

READINGTON PUBLIC SCHOOL DISTRICT  
7th Grade English Language Arts Curriculum 2025

**Authored by:**

Angela Hendricks  
Caroline Ratanski  
Jaclyn Vail

**Reviewed by:**

Dr. Stacey Brown  
Supervisor of Humanities

**Approval Date:**

**Superintendent:**

Dr. Jonathan Hart

**Members of the Board of Education:**

David Rizza, President  
Ellen DePinto, Vice-President  
Elizabeth Fiore  
Paulo Lopes  
Michele Mencer  
Pamela Cassidy  
Linda Rad  
Justina Ryan

Readington Township Public Schools  
52 Readington Road, Whitehouse Station, NJ 08889  
[www.readington.k12.nj.us](http://www.readington.k12.nj.us)

## I. PURPOSE AND OVERVIEW

The Readington School District middle school literacy program provides a balanced instructional approach which includes the study of authentic and rich literature, word study, and experience and practice in effective writing. By the time our students are in seventh grade, they are able to handle difficult texts independently. Students will focus on reading texts in the seventh grade level independently as well as sustained practice with texts in the eighth and ninth grade level as “stretch” texts, which will require scaffolding by teachers. Students will read a wide variety of genres: narratives, dramas, poetry, and informational text. At the middle school level, students will read subgenres of adventure stories, biographies, memoirs, historical fiction, mysteries, folktales, legends, fables, tall tales, myths, fantasy, science fiction, realistic fiction, and graphic novels. Students will be exposed to dramas at that include one-act and multi-act plays both as text and as film. Poetry in the form of narrative poems, lyrical poems, free verse, odes, ballads, and epics will be read. Students will also read expository as well as argument in the form of essays and opinion pieces and other documents and digital media sources on a range of topics.

In writing, students focus on specific text types: narrative, informative and explanatory text, and argument. In the word study and the study of vocabulary, students focus both on understanding words, their nuances, as well as affixes and roots appropriate to the 7th grade reading level. Students will also acquire new words through conversation, reading, and being taught them directly. Students will grow to understand the proper meanings of words, with the means (context, word analysis, and so on) to select words based on the situation.

Our curriculum is designed to be responsive to developmental stages. This differentiated approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

## II. GOALS

This curriculum is linked to the 2023 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

## III. ASSESSMENT

Student learning will be assessed through

- Running Records
- Student/teacher conferences
- Reading logs
- Reading pace and stamina
- Contributions to book clubs
- Writing Benchmark Assessments
- Writing samples and student writing portfolios
- Student presentations
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Standards Based Writing Rubrics
- Learning Progressions
- Rubrics

# English Language Arts Curriculum 7th Grade | 2025

- Word study unit assessments
- Universal Screener
- Diagnostic Assessments

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

## IV. PACING GUIDE

Unit #	Time Frame	Word Study	Unit Name
<b>Unit 1</b>	6 weeks (Sept -Oct)	Word Study Unit 1	Close Reading Strategies: Fiction & Nonfiction (Individual Choice)
			Introduction to Literary Analysis: Writing a Reading Response
<b>Unit 2</b>	6 weeks (Oct - Dec)	Word Study Unit 2 & Review	Argument Writing: Literary Analysis
			Building a Community of Readers: Intro to Book Clubs
<b>Unit 3</b>	6 weeks (Dec. - Jan)	Word Study Unit 3 & Review	Reading: Literary Nonfiction (Individual Choice)
			Information Writing: Feature Articles & Digital Media
<b>Unit 4</b>	6 weeks (Feb - March)	Word Study Unit 4 & Review	The Art of Argument: Research-Based Essays
			Reading Mysteries in Book Clubs
<b>Unit 5</b>	6 weeks (March - April)	Word Study Unit 5 & Review	Reading: Social Issues Book Clubs & Nonfiction Articles
			Narrative Writing: Realistic Fiction Stories

<b>Unit 6</b>	6 weeks (May - June)	Word Study Unit 6 & Review	Informational/Opinion Writing: Editorials, Blogs, Columns, Letter to Editor, Op-ed
			Graphic Novels - Book Clubs

**Unit 1:**

Close Reading Strategies: Fiction & Nonfiction & Literary Analysis: Writing a Reading Response

**Enduring Understandings**

**Reading:**

Readers use close-reading strategies to understand fiction and nonfiction text.  
Readers collect evidence to ground their thinking.

**Writing:**

Writers understand the necessary connection of expressing thoughts about reading in writing

**Goals**

**Reading:**

- RL.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RI.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RL.CI.7.2.** Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.7.2.** Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.7.3.** Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RI.IT.7.3.** Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
- RL.TS.7.4.** Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RI.TS.7.4.** Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
- RL.PP.7.5.** Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
- RI.PP.7.5.** Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
- RL.MF.7.6.** Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- RL.CT.7.8.** Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
- L.VL.7.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7

reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**Additional Reading Honors Goals:**

**RL.CR.8.1.** Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

**RI.CR.8.1.** Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

**RI.TS.8.4.** Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

**RL.MF.8.6.** Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work.

**Writing:**

**W.AW.7.1.** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.
- F.

**W.WP.7.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

**L.SS.7.1.** Demonstrate command of the system and structure of the English language 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.
- D. Use a comma to separate separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

**RL.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

**RI.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what an

informational text says explicitly as well as inferences drawn from the text.

**Additional Honors Writing Goals:**

**W.AW.8.1.** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

**Reading Teaching Points:  
Close Reading Strategies**

Possible Mid-Point Interruptions:

- Readers self-monitor their reading by noting what is clear and unclear about vocabulary in a section and rereading to clear it up (2.22)
- Using sentence structure and word choice as a means to determine definitions for unknown words (11.10)
- Look for figurative language while reading (11.22)

**Teaching Points:**

*Bend 1: Close Reading Fiction*

1. Readers activate their prior knowledge by finding evidence to consider the genre of the books they are reading. (5.13)
2. **Read Aloud:** Readers actively annotate to gather information about details of the text to draw conclusions about the characters, conflict, and setting (9.10)
3. Readers self-monitor by demonstrating they know that key details they should be jotting about (13.2)
4. Readers ask and answer questions while they read about why characters are acting they way they are (2.24)
5. Readers summarize text but identify evidence that plays a key role in changes in the plot or characters (RL.IT.7.3.)
6. Readers make inferences by noting memory moments within texts and their relevance to character development (5.24/NN)
7. Readers make inferences by noting the ah ha moments characters have and evaluating how

**Core Materials:**

*The Reading Strategies Book 2.0* by Jennifer Serravallo  
*The Writing Strategies Book* by Jennifer Serravallo  
*Notice and Note Strategies for Close Reading* by Kyleene Beers and Bob Probst  
*Reading Nonfiction*  
*Notice & Note Stances, Signposts, and Strategies* by Kyleene Beers and Bob Probst

**Supporting Materials and Teacher Resources:**

Leveled Bookroom  
 Classroom Libraries  
*Teaching Writing in Small Groups* by Jennifer Serravallo  
*Teaching Reading in Small Groups* by Jennifer Serravallo  
*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo  
 Units of Study for Reading  
 Units of Study for Writing  
*Reading with Presence: Crafting mindful, evidence-based reading responses* by Marilyn Pryle  
*Teaching Interpretation using text-Based Evidence to Construct Meaning* by Sonja Cherry-Paul & Dana Johansen  
*Socratic Circles* by Matt Copeland  
*Bringing Words to Life* by Beck, McKeown, & Kucan  
*Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop* by Jeff Anderson  
*Write Like This: Teaching real-world writing through modeling & mentor texts* by Kelly Gallagher  
*Falling in Love with the Close Read* by Christopher Lehman & Kate Robers  
*A Novel Approach* by Kate Roberts  
 Conferring by Patrick Allen  
*Deeper Reading: Comprehending Challenging Texts* by

<p>literary elements have lead to these moments (7.6 // NN)</p> <ol style="list-style-type: none"> <li>8. <b>Read Aloud:</b> Readers make inferences by noting the contrasts and contradictions in characters behaviors to understand character growth (NN)</li> <li>9. Readers summarize by writing with the "somebody wanted, but so" of the text (5.18)</li> <li>10. Readers make inference about theme based on the big ideas in the text (7.13 // 7.16)</li> </ol> <p><i>Bend 2: Close Reading Nonfiction</i></p> <ol style="list-style-type: none"> <li>11. Readers ask and answer questions about text features to understand author's purpose (10.27)</li> <li>12. Readers use text features to activate their prior knowledge (goal 10)</li> <li>13. <b>Read Aloud:</b> Readers self-monitor while looking for word gaps (NN)</li> <li>14. Readers analyze structure by studying the key words and transitions of chronological order texts (8.13)</li> <li>15. Readers analyze structure by studying the key words and transitions of problem and solution texts (8.14)</li> <li>16. Readers analyze structure by studying the key words and transitions of compare and contrast texts (8.16)</li> <li>17. Readers analyze structure by studying the key words and transitions of cause and effect texts (8.15)</li> <li>18. <b>Read Aloud:</b> Readers self-monitor to distinguish the important information from just interesting information (9.11)</li> <li>19. Readers infer the main idea by adding up key details (8.11)</li> <li>20. Readers summarize nonfiction by supporting main ideas with explanations (9.16)</li> </ol> <p><i>Bend 3: Close Reading Poetry &amp; Dramas</i></p> <ol style="list-style-type: none"> <li>21. Readers consider the structure of poetry by using annotations to label connected elements.</li> <li>22. Readers make inferences about poetry by analyzing and identifying figurative language.</li> <li>23. Readers make inferences about dramas by noting stage directions and reflecting on the author's purpose.</li> <li>24. <b>Read Aloud:</b> readers study dialogue in dramas to make inferences about character</li> </ol>	<p>Kelly Gallagher  <i>Strategic Spelling: Moving beyond memorization in the middle grades</i> by Jonathan Wheatly  <i>Word Journeys</i> by Kathy Ganske  <i>The Megabook of Fluency</i> by Rasinski &amp; Smith  <i>Micro Mentor Texts</i> by Penny Kittle  <i>When Kids Can't Read: What Teachers Can Do</i> by Kylene Beers  <i>Nonfiction Craft Lessons: Teaching Information Writing K-8</i> by Joann Portalupi and Ralph Fletcher  <i>The Big Book of Details</i> by Rozlyn Linder  <a href="#">RMS Writing Unit Structure</a>  <a href="#">RMS Reading Unit Structure</a></p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Smartboard/document camera</li> <li>• Online resources and websites</li> <li>• Chromebooks</li> <li>• Online notebooks</li> </ul> <p><b>Mentor Texts:</b>  Teacher selected texts</p> <p><b>Instructional Read Aloud:</b></p> <p style="text-align: right;">Anthologies:</p> <p><i>The Hero Next Door</i> Olugbemisola Rhuday-Perkovich  <i>There is No Long Distance Now</i> by Naomi Shihab Nye (specifically "Are We Friends" and "Shoulders")  <i>Been There Done That</i> Mike Winchell  <i>First French Kiss and Other Traumas</i> by Adam Bagdasarian  <i>Fresh Ink</i> Lamar Giles  <i>The Circuit</i> by Francisco Jiménez</p> <p style="text-align: right;">Short Stories:</p> <p>"After Twenty Years" by O. Henry  "The 11:59" by Patricia McKissack  "From a Long Hard Journey: the story of the Pullman Porter" by Patricia McKissack  "The Portrait" by Tomas Rivera  "A Day's Wait" by Ernest Hemingway  "Mars Climate Orbiter Team Finds Likely Cause of Loss"  "The War of the Wall" by Toni Cade Bambara  "The Green Mamba" by Roald Dahl  "Button, Button" Richard Matheson</p>
--	--

