 - B1, S6: Looking back from the end of stories with new insights about themes.
 - B2, S9: Reading outside the text to build up background knowledge.
 - B2, S10: Perspectives clash with each other and with history.
 - B2, S12: Learning truth from fiction.
 - B3, S14: Characters come of age.
 - B3, S15: Analyzing power in the midst of conflict.
 - B3, S16: Read-Aloud (Video-Loud): Change can be complicated.
- I can provide an objective summary of the text (with increasingly complex text). (R.7.2)**
- B2, S12: Learning truth from fiction.
 - B3, S17: The past is always with us.
- I can come to discussions prepared by having read my text or researched my topic and having specific thoughts that I would like to discuss using evidence to support my thinking. (SL.7.1)**
- B1, S7: Clubs analyze their progress and plan reading projects.
- I can contribute to a formal discussion, staying focused in order to set, reflect upon, and accomplish our goals. (SL.7.1)**
- B1, S7: Clubs analyze their progress and plan reading projects.
 - B2, S13: Clubs curate their work in reading projects.
- I can pose questions and speak with great detail using relevant observations and ideas to contribute to my group's understanding of the topic, text, or issue. (SL.7.1)**

- B2, S13: Clubs curate their work in reading projects.

I can present information (description, facts, details) in a logical order that uses eye contact, volume, and clear pronunciation that is appropriate to purpose, audience, and task (SL.7.4)

- B2, S13: Clubs curate their work in reading projects.

Assessment Evidence	Rubric
<ul style="list-style-type: none"> • Historical Fiction Book Club Assessment/Project 	<ul style="list-style-type: none"> • WI.ELA.RL.7.1 Rubric (TBD) • WI.ELA.RL.7.2 Rubric (TBD)

Digital Tools & Supplementary Resources:

Mentor Texts

Patrol by Walter Dean Meyer

“Ambush” by Tim O’Brien, from *The Things They Carried*

Possible Book Club Books

- *The Lions of Little Rock* by Christian Levine
- *The Watsons Go to Birmingham* by Christopher Paul Curtis
- *Bud, Not Buddy* by Christopher Paul Curtis
- *Sophia’s War* by Avi
- *Elijah of Buxton* by Christopher Paul Curtis
- *Roll of Thunder Hear my Cry* (series) by Mildred D. Taylor
- *Refugee* by Alan Gratz
- *The Port Chicago 50* by Steve Sheinken
- *Prisoner 88* by Leah Pileggi
- *The Brooklyn Nine* by Alan Gratz
- *A Night Divided* by Jennifer Nielsen
- *A Soldier’s Heart* by Gary Paulsen
- *Across Five Aprils* by Irene Hunt
- *Al Capone Shines My Shoes* by Gennifer Choldenko
- *The Enemy Above* by Michael P. Spradlin
- *The Diary of a Young Girl* by Anne Frank
- *Ashes (Seeds of America Trilogy)* by Laurie Halse Anderson
- *Ashes of Roses* by M.J. Auch
- *Beyond Rebel Lines* by Seymour Reit
- *Blazing West: The Journal of Augustus Pelletier* by Kathryn Laskky
- *The Boy in the Striped Pajamas* by John Boyne
- *Brady* by Jean Fritz
- *Caddie Woodlawn* by Carol Ryrie Brink
- *Cast Two Shadows* by Ann Rinaldi
- *Chain of Fire* by Beverley Naidoo
- *Chains (series)* by Laurie Halse Anderson
- *Civil War Spies: Behind Enemy Lines* by Camilla Wilson
- *Code Talker* by Joseph Bruchac
- *Crispin* by Avi
- *Dear America: The Girl Who Chased Away Sorrow* by Ann Turner
- *Dear America: A Light in the Storm* by Karen Hesse
- *Dear America: Across the Wide and Lonesome Prairie* by Kristiana Gregory