<p>relationships (4.23)</p> <p>25. Readers compare and contrast a drama to its filmed version by analyzing the effects of techniques unique to each medium.</p> <p><b>Additional Honors Teaching Points:</b></p> <p><i>Bend 1</i></p> <p>2. <b>Read Aloud:</b> Readers activate their prior knowledge of fiction by surveying a text from the beginning for its key literary elements to make predictions about the text. (5.14)</p> <p>4. Readers compare and contrast the causes for different characters' actions to better understand their characters. (13.5)</p> <p>9. Readers summarize by angling their summary around a specific theme. (5.23)</p> <p><i>Bend 2</i></p> <p>14. Readers analyze structure by studying the key words and transitions of chronological order texts (8.13) and problem and solution texts. (8.14)</p> <p>15. Readers analyze structure by studying the key words and transitions of compare and contrast texts (8.16) and cause and effect texts. (8.15)</p> <p>16. Readers consider text structure by drawing connections between the organization of the text and the author's point of view.</p> <p>17. Readers consider text structure by drawing connections between the organization of the text and the author's overall argument and purpose.</p> <p>18. <b>Read Aloud:</b> Readers self-monitor to distinguish the important information from just interesting in order to write objective summaries of informational text. (9.11)</p> <p><i>Bend 3</i></p> <p>22. Readers ask and answer questions about poetry by analyzing and identifying figurative language and its impact on the text.</p> <p>25. Readers compare and contrast a drama to its filmed version by looking for what is absent and emphasized in each work.</p> <p><b>Writing:</b>  <b>Writing a Reading Response Teaching Points</b></p> <p><i>Piece 1: The Reading Response Paragraph</i></p> <p>1. Writers generate ideas for writing by analyzing literary analysis prompts to uncover the secret</p>	<p>A Retrieved Reformation” by O. Henry          “Charles” by Shirley Jackson          “Amigo Brothers” by Piri Thomas          “Legend of Sleepy Hollow” by Washington Irving          “Ransom of Red Chief” by O. Henry          “The Lottery” by Shirley Jackson          “Home”          “Seventh Grade”          commonlit.org          Scholastic Scope</p> <p style="text-align: center;">Drama:</p> <p><i>A Defenseless Creature</i> by Neil Simon  <i>A Christmas Carol : Scrooge and Marley</i> by Israel Horovitz  <i>Let Me Hear You Whisper</i> by Paul Zindel  <i>The Monsters are Due on Maple Street</i> by Rod Serling          Scholastic SCOPE</p> <p style="text-align: center;">Informational:</p> <p>Scholastic Scope          Scholastic Action          Biography.com          NationalGeographic.com          History.com          Npr.com          Youtube.com          Newsela          Jr. Scholastic          CNNkids.com          commonlit.org</p> <p><b>Writing Mentor Texts</b></p> <ul style="list-style-type: none"> <li>● <i>Breakfast on Mars and 37 other Delectable Essays</i> Rebecca Stern</li> <li>● Teacher created examples</li> <li>● Past student examples</li> </ul> <p><b>Possible Independent Texts:</b></p> <p style="text-align: center;">Fiction:</p> <p><i>Secrets of my Hollywood Life</i> Jen Calonita  <i>Scat</i> Carl Hiassen  <i>Wednesday Wars</i> Gary D Schmidt  <i>Rules</i>  <i>Define Normal</i> Julie Ann Peters  <i>Peak</i> Roland Smith  <i>Tiger Eyes</i> Judy Blume  <i>Skinny</i> Donna Cooner  <i>Heat</i> Mike Lupicia  <i>The Crossover</i> Kwame Alexander</p>
--	--

<p>questions so they know what information to draw from their notes</p> <ol style="list-style-type: none"> <li>2. Writers draft a clear literary analysis thesis that addresses the purpose and goals for the argument</li> <li>3. Writers draft by providing meaningful context and summary so that their evidence can be understood without retelling the entire text.</li> <li>4. Writers revise draft by elaborating on explaining how their evidence led them to their thesis.</li> <li>5. Writers edit using a checklist to be sure that all aspects of the prompt were addressed in their writing. .</li> <li>6. Writers revise to include simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>7. Writers revise by using commas to separate coordinate adjectives.</li> </ol> <p><i>Piece 2:</i></p> <ol style="list-style-type: none"> <li>8. Writers choose and develop their ideas by weighing their evidence.</li> <li>9. Writers draft by paying attention to how they introduce their quotes with transitions and background information.</li> <li>10. Writers draft by paying attention to how they elaborate by putting the quote ""in other words"" (Big book of Details) 169)</li> <li>11. Writers edit their piece by making sure their evidence is following MLA expectations.</li> <li>12. Writers revise by using punctuation (commas, parenthesis, dashes) to set off nonrestrictive and parenthetical elements.</li> <li>13. Writers peer review by expressing to each other when things do not make sense (10.7)</li> </ol> <p><b>Additional Honors Writing Teaching Points:</b></p> <p><i>Piece 1:</i></p> <ol style="list-style-type: none"> <li>4. Writers draft by using ""If...then"" statements to craft explanations that go beyond the evidence to substantiate the thesis statement. (BoBD 102)</li> <li>5. Writers revise by reading the work of others skeptically to evaluate the strength of the line of argument .</li> </ol>	<p><i>Black Brother, Black Brother</i> Jewell Parker Rhodes  <i>Small Steps</i> Louis Sachaar  <i>Blended</i> Sharon Draper  <i>Clean Getaway</i> Nic Stone  <i>Fever</i>  <i>My Brother Sam is Dead</i>  <i>Otto of The Silver Hand</i> Howard Pyle                  Drama  <i>Monster</i> Walter Dean Meyers  <i>Our Town</i> Thornton Wilder  <i>The Miracle Worker</i> William Gibson                  Nonfiction:  <i>Genetics from DNA to Designer Dogs</i> Kathleen Simpson</p> <p><b>Honors:</b>  <i>Swallowing Stones</i> Joyce McDonald  <i>Suspect Red</i> L.M. Elliot  <i>Sparrow</i> Sarah Moon  <i>I am the Cheese</i> Robert Cormier  <i>Okay For Now</i> Gary D Schmidt  <i>Twelve Angry Men</i> Reginald Rose  <i>Dead Wednesday</i> by Jerry Spinelli</p> <p><b>Assessment:</b>  <b>Reading Formative:</b></p> <ul style="list-style-type: none"> <li>● Pre-assessment for literary analysis writing</li> <li>● Student/teacher conferences</li> <li>● Writing samples</li> <li>● Writer's notebooks</li> <li>● Student Performance Checklists</li> <li>● Student self-reflection</li> <li>● Learning Progressions</li> </ul> <p><b>Reading Summative:</b></p> <ul style="list-style-type: none"> <li>● Open ended response</li> <li>● Student writing portfolios</li> <li>● Student presentations</li> <li>● Standards Based Writing Rubrics</li> <li>● Writing Pathways Performance Assessments</li> <li>● Rubrics</li> </ul> <p><b>Reading Alternative:</b></p> <ul style="list-style-type: none"> <li>● Graphic Organizer of plot element connections</li> </ul> <p><b>Writing Formative:</b></p> <ul style="list-style-type: none"> <li>● Student/teacher conferences</li> <li>● Writing samples</li> <li>● Writer's notebooks</li> <li>● Student Performance Checklists</li> <li>● Student self-reflection</li> <li>● Learning Progressions</li> </ul>
--	--

<p><i>Piece 2:</i> 9. Writers choose and develop their ideas by weighing their evidence and determining which evidence would be most impactful. 10. Writers draft by implementing varied transitions and background information before quotes to highlight the relationship between ideas.</p> <p><b>Word Study:</b> Unit 1</p>	<p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Reader Response Assessment</li> <li>• Standards Based Writing Rubrics</li> <li>• Writing Pathways Performance Assessments</li> <li>• Rubrics</li> <li>• Reading Diagnostic</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Debate</li> </ul> <p><b>Benchmark:</b> Running Record Assessment for any student not on benchmark from the end of the year in 6<sup>th</sup> grade.</p> <ul style="list-style-type: none"> <li>• Reading Rate (150 wpm is benchmark for 7<sup>th</sup> grade)</li> <li>• Comprehension</li> <li>• Fluency</li> </ul>
---	--

**Interdisciplinary Connections**

Visual and Performing Arts: 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose. **Activity: Utilizing a variety of music to create awareness of mood connected to a novel. Compare and contrast auditory versus language that creates mood.**

Social Studies: 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted. **Activity: Students will track how the technological advancements of the time period connect to the events that take place in the novel.**

**Career Readiness, Life Literacies, and Key Skills**

Career Readiness, Life Literacies, and Key Skills Practices: CRPI: Act as a responsible and contributing community member and employee. **Activity: Students will discuss how to appropriately have discussions in person and online.**

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. **Activity: Through research and informational texts identify careers related to measuring human activity on the environment or creating laws that impact social and environmental issues.**

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. **Activity: Students will complete an author study to evaluate what is accessible and free to access from that author.**

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication. **Activity: Create a venn diagram weighing an author’s overt messages and subtle ones in a complex text.**

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. **Activity: Students will participate in a jigsaw using informational text to solve an open-ended question.**

**Computer Science & Design Thinking**

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable

for a specific purpose. **Activity:** Students create digital character tracking and note and notices to keep track of their reading progress.

**Unit 2:**

Argument Writing: Literary Analysis & Building a Community of Readers Through Book Clubs

**Enduring Understandings**

**Writing:**

As writers, students analyze and develop arguments regarding the craft of other writers.

**Reading:**

Readers analyze elements of fiction (plot, characters, dialogue, setting) in a collaborative setting.

Readers demonstrate how collaborative discussion enhances the analysis of texts and their elements.

**Goals**

**Writing:**

**W.AW.7.1.** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

**W.WP.7.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

**W.RW.7.7.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**RL.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

**RL.CI.7.2.** Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RL.IT.7.3.** Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision

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

**L.KL.7.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**Additional Writing Honors Goals:**

**W.AW.8.1.** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or

- opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

**W.WP.8.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

### Reading:

**RL.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

**RL.CI.7.2.** Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RL.IT.7.3.** Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**RL.TS.7.4.** Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**RL.PP.7.5.** Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

**RL.MF.7.6.** Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**RL.CT.7.8.** Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

**L.VI.7.4.** 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. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

**SL.PE.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.

### Additional Reading Honors Goals:

**RL.CR.8.1.** Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text

**RL.CI.8.2.** Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RL.IT.8.3.** Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

**RL.MF.8.6.** Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work.

**Writing:**  
**Literary Analysis**  
**Teaching Points:**

**Mid-Point Interruptions:**

- Varying word choice in thesis / topic sentences / conclusions
- Varying transition word choice
- Finding fragments / what makes a complete sentence review

*Piece 1: Drafting a lit analysis essay about character: Using the best evidence*

1. Writers use inquiry to establish the structure of a literary analysis piece while pulling apart the prompt.
2. Writers generate and collect ideas for literary analysis by looking across their readers notebook to find evidence of character that supports a claim.
3. Writers select an idea and rehearse their thoughts with attention to the connection between evidence and claim.
4. Writers draft strong paragraphs by explaining how their evidence proves the claim.
5. Writers revise for structure by including topic sentences that thoroughly summarize the point of the paragraph.
6. Writers revise literary essays by re-evaluating the evidence selected and its connection to the claim.
7. Writers work with partners to ensure their writing is clear and organized for their audience with proper formatting of titles and quotations.
8. Writers edit to correct run-on sentences and fragments

*Piece 2: Drafting a lit analysis essay about conflict: Strong openings and closings*

9. Writers select a new idea and plan for literary analysis by identifying conflicts and thinking about how they contribute to the theme.
10. Writers plan for literary analysis looking across their readers' notebook to find conflict development for their claim.
11. Writers draft introductions to include a brief summary of the text, introduce position, and orient readers to the overall line of argument.

**Core Materials:**

*The Reading Strategies Book 2.0* by Jennifer Serravallo  
*The Writing Strategies Book* by Jennifer Serravallo  
*Notice and Note Strategies for Close Reading* by Kyleene Beers and Bob Probst  
*Reading Nonfiction*  
*Notice & Note Stances, Signposts, and Strategies* by Kyleene Beers and Bob Probst

**Supporting Materials and Teacher Resources:**

Leveled Bookroom  
 Classroom Libraries  
*A Teacher’s Guide to Reading Conferences* by Jennifer Serravallo  
*Teaching Writing in Small Groups* by Jennifer Serravallo  
*Teaching Reading in Small Groups* by Jennifer Serravallo  
 Units of Study for Reading  
 Units of Study for Writing  
*Reading with Presence: Crafting mindful, evidence-based reading responses* by Marilyn Pryle  
*Teaching Interpretation using text-Based Evidence to Construct Meaning* by Sonja Cherry-Paul & Dana Johansen  
*Socratic Circles* by Matt Copeland  
*Bringing Words to Life* by Beck, McKeown, & Kucan  
*Mechanically Inclined: Building grammar, usage, and style into Writer’s*

12. Writers draft conclusions to include the impact of reading the text.
13. Writers draft with attention to the fact that their evidence should build in a logical way.
14. Writers revise strong paragraphs by using transitions to clearly connect ideas.
15. Writers edit to ensure a formal tone.
16. Writers edit to combine sentences using semicolons (9.32)

**Piece 3: Drafting a lit analysis essay: Comparing Development of Theme across Multiple Texts**

17. Writers study mentor text to understand the structure of a compare/contrast lit analysis essay.
18. Writers plan by looking across the reader's notebook for patterns and trends in each text then select an idea.
19. Writers plan by weighing the identified trends for their value and relevance.
20. Writers draft using a variety of transition words that highlight when ideas are to be compared and when they are contrasted.
21. Writers draft making sure that their explanation of evidence helps readers follow their line of argument (thesis).
22. Writers revise to be sure that the claim is maintained through body paragraphs.
23. Writers revise conclusions to not only wrap up the argument but draw conclusions about the similarities and differences in both texts.
24. Writers revise to make quotes more concise by using the ellipsis.
25. Writers revise with a focus on place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**Additional Honors Writing Teaching Points:**

**Piece 1**

5. Writers draft by using multiple pieces of evidence to support each reason and the overall claim.
6. Writers revise strong literary essays by re-evaluating the evidence selected and ensuring its connection to the claim and additional evidence.

**Piece 2**

12. Writers draft strong paragraphs by using varied transitions that clarify relationships among ideas.
13. Writers revise the conclusion to include additional insights, implications, questions, or challenges.
14. Writers revise introductions by providing context, introducing a focus/main idea, and oriented readers to the overall structure of the text.
15. Writers edit to ensure a formal tone and sophisticated use of literary

*Workshop* by Jeff Anderson  
*Write Like This: Teaching real-world writing through modeling & mentor texts* by Kelly Gallagher  
*Falling in Love with the Close Read* by Christopher Lehman & Kate Robers  
*A Novel Approach* by Kate Roberts  
*Conferring* by Patrick Allen  
*Deeper Reading: Comprehending Challenging Texts* by Kelly Gallagher  
*Strategic Spelling: Moving beyond memorization in the middle grades* by Jonathan Wheatly  
*Word Journeys* by Kathy Ganske  
*The Megabook of Fluency* by Rasinski & Smith  
*Micro Mentor Texts* by Penny Kittle  
*When Kids Can't Read: What Teachers Can Do* by Kylee Beers  
*Nonfiction Craft Lessons: Teaching Information Writing K-8* by Joann Portalupi and Ralph Fletcher  
*The Big Book of Details* by Rozlyn Linder

[RMS Writing Unit Structure](#)

[RMS Reading Unit Structure](#)

**Technology:**

- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks

**Mentor Texts:**

Teacher selected texts

**Writing Mentor Texts**

- *Breakfast on Mars and 37 other Delectable Essays* Rebecca Stern
- Teacher created examples
- Past student examples

terminology.

Piece 3 \*\*For honors, differentiate by having them blend stories in one paragraph\*\*

20. Writers draft using a variety of transition words that clearly highlight the similarities and differences between each story within a paragraph.

21. Writers draft making sure that their explanation of evidence helps readers follow their line of argument (thesis) and each additional piece of evidence.

22. Writers revise by re-reading and ensuring they are answering the 'why' questions.

**Reading:  
Building a Community of Readers**

**Teaching Points:**

**Bend 1**

1. **Read Aloud:** Readers activate their prior knowledge by considering the time period and setting of the books they are reading and predicting how that time period will impact the plot (5.27).
2. Readers make inferences by considering how the setting impacts the character (5.28)
3. Readers analyze the perspective and point of the view of the novel to better understand the 'why' of the novel. (6.23)
4. Readers synthesize by looking across their notes to develop theories about who the character is and what they want. (6.19)
5. Flashback/Memory Moment: Readers make inferences by noting memory moments within texts and their relevance to character development (5.24/NN).
  - **Book Club:** Readers have discussions about texts by using Conversation Playing Boards to ensure everyone participates (12.5).
6. Readers summarize texts by making decisions about what details must be included and what can be excluded.

**Bend 2**

7. Readers activate prior knowledge by finding theme hints in the blurb and title and making predictions (7.10 & 7.14)
  - **Book Club:** Readers reflect about what went well about their book club and set goals for the next conversation (12.11).
8. Readers make inferences about characters' motivations by tracking characters' feelings across events/chapters (6.11).
9. Read Aloud: Contrasts and Contradictions: Readers make inferences by noting the contrasts and contradictions in characters behaviors and determining how characters change (6.15 / NN).

**Instructional Read Aloud:**

Anthologies

*The Hero Next Door* Olugbemisola Rhuday-Perkovich  
*There is No Long Distance Now* by Naomi Shihab Nye  
*Been There Done That* Mike Winchell  
*First French Kiss and Other Traumas* Adam Bagdasarian  
*Fresh Ink* Lamar Giles

Short Stories:

"On The Sidewalk Bleeding" Evan Hunter  
 commonlit.org

**Possible Independent Texts:**

*Secrets of my Hollywood Life* Jen Calonita  
*Scat* Carl Hiassen  
*Wednesday Wars* Gary D Schmidt  
*Rules*  
*Define Normal* Julie Ann Peters  
*Peak* Roland Smith  
*Tiger Eyes* Judy Blume  
*Skinny* Donna Cooner  
*Heat* Mike Lupicia  
*The Crossover* Kwame Alexander  
*Black Brother, Black Brother* Jewell Parker Rhodes  
*Small Steps* Louis Sacha  
*Blended* Sharon Draper  
*Clean Getaway* Nic Stone  
*Chains*  
*Fever*  
*My Brother Sam is Dead*  
*Otto of The Silver Hand* Howard Pyle

**Honors:**

*Suspect Red* L.M. Elliot  
*The Pigman* Paul Zindel  
*Sparrow* Sarah Moon  
*I am the Cheese* Robert Cormier  
  
*Okay For Now* Gary D Schmidt  
*Sword of the Rightful King* Jane Yolen  
*The Trumpeter of Krakow* Eric Kelly  
*Twelve Angry Men* Reginald Rose

<p>10. Words of the Wiser: Readers analyze how other (wiser) characters' actions and dialogue can lead to theme (7.7 / NN)</p> <ul style="list-style-type: none"> <li>• <b>Book Club:</b> Readers extend the line of thinking about a text by agreeing, disagreeing, providing support, or asking a question (12.15)</li> </ul> <p>11. Readers self-monitor by pausing in a place where characters' feelings or traits change to determine a lesson (7.4).</p> <p>12. <b>Read Aloud:</b> Readers read the last words of the text and then synthesize them by going back through their notes.</p> <p><b>Additional Honors Reading Teaching Points:</b></p> <p>8. Readers make inferences comparing and contrasting characters' motivations by tracking characters' feelings across events / chapters (6.11).</p> <p>11. Words of the Wiser: Readers analyze by identifying wise characters in the text and drawing connections between those characters and wise characters in other texts. (7.7 / NN)</p> <p>12. Readers analyze by noticing how a character responds to other characters to determine a lesson. (7.5)</p> <p>13. Readers develop theme statements avoiding cliches by saying more about the theme (7.16) .</p> <p><b>Word Study:</b> Unit 2 Review Unit 1</p>	<p><i>A Tree Grows in Brooklyn</i> Betty Smith <i>Dead Wednesday</i> by Jerry Spinelli</p> <p><b>Assessment:</b> <b>Writing Formative:</b></p> <ul style="list-style-type: none"> <li>• Pre-assessment for literary analysis writing</li> <li>• Student/teacher conferences</li> <li>• Writing samples</li> <li>• Writer's notebooks</li> <li>• Student Performance Checklists</li> <li>• Student self-reflection</li> <li>• Learning Progressions</li> </ul> <p><b>Writing Summative:</b></p> <ul style="list-style-type: none"> <li>• Published Literary Essay</li> <li>• Student writing portfolios</li> <li>• Student presentations</li> <li>• Standards Based Writing Rubrics</li> <li>• Writing Pathways Performance Assessments</li> <li>• Rubrics</li> </ul> <p><b>Writing Alternative:</b></p> <ul style="list-style-type: none"> <li>• Debate</li> <li>• Presentation</li> </ul> <p><b>Assessment:</b> <b>Reading Formative:</b> Student/teacher conferences Reader's Notebooks Reading Logs Discussions</p> <p><b>Reading Summative:</b> Fishbowl/Book Club Discussion Book Club Reflection writing</p> <p><b>Reading Alternative:</b> Book talk</p>
--	---