- *Dear America: So Far from Home* by Barry Denenberg
- *Dear Levi* by Elvira Woodruff
- *Dog Tags: Divided We Fall* by C. Alexander London
- *Ghosts of War: Fallen in Fredricksburg* by Steve Watkins
- *Give Me Liberty* by L.M. Elliot
- *Glory Field* by Walter Dean Myers
- *Grenade* by Alan Gratz
- *Guns for General Washington* by Seymour Reit
- *Hard Gold: The Colorado Gold Rush of 1859* by Avi
- *I Survived The Battle of Gettysburg (series)* by Lauren Tarshis
- *Johnny Tremain* by Esther Hoskins Forbes and Nathan Hale
- *Letters from Rifka* by Karen Hesse
- *Lions of Little Rock* by Kristin Levine
- *Maggie's Door* by Patricia Reilly Giff
- *March Toward the Thunder: A Native American Perspective on the Civil War* by Joseph Bruchac
- *My Brother Sam is Dead* by James Lincoln Collier and Christopher Collier
- *Navajo Long Walk* by Nancy M. Armstrong and Paulette Livers Lambert
- *Night Diary* by Hiranandani, Veera
- *Number the Stars* by Lois Lowry
- *Numbering All the Bones* by Ann Rinaldi
- *Patrol* by Walter Dean Myers
- *Prisoner B-3087* by Alan Gratz
- *Red Badge of Courage* by Stephen Crane
- *Rodzina* by Karen Cushman
- *S.O.S. Titanic* by Eve Bunting
- *Sacajawea* by Anna L. Waldo
- *Saving Zasha* by Randi Barrow
- *Sink or Swim* by Steve Watkins
- *Snow Treasure* by Marie McSwigan
- *Steal Away to Freedom* by Jennifer Armstrong
- *Stonewall's Gold* by Robert J. Mrazek
- *The Book Thief* by Markus Zusak
- *The Boy Who Dared* by Susan Campbell Bartoletti
- *The Diary of Amelia Martin: A Light in the Storm* by Karen Hesse
- *The Fighting Ground* by Avi
- *The Fire Horse Girl* by Kay Honeyman
- *The Glory Field* by Walter Dean Myers
- *The House of Tailors* by Patricia Reilly Giff
- *The Killer Angels* by Michael Shaara
- *The King of Mulberry Street* by Donna Jo Napoli
- *The Orphan of Ellis Island* by Elvira Woodruff
- *The River Between Us* by Richard Peck
- *The Sacrifice* by Joyce Carol Oates
- *The War that Saved my Life (series)* by Kimberly Bradley
- *The Wave* by Todd Strasser
- *The Wednesday Wars* by Gary D. Schmidt
- *The Witch of Blackbird Pond* by Elizabeth George Speare
- *Tituba of Salem Village* by Ann Petry
- *Under the Blood-Red Sun* by Graham Salisbury

- *Walking to the Bus-Rider Blues* by Harriette Gillem Robinet
- *War Horse* by Michael Morpurgo
- *Which Way Freedom* by Joyce Hansen
- *Woods Runner* by Gary Paulsen

Additional Resources

Professional Resources

- TCRWP Reading Unit:
- *The Guide to the Reading Workshop: Middle School Grades* by Lucy Calkins and Mary Ehrenworth (2017)
- “The Creativity Crisis” by Po Bronson and Ashley Merryman, from *Newsweek*, July 10, 2010 *Opening Minds: Using Language to Change Lives* by Peter H. Johnston (Stenhouse Publishers)
- Genre Study: Teaching with Fiction and Nonfiction Books by Fountas & Pinnell
- *The Reading Strategies Book* by Jennifer Serravallo (2015)
- *The Common Core Companion: The Standards Decoded: Grades 6-8* by Jim Burke (2013)
- *The Common Core Reading Book* by Gretchen Owocki (2014)
- www.readingandwritingproject.com
- whatshouldIreadnext.com
- *Notice and Note* by Kyleen Beers
- *Book Whisperer* by Donalyn Miller
- Book Love by Penny Kittle

UNIT TITLE: Historical Documentaries (Writing)

Enduring Understanding(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Students will understand that mentor texts provide models for their own writing. ● Students will understand how to write and prove a well-developed claim using credible evidence. ● Students as readers, writers, and speakers will understand that authors use specific words to enhance the mood, message, and tone of the text, depending on the type and purpose of writing (e.g., content-specific vocabulary and sensory details). ● Students will understand why it is important to know who the audience is when reading, writing, and speaking. ● Students will understand how to structure events or ideas in ways that enhance the theme or central idea of the text. ● Students will understand that readers build knowledge and understanding by analyzing two or more texts on similar themes or topics. ● Students will understand the importance for readers (and/or listeners) of writing a final piece that contains appropriate spelling, punctuation, and grammar. 	<ul style="list-style-type: none"> ● How do I organize events or ideas to enhance the theme or central idea of my thinking in reading, writing, or speaking? ● How do I gather and interpret research and evidence from credible sources and texts to support my thinking in reading and writing? ● How do I select detailed, specific words to enhance the mood, message, and tone of the piece, depending on the type and purpose of my writing? ● How do I craft my writing for a specific audience? ● How do I determine which strategies and tools help me reason, reflect and problem solve to understand text and write well-developed pieces? ● How do I edit my writing to create a final piece that contains appropriate spelling, punctuation, and grammar?