**Interdisciplinary Connections**

Social Studies: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. **Activity: Students will compare and contrast the social issues of our country's past to the ones our country faces today. They will track how history repeats itself and how we have learned from our mistakes.**

Visual and Performing Arts: 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events. **Activity: Discuss how visual and performing arts represent ideas and themes that were found in text or a new form because the access to the material is expanded to include all who see the media representation.**

**Career Readiness, Life Literacies, and Key Skills**

Career Readiness, Life Literacies, and Key Skills Practices: CRP1: Act as a responsible and contributing community member and employee. **Activity: Students will participate in book club book discussions. Students will discuss how to appropriately have discussions in person and online.**

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. **Activity: Complete a character study and compare and contrast characters in a group. Afterward, evaluate the skills used in the activity and discuss how they would be useful in a career setting.**

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. **Activity: Students will create a social media account for the character in their book and discuss why they shared what they shared.**

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. **Activity: students will use Google platforms to deliver information to their peers about their text analysis.**

9.4.8.TL.3: Select appropriate tools to organize and present information digitally. **Activity: Students will use Google Docs to publish a literary analysis piece. They will reflect on their font / format choices to understand how/why they presented their information the way they did.**

**Computer Science & Design Thinking**

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. **Activity: Students will research the time period a text was set. Then reflect on the trade-offs associated with technology for the characters and the author in their time period.**

**Unit 3:**

Reading: Literary Nonfiction & Information Writing: Feature Articles & Digital Media

**Enduring Understandings**

**Reading:**

Readers make inferences about text and use evidence to support inferences, discern central ideas  
 Readers analyze how text structure affects the meaning of nonfiction texts  
 Readers use literary nonfiction texts to develop their analysis skills as well as expand their knowledge of the world

**Writing:**

Writers understand their power to craft pieces with a strong focus  
 Writers understand how to shape their presentation of information for different mediums

**Goals:**

- RI.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.CI.7.2.** Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.IT.7.3.** Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories)
- RI.TS.7.4.** Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
- RI.PP.7.5.** Determine how an author conveys or develops perspective or purpose in a text through distinguishing

their position from that of others using evidence.

**RI.MF.7.6.** Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

**RI.AA.7.7.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**RI.CT.7.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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

**L.VL.7.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**Additional Honors Goals:**

**RI.CR.8.1.** Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

**RI.IT.8.3.** Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

**RI.TS.8.4.** Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

**RI.PP.8.5.** Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

**RI.CT.8.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Writing:**

**WIW.7.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

**W.WP.7.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

**W.SE.7.6.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**RI.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

**L.KL.7.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

**L.SS.7.1.** Demonstrate command of the system and structure of the English language when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.

- E. Recognize spelling conventions.

**Additional Writing Honors Goals:**

**W.IW.8.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**W.SE.8.6.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation"

**Reading Teaching Points:**

**Mid-Lesson Teaching Points**

- Looking at headings and chapter titles
- Outline as a form of notetaking
- Frame reading with a question (9.12)
- Be willing to revise your thinking as you read
- Self-monitor by recognizing parts of the text that are not understood looking inside and outside the text for help (UoS 13)

**Core Materials:**

*The Reading Strategies Book 2.0* by Jennifer Serravallo  
*The Writing Strategies Book* by Jennifer Serravallo  
*Notice and Note Strategies for Close Reading* by Kylene Beers and Bob Probst  
*Reading Nonfiction*

*Bend 1: Text structure as a lens for main idea*

1. Readers activate prior knowledge by using the blurb to do preliminary research before reading (5.10).
2. **Read Aloud:** Readers self-monitor when reading literary nonfiction by recognizing the elements that use narrative schema and the elements that use information schema. (UoS 4)
3. Readers self-monitor by using a note taking strategy that indicates the structure of the text and the relationship of information (13.4 & UoS 10)
4. Readers implement note taking systems given by tracking the developments of multiple ideas. (UoS 3)
5. **Read Aloud:** Readers analyze structure by noticing shifting text structures within a chapter of literary nonfiction (8.17)
6. Readers analyze the structure of the text and information they are learning by creating categories of information within the topic (9.14)(UoS 1)
7. Readers analyze a text to locate multiple central ideas within key sections by rereading and asking ‘What else does this imply?’ ‘What other ideas does this part suggest?’. (UoS 2)
8. Recognizing Complex Causes and Effects: Readers ask and answer questions by recognizing complex causes and effects (8.15 & UoS 9)
9. Readers summarize a text to identify the main idea by recognizing the patterns within multiple sections main ideas (8.12)

*Bend 2: Inferences about Authors*

10. **Read Aloud:** Readers analyze descriptive passages closely to learn about embedded ideas, themes, and issues and activate background knowledge on the new topic. (UoS 8)
11. Readers make inferences about the author's arguments or bias by noticing extreme or absolute language. (NN, 19)
12. Readers self-monitor by identifying word gaps and strategizing on how to address them by using synonyms/antonyms, and connotation/denotation. (NN)
13. Readers make inferences about the author's claims by considering why they quote the sources that they do. (NN)
14. Readers determine the importance of information by analyzing how the author develops an idea or topic with details (9.17)
15. Readers summarize the author's arguments by analyzing the details that an author uses and deciding if they are relevant/substantiate the main idea. (9.17)
16. Readers synthesize text by considering how text features and text connect.
17. Readers make inferences about the goals of the text by looking back across the text for big ideas and themes of the text.

*Bend 3: Comparing and Contrasting Texts to Build Knowledge*

18. **Read Aloud:** Readers ask and answer questions by building knowledge with a paired text. (9.9)
19. Readers compare and contrast paired texts to find information

*Notice & Note Stances, Signposts, and Strategies* by Kyleene Beers and Bob Probst

**Supporting Materials and Teacher Resources:**

Leveled Bookroom  
 Classroom Libraries  
*Teaching Writing in Small Groups* by Jennifer Serravallo  
*Teaching Reading in Small Groups* by Jennifer Serravallo  
 Units of Study for Reading  
 Units of Study for Writing  
*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo  
*Reading with Presence: Crafting mindful, evidence-based reading responses* by Marilyn Pryle  
*Teaching Interpretation using text-Based Evidence to Construct Meaning* by Sonja Cherry-Paul & Dana Johansen  
*Socratic Circles* by Matt Copeland  
*Bringing Words to Life* by Beck, McKeown, & Kucan  
*Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop* by Jeff Anderson  
*Write Like This: Teaching real-world writing through modeling & mentor texts* by Kelly Gallagher  
*Falling in Love with the Close Read* by Christopher Lehman & Kate Robers  
*A Novel Approach* by Kate Roberts  
*Conferring* by Patrick Allen  
*Deeper Reading: Comprehending Challenging Texts* by Kelly Gallagher  
*Strategic Spelling: Moving beyond memorization in the middle grades* by Jonathan Wheatly  
*Word Journeys* by Kathy Ganske  
*The Megabook of Fluency* by Rasinski & Smith  
*Micro Mentor Texts* by Penny Kittle

that matches up and doesn't and ask and answer questions about why that might be

20. Readers orally present findings and ideas regarding a paired text by comparing and contrasting the main idea of both texts.
21. Readers self-monitor by comparing previous thinking to present thinking.
22. Readers make inferences by taking their changes in thinking and identifying the cause of this change.
23. Readers make inferences about the author's purpose by comparing and contrasting the language an author uses.
24. Readers make inferences about the author's purpose by comparing and contrasting the central ideas presented by both authors.
25. Readers summarize learning from a text set by including explanations (9.16)

**Additional Honors Teaching Points:**

*Bend 1*

3. Readers make inferences about structure by noticing shifting text structures within a chapter of literary nonfiction in order to draw conclusions about author's purpose (8.17)

*Bend 2*

15. Readers analyze passages and sections of text by theorizing about how the author developed an idea with details (9.17)
16. Readers analyze the structure of text by comparing and contrasting the images that are presented in a section for insights about how images/images reflect knowledge (10.26)
17. Readers self-monitor by identifying when something is a contradiction with either herself or what the author already said and determine what is true through additional research or reflection (9.15)

*Bend 3*

21. Readers synthesize information by comparing and combining main ideas across texts to form their own claims about the topic (8.20)
23. Readers analyze the author's perspective and potential bias by taking their changes in thinking and identifying the cause of this change.

**Writing Teaching Points:**

*Piece 1:*

1. Writers investigate and ask questions about feature articles and digital media and review the text structures that are used.
2. Writers generate ideas by identifying and organizing writing by subtopic based on research and previous knowledge.
3. Writers rehearse ideas to brainstorm what topics they can write about for their feature article and plan by considering their purpose and goals.
4. Writers draft by writing with attention to the text structure that best supports their seed idea. (Chronological, Problem/Solution, Cause/Effect and, Compare/Contrast)

*When Kids Can't Read: What Teachers Can Do* by Kyleene Beers  
*Nonfiction Craft Lessons: Teaching Information Writing K-8* by Joann Portalupi and Ralph Fletcher  
*The Big Book of Details* by Rozlyn Linder

[RMS Writing Unit Structure](#)

[RMS Reading Unit Structure](#)

**Technology:**

- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks

**Mentor Texts:**

Teacher selected texts

**Instructional Read Aloud:**

*Hidden Figures*  
*Oh Rats! The Story of Rats and People* Albert Marrin  
*Witches: The Absolutely True Tale of Disaster in Salem* Rosalyn Schanzer  
*Truce: The Day the Soldiers Stopped Fighting* Jim Murphy  
*Trapped!* Marc Aronson  
*Buried Alive! How 33 Miners Survived for 69 Days Deep Under the Chilean Desert* Elaine Scott  
*Trapped* ODYSSEY Magazine, September 2011 Issue  
*An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793* Jim Murphy  
*The Giant and How He Humbugged America* Jim Murphy  
*Born to Fly* Steve Shienkin

**Possible Independent Texts:**

*Shipwreck at the Bottom of the World* Jim Murphy (Level Y)

5. Writers draft with attention to how the subject of their writing is being described. (Nonfiction Craft Lessons pg. 89)
6. Writers revise for transitions by noting the relationships between ideas and selecting transitions that reflect that relationship.
7. Writers revise for vocabulary and language including domain specific vocabulary.

*Blizzard! The Storm that Changed America* Jim Murphy (Level Y)  
*Courage Has No Color*  
*Disasters: Natural & Man-Made* Brenda Guiberson  
*12 Incredible Facts about the Dropping of the Atomic Bombs*  
*Genetics: Breaking the Code of Your DNA*  
*Titanic*  
*Titanic Sinks!*  
*Understanding Viruses with Max Axiom, super Scientist*  
 Scholastic Scope  
 Scholastic Action  
 Biography.com  
 NationalGeographic.com  
 History.com  
 Npr.com  
 Youtube.com  
 Newsela  
 Jr. Scholastic,  
 Scholastic Scope  
 CNNkids.com

*Piece 2:*

8. Writers choose and develop their ideas for writing by crafting a short draft to help them weigh out better options. (4.17)
9. Writers draft with attention to elaborating on their topic and know this can be done by completing research. (6.22)
10. Writers revise to include text features by considering what would be meaningful for their audience.
11. Writers revise to create an engaging introduction by including an anecdote, shocking statement, or statistic. (6.41)
12. Writers edit for modified and dangling modifiers by annotating modifiers and what they modify.
13. Writers publish and share their writing by completing a gallery walk with feedback.

**Additional Honors Writing Teaching Points:**

*Piece 1*

1. Writers generate ideas by studying mentor texts to chart how feature articles blend text structures with digital elements . (Chronological, Problem/Solution, Cause/Effect and, Compare/Contrast) (review from reading unit 1. 8.13)
3. Writers rehearse ideas to brainstorm what topics they can write about for their feature article and plan by reflecting on the impact that various topics could make on the audience.

*Piece 2*

8. Writers rehearse ideas and make a plan for writing by determining and outlining using the most effective text-structure for their purpose.
9. Writers draft with attention to elaboration by weaving a variety of types of research into their writing (stats, descriptions, definitions) etc.
10. Writers revise to create text features that highlight the text structure they have already written in.

**Word Study:**

Unit 3  
 Review Unit 1-2

**Honors:**

*Black Potatoes* Susan Campbell Bartoletti  
*Members Only: Secret Societies, Sects, and Cults-Exposed* Julie Tibbott  
*The Finest Hours* Michael J. Tougias and Casey Sherman  
*Behind Enemy Lines: A Young Pilot's Story* H. R. Demallie

**Writing Mentor Texts:**

[7 examples of engaging feature stories](#)

[Science News Explores](#)

Scholastic Action  
 Biography.com  
 NationalGeographic.com  
 History.com  
 Npr.com  
 Youtube.com  
 Newsela  
 Jr. Scholastic,  
 Scholastic Scope

	<p>CNNkids.com</p> <p><b>Assessment:</b></p> <p><b>Reading Formative</b></p> <ul style="list-style-type: none"> <li>● Student/teacher conferences</li> <li>● Reader’s Notebooks</li> <li>● Reading Logs</li> <li>● Discussions</li> </ul> <p><b>Reading Summative</b></p> <ul style="list-style-type: none"> <li>● Open-ended response</li> <li>● Reading Diagnostic</li> </ul> <p><b>Reading Alternative</b></p> <ul style="list-style-type: none"> <li>● Pamphlet / Brochure</li> </ul> <p><b>Writing Formative:</b></p> <ul style="list-style-type: none"> <li>● Pre-assessment for Informational writing</li> <li>● Student/teacher conferences</li> <li>● Writing samples</li> <li>● Writer’s notebooks</li> <li>● Student Performance Checklists</li> <li>● Student self-reflection</li> <li>● Learning Progressions</li> </ul> <p><b>Writing Summative:</b></p> <ul style="list-style-type: none"> <li>● Student writing portfolios</li> <li>● Student presentations</li> <li>● Standards Based Writing Rubrics</li> <li>● Writing Pathways Performance Assessments</li> <li>● Rubrics</li> <li>● Feature Article</li> <li>● Student created website - Google Sites</li> <li>● Standards Based Writing Rubrics</li> <li>● Writing Pathways Performance Assessments</li> <li>● Rubrics</li> </ul> <p><b>Writing Alternative:</b></p> <ul style="list-style-type: none"> <li>● Informational Essay</li> </ul> <p><b>Benchmark:</b> Informational Writing</p>
--	---

**Interdisciplinary Connections**

Social Studies: 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. **Activity: Students will read a variety of nonfiction texts. Texts focused on the Civil War, the events**

that led to it, and the events that followed will be one of the options.

Science: MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. **Activity: Students will read a variety of materials and use multiple principles and models to analyze text structures and features to identify the main idea and related theories.**

**Career Readiness, Life Literacies, and Key Skills**

Career Readiness, Life Literacies, and Key Skills Practices: CRP5: Utilize critical thinking to make sense of problems and persevere in solving them. **Activity: Students will choose a topic to research, develop a researchable question, find the answers to that question and teach the reader what they have learned through a written report.**

9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement **Activity Students create and present a multimedia project (e.g., slideshow, video, infographic) that educates their peers about the impact of online behavior on employment and advancement opportunities.**

9.4.8.DC.1: Analyze the resource citations in online materials for proper use. **Activity: Students participate in a scavenger hunt to find and evaluate citations in a variety of online resources.**

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. **Activity: Students will learn to use NoodleTools as a method to organize and synthesize researched information.**

9.4.8.TL.3: Select appropriate tools to organize and present information digitally. **Activity: Students will complete a scavenger hunt of each other’s text features in their published feature article to explain what works and what does not.**

**Computer Science & Design Thinking**

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. **Activity: Students will use a checklist to evaluate the design and accessibility of a feature article and other digital media. Then, they will make lists of who this article will work for and who would need more support.**

**Unit 4:**

The Art of Argument: Research-Based Essays & Reading Mysteries in Book Clubs

**Enduring Understandings**

**Writing:**

Writers demonstrate the need for a variety of evidence to substantiate claims  
Students, as researchers, demonstrate responsible 21st century research skills

**Reading:**

Use close reading strategies to gather information about characters, setting, and clues to make inferences about a mystery and its solution

**Goals**

**W.AW.7.1.** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an

understanding of the topic or text, using credible sources.

- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

**W.WP.7.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

**W.SE.7.6.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

**W.RW.7.7.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

**RI.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

**RI.MF.7.6.** Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

**RI.AA.7.7.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**L.SS.7.1.** Demonstrate command of the system and structure of the English language 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.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

**Additional Writing Honors Goals:**

**W.AW.8.1.** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

**W.WP.8.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

**W.WR.8.5.** Conduct short research projects to answer a question (including a self-generated question), drawing on

several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**Reading:**

- L.VI.7.4.** 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. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
  - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

**RL.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

**RL.IT.7.3.** Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**RL.TS.7.4.** Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**RL.PP.7.5.** Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

**SL.PE.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.

**Additional Reading Honors Goals:**

**RL.CR.8.1.** Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

**RL.IT.8.3.** Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

**RL.PP.8.5.** Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Writing Teaching Points:**

**Mid-Lesson Teaching Points:**

- Domain Specific Vocabulary
- Transitions within and across paragraphs
- Opening and Closings

*Piece 1: Structuring and Organizing a Logical Argument*

1. Writers generate ideas by studying mentor texts and the author's use of claim, evidence and organizational structure.

**Core Materials:**

*The Reading Strategies Book 2.0* by Jennifer Serravallo  
*The Writing Strategies Book* by Jennifer Serravallo  
*Notice and Note Strategies for Close Reading* by Kyleene Beers and Bob Probst  
*Reading Nonfiction*  
*Notice & Note Stances, Signposts, and Strategies* by Kyleene Beers and Bob Probst

**Supporting Materials and Teacher Resources:**

2. Writers choose ideas and further develop them by researching facts to form a claim (UoS 1).
3. Writers rehearse ideas and make a plan for writing in order to organize the reasons and evidence logically.
4. Writers draft essays with careful attention to logically pairing and ordering evidence and reasons (UoS 3).
5. Writers revise essays to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence
6. Writers revise essays by ensuring that paragraphs are aligned with their topic sentences.
7. Writers edit essays by using MLA format to cite evidence.

*Piece 2: Analyzing Evidence*

8. Writers generate ideas and study mentor texts for how evidence and research plays a role in the introduction and conclusion of an argument
9. Writers choose ideas and further develop them by identifying credible sources and selecting the most relevant evidence.
10. Writers rehearse and make a plan for writing by researching and weighing the most convincing evidence.
11. Writers draft arguments with careful attention to balancing evidence and explanations.
12. Writers draft arguments by including the defense of their thesis as a part of elaborating and explaining.
13. Writers revise by varying the way they introduce information and facts with background information.
14. Writers revise by supporting their evidence from a variety of sources to be sure that their argument is supported.
15. Writers revise arguments to include domain specific vocabulary.
16. Writers edit to include simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

*Piece 3: Persuasive Techniques*

17. Writers generate ideas by studying mentor texts and the author's use of persuasive techniques (ethos, pathos, and logos).
18. Writers choose ideas and further develop them by paying attention to style, approach, and form.
19. Writers rehearse and make a plan for writing by identifying their audience and purpose for the argument.
20. Writers draft arguments that elaborate on the line of

Leveled Bookroom  
 Classroom Libraries  
*Teaching Writing in Small Groups* by Jennifer Serravallo  
*Teaching Reading in Small Groups* by Jennifer Serravallo  
*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo  
 Units of Study for Reading  
 Units of Study for Writing  
*Reading with Presence: Crafting mindful, evidence-based reading responses* by Marilyn Pryle  
*Teaching Interpretation using text-Based Evidence to Construct Meaning* by Sonja Cherry-Paul & Dana Johansen  
*Socratic Circles* by Matt Copeland  
*Bringing Words to Life* by Beck, McKeown, & Kucan  
*Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop* by Jeff Anderson  
*Write Like This: Teaching real-world writing through modeling & mentor texts* by Kelly Gallagher  
*Falling in Love with the Close Read* by Christopher Lehman & Kate Robers  
*A Novel Approach* by Kate Roberts  
*Conferring* by Patrick Allen  
*Deeper Reading: Comprehending Challenging Texts* by Kelly Gallagher  
*Strategic Spelling: Moving beyond memorization in the middle grades* by Jonathan Wheatly  
*Word Journeys* by Kathy Ganske  
*The Megabook of Fluency* by Rasinski & Smith  
*Micro Mentor Texts* by Penny Kittle  
*When Kids Can't Read: What Teachers Can Do* by Kylee Beers  
*Nonfiction Craft Lessons: Teaching Information Writing K-8* by Joann Portalupi and Ralph Fletcher  
*The Big Book of Details* by Rozlyn Linder  
[RMS Writing Unit Structure](#)  
[RMS Reading Unit Structure](#)