Wisconsin Standards for English Language Arts	Common Core Essential Elements for ELA
Priority Standards	
WI.ELA.W7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	EEW.7.4 Produce writing that is appropriate for the task, purpose, or audience.
WI.ELA.W7.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	EEW.7.8 Select quotes from multiple print or digital sources that provides important information about a topic.
Supporting Standard:	
WI.ELA.SL7.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	EESL.7.4 Present findings including descriptions, facts, or details related to a main idea or theme.
Learning Targets	
<p>I can introduce claim(s), acknowledge alternate or opposing claims, organize the reasons and evidence logically, use transitional language to create cohesion and clarify the relationships among claim(s), reasons, and evidence, and provide a concluding statement or section that follows from and supports the argument presented. (W.7.4)</p> <ul style="list-style-type: none"> • B1, S3: Writers look across the possible topics and pick one to commit to develop, draft, and produce a documentary about. • B2, S3: Writers explore different structure for their segments or chapters to be delivered to their audience. • B2, S3: Documentarians are better able to develop a voice of expertise when they incorporate the language of the topic in their retelling, description and analysis of events or issues of the topic. <p>I can support claim(s) with logical reasoning and evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.7.4)</p> <ul style="list-style-type: none"> • B3, S2: Documentarians produce a final vision based on their rough drafts to share with a larger audience. <p>I can introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.4)</p> <ul style="list-style-type: none"> • B2, S1: Writers begin drafting sections or chapters of their documentaries by thinking about the structure of a single chapter. • B2, S3: Writers use a common structure as documentarians. • B2, S3: Documentarians are better able to develop a voice of expertise when they incorporate the language of the topic in their retelling, description and analysis of events or issues of the topic. <p>I can gather relevant information from multiple print and digital sources.</p> <p>I can use search terms effectively.</p> <p>I can assess the credibility and accuracy of each source.</p> <p>I can quote or paraphrase the data and conclusions of others while avoiding plagiarism.</p> <p>I can follow a standard format for citation. (W.7.8)</p> <ul style="list-style-type: none"> • B1, S1: Documentarians have multiples tools to express different aspects of a topic. 	

- B1, S3: Writers look across the possible topics and pick one to commit to.
- B2, S2: Writers make decision about what kind of research to gather, what source to use to find it, and where the information will go into their draft.
- B3, S1: Documentarians plan how their script will be paired with images and sound to create an overall meaning and message about a topic.

I can present information (description, facts, details) in a logical order that uses eye contact, volume, and clear pronunciation that is appropriate to purpose, audience, and task. (SL.7.4)

- B2, S3: Documentarians are better able to develop a voice of expertise when they incorporate the language of the topic in their retelling, description and analysis of events or issues of the topic.

Assessment Evidence	Rubric
<ul style="list-style-type: none"> ● Documentary Project (Group Video) 	<ul style="list-style-type: none"> ● WI.ELA.W7.4 Rubric (TBD) ● WI.ELA.W7.8 Rubric (TBD) ● WI.ELA.SL7.4 (TBD)

Digital Tools & Supplementary Resources:

Tools and resources that can augment the learning experience for students

Mentor Texts

- Excerpts from *The Dust Bowl* or *The West* (both by Ken Burns)

Additional Resources

- Sources for documentaries:
 - *The Discovery Channel*
 - *The History Channel*
 - *PBS*
 - *Discovery Education Streaming Plus* (online subscription)
- Sources for digital photographs:
 - *Library of Congress, Prints & Photographs Online Catalog*
 - *LIFE magazine* photo archives

Professional Resources

- “Documentaries: Bringing History to Life” (pp. 88-105) from *If...Then...Curriculum: Assessment - Based Instruction* by Lucy Calkins & Colleagues (2014)
- “Stories Worth Telling: A Guide to Creating Student-Led Documentaries” by Mary Palmer and Perry Lee (http://images.apple.com/education/docs/Documentary_Guide_10-09.pdf)
- *A Guide to the Common Core Writing Workshop: Middle School Grades* by Lucy Calkins (2014)
- *Writing Pathways: Grades 6-8* by Lucy Calkins & Audra Kirshbaum Robb (2014)
- *The Writing Strategies Book* by Jennifer Serravallo (2017)
- *The Common Core Companion: The Standards Decoded: Grades 6-8* by Jim Burke (2013)
- *The Common Core Writing Book* by Gretchen Owocki (2016)