**Technology:**

- Google Classroom
- Smartboard/document camera

<p>argument by paying careful attention to persuasive techniques (ethos, pathos, and logos) (UoS 11).</p> <p>21. Writers draft arguments with strong openings by introducing claim(s) about a topic or issue, acknowledging alternate or opposing claims, and organizing the reasons and evidence logically.</p> <p>22. Writers draft arguments with strong closings by providing a concluding statement or section that follows from and supports the argument presented.</p> <p>23. Writers revise arguments to include personal anecdotes and other persuasive techniques to convince readers.</p> <p>24. Writers revise arguments to match tone with audience, purpose, and form (UoS 12).</p> <p>25. Writers edit to use the correct relative pronoun (who, whom, whose, which, and that).</p> <p><b>Additional Honors Teaching Points:</b>  <i>Piece 1</i>                  2. Writers choose ideas and further develop them by creating research questions so that they can fully explore a topic.</p> <p><i>Piece 2</i>                  8. Writers generate ideas by studying mentor texts and the author's use of persuasive techniques such as counterclaim as a way writers establish reliability.                  10. Writers rehearse and make a plan for writing by weighing the most convincing evidence to align the research with reasons and a claim.                  15. Writers revise by addressing and dismissing a counterclaim to prove the strength of their claim.</p> <p><i>Piece 3</i>                  18. Writers rehearse and make a plan for writing by selecting vocabulary and a structure for writing that is indicative of their audience and purpose.                  19. Writers draft essays with careful attention to persuasive techniques such as acknowledging and distinguishing the claim(s) from alternate or opposing claims.                  22. Writers draft essays with strong closings by providing a concluding statement or section that follows from and supports the argument presented as well as highlights the importance of the argument and calls the audience to action.</p> <p><b>Reading Teaching Points:</b>                  Bend 1</p>	<ul style="list-style-type: none"> <li>● Online resources and websites</li> <li>● Chromebooks</li> <li>● Online notebooks</li> </ul> <p><b>Mentor Texts:</b>                  Teacher selected texts</p> <p><b>Writing Mentor Texts:</b>                  Past student essays</p> <p style="text-align: right;">Articles</p> <p>Recess and Suspension Articles                  Scholastic Scope                  Scholastic Action                  Biography.com                  NationalGeographic.com                  History.com                  Npr.com                  Youtube.com                  Newsela                  Jr. Scholastic                  CNNkids.com                  Commonlit.org</p> <p><b>Instructional Read Aloud:</b></p> <p style="text-align: right;">Short Stories:</p> <p>"The Adventure of the Speckled Band" Arthur Conan Doyle                  "The Red-Headed League" Arthur Conan Doyle                  "The Blue Carbuncle" Arthur Conan Doyle                  "Copper Beeches" by Arthur Conan Doyle                  "Lamb to the Slaughter" by Roald Dahl                  "The Case of the Sticky Brush"                  "The Angry Chef"                  "Button, Button" Richard Matheson                  "The Lottery" Shirley Jackson</p> <p style="text-align: right;">Poetry Resources:</p> <p>"Ten Little Indians"                  "The Raven" by Edgar Allan Poe                  "Annabel Lee" by Edgar Allan Poe</p> <p><b>Possible Independent Texts:</b>  <i>The Body in the Woods</i> April Henry  <i>Hold Fast</i> Blue Balliet  <i>The Westing Game</i> Ellen Raskin  <i>The Dead Man in Indian Creek</i> by Mary Downing Hahn  <i>Chasing Vermeer</i> Blue Balliett                  SCAT Carl Hiassen</p>
--	--

<ol style="list-style-type: none"> <li>1. Readers activate their prior knowledge by considering the mystery genre and vocabulary associated with that genre. (5.13 and 2.21)</li> <li>2. <b>Read Aloud:</b> Readers analyze character relationships by citing evidence in character webs.</li> <li>3. Readers make predictions by using close reading strategies to identify character behavior/setting details that may point to larger issues in the text.             <ul style="list-style-type: none"> <li>- <b>Book Club:</b> Readers ask questions of their group mates by focusing on the suspenseful moments in the text.</li> </ul> </li> <li>4. Readers make predictions by analyzing tough questions that characters ask. (NN)</li> <li>5. Readers make inferences using the order clues are identified in the text. (13.2)</li> <li>6. Readers analyze and collect evidence for resolution and guilt by identifying patterns within characters' thoughts, actions, and dialogue repeats. (6.10 / NN)</li> </ol> <p>Bend 2</p> <ol style="list-style-type: none"> <li>7. <b>Read Aloud:</b> Readers make inferences and predictions by explaining how the setting impacts the mood (5.6)</li> <li>8. Readers make inferences about the plot by tracking setting changes. (5.27).</li> <li>9. Readers analyze what characters say in dialogue by comparing and contrasting character traits and relationships to what is said. (6.18 and 6.19).</li> <li>10. <b>Read Aloud:</b> Readers pay close attention to what the crime solver does, sees, thinks and says when they search for clues to solve a mystery (6.15).</li> <li>11. Readers analyze how character relationships can change as the plot changes (6.22).</li> <li>12. Readers compare the crime solver from one text to another to look for similarities in the archetype.</li> <li>13. Readers deduce a solution to a mystery by considering clues, setting, and plot (6.21).             <ul style="list-style-type: none"> <li>• <b>Book Clubs:</b> Readers orally acknowledge group members ideas and make note of how their evidence and ideas change during discussion.</li> </ul> </li> </ol> <p><b>Additional Honors Teaching Points:</b></p> <p>Bend 1:</p> <ol style="list-style-type: none"> <li>2. <b>Read Aloud:</b> Readers analyze characters by identifying archetypes within the mystery genre as a way to understand character's journeys and relationships (6.24)</li> <li>6. Readers make inferences by using the different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).</li> </ol>	<p><i>Mysterious Benedict Society</i> Trenton Lee Stewart  <i>London Eye Mystery</i> Siobhan Dowd</p> <p><b>Honors:</b>  <i>Moon Over Manifest</i> Clare Vanderpool  <i>In the Shadow of the Blackbirds</i> Cat Winters  <i>And Then There Were None</i> Agatha Christie  <i>Murder on Orient Express</i> Agatha Christie</p> <p><b>Assessment:</b>  <b>Writing Formative:</b></p> <ul style="list-style-type: none"> <li>• Pre-assessment for Argument writing</li> <li>• Student/teacher conferences</li> <li>• Writing samples</li> <li>• Writer's notebooks</li> <li>• Student Performance Checklists</li> <li>• Student self-reflection</li> <li>• Learning Progressions</li> </ul> <p><b>Writing Summative:</b></p> <ul style="list-style-type: none"> <li>• Argument Writing Essay</li> <li>• Student writing portfolios</li> <li>• Student presentations</li> <li>• Standards Based Writing Rubrics</li> <li>• Writing Pathways Performance Assessments</li> <li>• Rubrics</li> </ul> <p><b>Writing Alternative:</b></p> <ul style="list-style-type: none"> <li>• Debate</li> <li>• TED Talk</li> </ul> <p><b>Assessment:</b>  <b>Reading Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/teacher conferences</li> <li>• Reader's Notebooks</li> <li>• Reading Logs</li> <li>• Discussions</li> </ul> <p><b>Reading Summative:</b></p> <ul style="list-style-type: none"> <li>• Open-ended response</li> </ul> <p><b>Reading Alternative:</b></p> <ul style="list-style-type: none"> <li>• Mystery Map</li> </ul> <p><b>Benchmark:</b>            Argument Writing</p> <p>Running Record Assessment for any student not on benchmark from the end of the year in September of 7<sup>th</sup> grade.</p> <ul style="list-style-type: none"> <li>• Reading Rate (150 wpm is benchmark for 7<sup>th</sup> grade)</li> </ul>
--	--

<p>Bend 2:  <b>7. Read Aloud:</b> Readers make inferences by considering the levels of setting in the text and how those setting affect characters (5.32)              8. Readers analyze how the setting impacts the characters and conflict of a story (5.27).              11. Readers analyze why character relationships can change as the plot changes (6.22).</p> <p><b>Word Study:</b>              Unit 4              Review Unit 1-3</p>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Fluency</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	
<p>Social Studies: 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. <b>Activity: Students will study a case as depicted in their texts and differentiate between evidence to support the prosecution and defense.</b></p> <p>Science: MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. <b>Activity: Present and/or discuss ways in which human activity can impact Earth's systems in small groups.</b></p>	
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	
<p>Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. <b>Activity: Students will identify the clues present in a mystery novel and create a timeline mapping how the detective solved the crime.</b></p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. <b>Activity: Practice effective communication skills during presentations, small group discussions, and debate.</b></p> <p>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). <b>Activity: Students will compete in a debate where they will design their own smart city, incorporating data and technology to address climate change effects.</b></p> <p>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. <b>Activity: Students will complete station rotations in which they read a variety of articles and determine how many examples of distortion, exaggeration, or misrepresentation of information in the text.</b></p> <p>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. <b>Activity: students will imagine their characters solving the crime in a digital world. They will make predictions of what would be more or less successful in different digital environments.</b></p>	
<p><b>Computer Science &amp; Design Thinking</b></p>	
<p>8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. <b>Activity: Students will participate in a jigsaw in order to develop a master list of the types of files they will come across in research as well as what they can do when they come across each type of file.</b></p>	

**Unit 5:**

Reading: Social Issues Book Clubs & Nonfiction Articles & Narrative Writing: Realistic Fiction Stories

**Enduring Understandings**

**Reading:**

Readers analyze problems and issues associated with social issues and real-world connections. Readers can identify the universal elements of texts that are based on reality and compare and contrast the two.

**Writing:**

Writers of fiction and narrative use a variety of techniques to create compelling stories with developed characters, conflicts, and settings.

**Goals**

**Reading:**

- RL.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RI.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RL.CI.7.2.** Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.7.2.** Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.7.3.** Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.PP.7.5.** Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
- RI.PP.7.5.** Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
- RL.MF.7.6.** Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- RL.CT.7.8.** Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
- RI.CT.7.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- SL.II.7.2.** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.ES.7.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- SL.PI.7.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**Additional Reading Honors Goals:**

- RL.CR.8.1.** Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- RL.IT.8.3.** Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

**RI.IT.8.3.** Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

**RL.PP.8.5.** Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**RL.CT.8.8.** Analyze and reflect on how the author’s idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author’s emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**RI.CT.8.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Writing:**

**W.NW.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.RW.7.7.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**L.SS.7.1.** Demonstrate command of the system and structure of the English language 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.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

**L.KL.7.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**Additional Writing Honors Goals:**

**W.NW.8.3.** 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, description, and reflection, to develop experiences,

- events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- 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.

**Reading Teaching Points:**

**Mid-Lesson Teaching Points:**

- Positive and negative relationships
- Self-monitoring (double entry journal)
- React to feelings of what is fair and unfair
- Using synonyms to understand new vocabulary

*Bend 1: Character Relationships - Novel Study*

*Teacher Note: Review the structure in Chapter 4 of A Novel Approach by Kate Roberts. Read aloud lessons should fall in Chapter 1 or 2, 4, and 12. Students should be independently reading after mini-lessons on all other days.*

1. Readers activate prior knowledge by investigating the historical context and setting of the text to make predictions about the possible social issues. (7.15)
2. **Read Aloud:** Characterization: Readers identify the point of view the author chose and analyze the perspective of that character by considering personality, socio-economic status, and identity (6.23).
3. Readers make inferences about character relationships by noting and considering actions and reactions of the characters. (6.18)
4. **Read Aloud:** Readers analyze by determining how and why power affects relationships between characters and develops social issues. (UoS 5)
5. Readers make inferences by considering character's individual identities with the group's identity in the book to determine possible conflicts. (UoS 11)
6. Readers analyze differing traits between two characters to think more deeply about their relationship. (6.14)
  - **Book Club:** Book club members keep the conversation growing by adding on, disagreeing, providing support, or asking a question (12.15)
7. Readers analyze their character's identity and by connecting possible themes that could emerge from this identity. (7.20)
8. Readers compare and contrast characters by considering the character's interactions with the social issues represented in the book.
9. Readers analyze their character's choices throughout

**Core Materials:**

*The Reading Strategies Book 2.0* by Jennifer Serravallo  
*The Writing Strategies Book* by Jennifer Serravallo  
*Notice and Note Strategies for Close Reading* by Kyleene Beers and Bob Probst  
*Reading Nonfiction*  
*Notice & Note Stances, Signposts, and Strategies* by Kyleene Beers and Bob Probst

**Supporting Materials and Teacher Resources:**

Leveled Bookroom  
 Classroom Libraries  
*Teaching Writing in Small Groups* by Jennifer Serravallo  
*Teaching Reading in Small Groups* by Jennifer Serravallo  
*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo  
 Units of Study for Reading  
 Units of Study for Writing  
*Reading with Presence: Crafting mindful, evidence-based reading responses* by Marilyn Pryle  
*Teaching Interpretation using text-Based Evidence to Construct Meaning* by Sonja Cherry-Paul & Dana Johansen  
*Socratic Circles* by Matt Copeland  
*Bringing Words to Life* by Beck, McKeown, & Kucan  
*Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop* by Jeff Anderson  
*Write Like This: Teaching real-world writing through modeling & mentor texts* by Kelly Gallagher  
*Falling in Love with the Close Read* by Christopher Lehman & Kate Robers  
*A Novel Approach* by Kate Roberts  
*Conferring* by Patrick Allen  
*Deeper Reading: Comprehending Challenging Texts* by Kelly Gallagher  
*Strategic Spelling: Moving beyond memorization*

the novel by considering how it's shaping the character.

10. Readers make inferences about the causes of changes in character relationships to discern the lessons in those changes.
  - **Book Club:** Clubs keep the conversation growing by asking a variety of kinds of questions (12.14)
11. **Read Aloud:** Readers compare and contrast the advice characters receive to determine the value of relationships.
12. Readers compare and contrast a text and film by considering how changes impact the viewing experience and understanding of the social issues.

*Bend 2: Perspective and Power: Text-World Connections*  
*\*Students will select a new book club text and read paired nonfiction articles\**

13. **Read Aloud:** Readers ask and answer questions by considering group-related issues compared to personal issues. (UoS 8, 7.15)
14. Readers analyze by evaluating power imbalances between groups and characters and react to them personally. (UoS 9)
15. Readers analyze the social issues discussed in the book and find sources and nonfiction sources to learn and consider ways to take action. (7.17)
16. Readers self monitor by reflecting on themselves and possible connections between themselves and the characters. (UoS 15)
  - **Book Club:** Book club members debate and think flexibly by asking questions or making statements to get the speaker to say more about their idea and/or defend their thinking. (12.19)
17. **Read Aloud:** Readers will study a nonfiction mentor text on a social issue by considering the perspective and purpose of the author.
18. Readers analyze the perspective and point of the view of the novel to better understand the 'why' of the novel. (6.23)
19. **Read Aloud:** Readers develop themes by considering the positive and negative messages in the story. (UoS 12)
20. Readers compare and contrast two nonfiction authors' perspectives on a social issues topic to evaluate the argument and build their own understanding of the topic.
21. Readers analyze by noting stereotypes and assumptions about groups to consider whether their

*in the middle grades* by Jonathan Wheatly  
*Word Journeys* by Kathy Ganske  
*The Megabook of Fluency* by Rasinski & Smith  
*Micro Mentor Texts* by Penny Kittle  
*When Kids Can't Read: What Teachers Can Do* by Kylee Beers  
*Nonfiction Craft Lessons: Teaching Information Writing K-8* by Joann Portalupi and Ralph Fletcher  
*The Big Book of Details* by Rozlyn Linder  
[RMS Writing Unit Structure](#)  
[RMS Reading Unit Structure](#)

**Technology:**

- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks

**Mentor Texts:**

Teacher selected texts

**Instructional Read Aloud:**

Short Stories:

"The Scholarship Jacket" Marta Salinas  
 "In Line at the Drugstore..." Claudia Rankine  
 "Flowers and Freckle Cream" Elizabeth Ellis  
 "Thank you Ma'am" Langston Hughes  
 "Tuesdays of the Other June" Norma Fox Mazer

Anthologies:

*The Hero Next Door* Olugbemisola Rhuday-Perkovich  
*There is No Long Distance Now* Naomi Shihab Nye (specifically "Are We Friends" and "Shoulders")  
*Been There Done That* Mike Winchell  
*First French Kiss and Other Traumas* Adam Bagdasarian (specifically "My Side of the Story" R.A. 1 & 5)  
*Fresh Ink* Lamar Giles  
*The Circuit* by Francisco Jiménez (specifically "Inside Out" R.A. 8)

Animations:

trailer for Inside Out  
 The Bystander, animated short created by Osnat Epstein

<p>book is reinforcing them or challenging them. (UoS 13)</p> <ul style="list-style-type: none"> <li>● <b>Book Club:</b> Book club members when speaking and suggesting an idea practice presenting evidence of their claims just like they do in writing.</li> </ul> <p>22. Readers recognize which character they identify with and determine what life lessons they can take away from their experiences. (UoS 17)</p> <p>23. Readers will analyze a nonfiction text of a historical event or person that relates to their novel and compare the two texts/stories for what has been altered and ask “why?”</p> <ul style="list-style-type: none"> <li>● <b>Book Club:</b> When speaking and listening, book club members explain how their ideas and thinking is changing and point out the evidence the others presented that has made this change happen.</li> </ul> <p>24. Readers reflect on the social issues discussed in their books by integrating knowledge of the topic in current events with the importance of reading these novels. (UoS 14)</p> <p>25. Readers evaluate their reading experience and explain how it has impacted their perspective.</p> <p><b>Additional Honors Teaching Points:</b></p> <p><i>Bend 1</i></p> <p>3. Readers analyze by considering the roles characters have in their environment to determine the importance of those roles on their relationships (6.22)</p> <p>4. <b>Read Aloud:</b> Readers ask and answer questions by collecting evidence as to why characters have positive or negative relationships as the basis for the social issues in the text.</p> <p>10. Readers make inferences by looking at characters in relationships in different plotlines as a method to develop themes. (7.19)</p> <p>12. Readers compare and contrast a text and film by considering how changes impact the viewing experience and if those changes impact the character development.</p> <p><i>Bend 2</i></p> <p>13. Read Aloud: Readers analyze by evaluating the causes of power imbalances between groups and characters and react when things are unfair. (UoS 9)</p> <p>15. Readers synthesize information from fiction and nonfiction texts by saying more about the issues present and taking action in their own life. (7.17)</p> <p>19. Read Aloud: Readers analyze their character's choices throughout the novel by considering how those with a</p>	<p>"Moana Argues with Her Dad" scene from Moana</p> <p>Articles:          Nonfiction articles on social issues          Scholastic Scope          Scholastic Action          Biography.com          NationalGeographic.com          History.com          Npr.com          Youtube.com          Newsela          Jr. Scholastic          CNNkids.com</p> <p>Poetry:          "i look at the world" by Langston Hughes          "Caged Bird" Maya Angelou*          "Nothing Gold Can Stay" Robert Frost</p> <p><b>Possible Independent Texts:</b>  <i>The Outsiders</i> S.E Hinton  <i>Tiger Eyes</i> Judy Blume  <i>Define Normal</i> Julie Anne Peters  <i>Hold Fast</i> Blue Balliett  <i>Skinny</i> Donna Cooner  <i>Heat</i> Mike Lupicia  <i>The Crossover</i> Kwame Alexander  <i>Black Brother, Black Brother</i> Jewell Parker Rhodes  <i>Small Steps</i> Louis Sachaar  <i>Blended</i> Sharon Draper  <i>Clean Getaway</i> Nic Stone</p> <p><b>Honors:</b>  <i>Sparrow</i> Sarah Moon  <i>I am The Cheese</i> Robert Cormier  <i>Okay For Now</i> Gardy D Schmidt  <i>Swallowing Stones</i> Joyce McDonald  <i>Long Way Down</i> By Jason Reynolds</p> <p><b>Assessment:</b></p> <p><b>Reading Formative:</b></p> <ul style="list-style-type: none"> <li>● Student/teacher conferences</li> <li>● Reader's Notebooks</li> <li>● Reading Logs</li> <li>● Discussions</li> </ul> <p><b>Reading Summative:</b></p> <ul style="list-style-type: none"> <li>● Open-ended response</li> <li>● Discussion</li> </ul>
---	--

differing perspective would react differently.  
 24. Readers synthesize fiction and nonfiction by defending or refuting the fiction author's claims with facts.

**Writing Teaching Points:**

Narrative Preassessment

*Writing Piece 1: Extending the Storyline*

1. Writers study mentor texts to understand how characters are created in narrative writing and generate ideas for their own narrative. (6.20, 6.21, 6.27, 6.33)
2. Writers choose and develop a seed idea by considering the lesson and theme they could convey through their writing.
3. Writers draft with attention to the sequence of events in their narrative to be sure it follows a clear structure building toward a theme (5.7, 6.26)
4. Writers draft being sure to include dialogue and enhance their writing through dialogue and varied speaker tags. (6.15)
5. Writers revise by finding a place in their extension where they can zoom in and tell the details and use commas to separate the coordinate adjectives in description. (4.6, 6.29)
6. Writers revise their writing by including figurative language. (6.7, 6.13, 6.14, 6.35, 7.8, 7.17)

*Writing Piece 2: Rewriting a Scene into a Script*

7. Writers analyze a mentor text as a guide to help see how to write a script (inquiry lesson).
8. Writers generate ideas by considering what makes a strong play and studying a narrative that will be adapted into a script.
9. Writers draft by using stage directions to clarify details and move the story forward.
10. Writers draft by considering how the characters traits, relationships, and perspectives would impact the dialogue and story.
11. Writers revise their writing by drawing out parts of their story that need added suspense. (5.27, 5.31, 6.9)
12. Writers edit by correcting inappropriate shifts in verb tense.
13. Writers publish and celebrate their writing through "table reads" of their scripts.

**Honors Teaching Points:**

*Piece 1: Changing Perspective*

1. Writers generate ideas by studying a mentor text and considering the perspectives it reveals and doesn't reveal. (6.16?)

**Reading Alternative:**

- Public Service Announcement

**Writing Mentor Texts:**

Short Stories:

"Secrets of Splat Night" Gordon Korman  
 "Home"  
 "Fancy Dancer"  
 "13 and a Half"

Fables:

"The Fox and the Horse" by Brothers Grimm

Anthologies:

*he Hero Next Door* Olugbemisola Rhuday-Perkovich  
*There is No Long Distance Now* Naomi Shihab Nye (specifically "Are We Friends" and "Shoulders")  
*Been There Done That* Mike Winchell  
*First French Kiss and Other Traumas* Adam Bagdasarian  
*Fresh Ink* Lamar Giles  
 The Circuit by Francisco Jiménez

Picture Books:

*After the Fall* Dan Santat  
*The Book with No Pictures* B.J Novak

**Writing Formative:**

- Pre-assessment for Narrative writing
- Student/teacher conferences
- Writing samples
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Learning Progressions
- 

**Writing Summative:**

- Published narrative writing
- Student writing portfolios
- Student presentations
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments

2. Writers generate ideas by studying a mentor text charting the ways authors develop conflicts and character perspectives. (3.9, 3.21)
3. Writers rehearse and draft by writing and reading dialogue for their narrative with a peer to evaluate character relationships.
4. Writers draft by keeping a theme in mind and using several authors' moves (notice and note) to reveal that theme.
5. Writers revise by zooming in on details in a scene in the story for suspense.
6. Writers revise by including figurative language that reflects the mood of the scene.

*Piece 2: Script Writing A Modern Fable/Fairy Tales*

7. Writers generate ideas by studying a mentor for the ways authors use stage directions, scenes, acts, etc. to create a meaningful piece.
8. Choose and develop ideas by creating parallels between fables/fairy tales original setting and the modern times to determine themes that can be revealed in modern retelling.
9. Writers rehearse and draft by developing stage directions that will guide the story as well as develop the settings of the piece.
10. Writers draft by considering how the characters traits, relationships, and perspectives would impact the dialogue and story.
11. Writers revise by reading for the pacing of the story and rewriting when moments need to be slowed down or sped up.
12. Writers edit by using an ellipsis to add a pause for feeling/suspense, to draw out an idea, show speechlessness, or indicate an omission.
13. Writers publish by completing "table reads" of their scripts.

**Word Study:**

Unit 5

Review Unit 1-4

- Rubrics

**Writing Alternative:**

- Storyboard or Comic Strip

**Benchmark:**

Narrative Writing

**Interdisciplinary Connections**

Science: MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century. **Activity: Identify factors that have caused the rise in global temperatures and discuss ways in which this environmental issue impacts social issues.**

Visual and Performing Arts: 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience. **Activity: Students will write dramas and effectively use stage directions along with font size and type to convey intonation, pacing, and meaning.**

**Career Readiness, Life Literacies, and Key Skills**

Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. **Activity: Students will research a controversial issue that appears in their novel.**

9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education. **Activity: Students research different ways to fund postsecondary education, including scholarships, grants, work-study programs, and student loans. They then write a letter to a character in their book explaining how they can use this plan to help them overcome social roadblocks and issues.**

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. **Activity: students will complete a social media scavenger hunt in which they will determine what posts are helpful and what are harmful and then rewrite them to make them helpful specific to the social issues in their book.**

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. **Activity: Students will create a wondering board around research information to help them to organize it. Then, they will brainstorm visualizations of data that they could use.**

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3). **Activity: Students will publish a public service announcement about a social issue in their text using a variety of research and sources.**

**Computer Science & Design Thinking**

8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. **Activity: Students will develop a “tech tips” website for their character to help them troubleshoot technology issues they might come across in the text.**

**Unit 6:**

Informational/Opinion Writing: Editorials, Blogs, Columns, Letter to Editor, Op-ed & Reading Graphic Novels

**Enduring Understandings**

**Writing:**

Writers write with different purposes in mind (Explain/interpret, criticize, persuade, praise).  
Writers can blend the informational and persuasive writing lenses to support their purpose for writing.

**Reading:**

Readers understand the use of images and visuals to tell a complete story.

**Goals**

**Writing:**

**W.AW.7.1.** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

**W.IW.7.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

**W.WR.7.5.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.SE.7.6.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

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

**L.SS.7.1.** Demonstrate command of the system and structure of the English language 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.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

**Additional Writing Honors Goals:**

**W.AW.8.1.** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

**W.IW.8.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using

text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**W.WP.8.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

**W.WR.8.5.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**W.SE.8.6.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Reading:**

**RL.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

**RL.IT.7.3.** Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**RL.TS.7.4.** Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**RL.PP.7.5.** Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

**RL.CT.7.8.** Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

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

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

**Additional Reading Honors Goals:**

**RL.CR.8.1.** Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

**RL.IT.8.3.** Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts

**RL.TS.8.4.** Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

**RL.PP.8.5.** Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Writing Teaching Points:**

**Core Materials:**

Units of Study for Reading

<p><b>Mid-Lesson Teaching Points:</b></p> <ul style="list-style-type: none"> <li>- Using search terms effectively during research</li> <li>- The value of headings</li> <li>- Varying word choice and sentence beginnings / endings.</li> </ul> <p><i>Article 1:</i></p> <ol style="list-style-type: none"> <li>1. Writers study and ask questions about mentor texts to understand the tone and structure of the discipline. (inquiry)</li> <li>2. Writers collect ideas and brainstorm by collecting triggers. (3.29)</li> <li>3. Writers brainstorm and flash draft ideas by considering what ideas are best served by each type of editorial writing.</li> <li>4. Writers plan by drafting questions that they want to answer in their article.</li> <li>5. Writers research by using reliable sources and databases.</li> <li>6. Writers draft by aligning facts with claims.</li> <li>7. Writers revise by including elaboration about facts that highlight the relevance of the fact to the claim.</li> <li>8. Writers revise by using commas to separate coordinate adjectives.</li> <li>9. Writers revise with an understanding of the function of phrases and clauses in specific sentences.</li> <li>10. Writers reflect with peers and teachers by identifying an area of the writing process to improve upon.</li> </ol> <p><i>Article 2:</i></p> <ol style="list-style-type: none"> <li>11. Writers select a new idea for writing by writing outlandish claims (3.38) for previously generated ideas and evaluating them.</li> <li>12. Writers plan by identifying the subtopics within their topic to draft research questions. (5.33)</li> <li>13. Researchers complete follow up research when their questions lead to more questions.</li> <li>14. As writers draft, they identify what information can be paraphrased and when it should be directly quoted from sources.</li> <li>15. Writers revise for persuasive language by including ethos, pathos, and logos in their writing where appropriate.</li> <li>16. Writers revise by elaborating using "imagine this" writers moves. (pg 116 - The Big Book of Details)</li> <li>17. Writers revise by considering paragraphing in mentor texts and create paragraphs for their emphasis and purpose.</li> <li>18. Writers evaluate their pronouns and antecedents for clarity and to avoid vague references. (small group reteaching, if needed)</li> </ol> <p><i>Article 3:</i></p> <ol style="list-style-type: none"> <li>19. Writers outline by considering the text structure that will be most effective for their style and claim.</li> </ol>	<p>Units of Study for Writing</p> <p><b>Supporting Materials and Teacher Resources:</b></p> <p>Leveled Bookroom  Classroom Libraries  <i>Teaching Writing in Small Groups</i> by Jennifer Serravallo  <i>Teaching Reading in Small Groups</i> by Jennifer Serravallo  <i>Notice and Note Strategies for Close Reading</i> by Kyleen Beers and Bob Probst  <i>Reading Nonfiction Notice &amp; Note Stances, Signposts, and Strategies</i> by Kyleen Beers and Bob Probst  <i>A Teacher's Guide to Reading Conferences</i> by Jennifer Serravallo  <i>Reading with Presence: Crafting mindful, evidence-based reading responses</i> by Marilyn Pryle  <i>The Reading Strategies Book 2.0</i> by Jennifer Serravallo  <i>The Writing Strategies Book</i> by Jennifer Serravallo  <i>Teaching Interpretation using text-Based Evidence to Construct Meaning</i> by Sonja Cherry-Paul &amp; Dana Johansen  <i>Socratic Circles</i> by Matt Copeland  <i>Bringing Words to Life</i> by Beck, McKeown, &amp; Kucan  <i>Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop</i> by Jeff Anderson  <i>Write Like This: Teaching real-world writing through modeling &amp; mentor texts</i> by Kelly Gallagher  <i>Falling in Love with the Close Read</i> by Christopher Lehman &amp; Kate Robers  <i>A Novel Approach</i> by Kate Roberts  <i>Conferring</i> by Patrick Allen  <i>Deeper Reading: Comprehending Challenging Texts</i> by Kelly Gallagher  <i>Strategic Spelling: Moving beyond memorization in the middle grades</i> by Jonathan Wheatly  <i>Word Journeys</i> by Kathy Ganske</p>
---	---

20. Writers draft with all of their skills in mind in order to write with appropriate language and style for their purpose.
21. Writers draft an engaging introduction by using anecdotes, real or embellished to connect to their audience.
22. Writers revise and elaborate by introducing and defining key domain-specific vocabulary words in context while considering their audience. (Nonfiction Craft Lessons pg. 96)
23. Writers revise to include metaphors, comparisons, and precise language to highlight their point.
24. Writers edit to use the correct verb with compound subjects.
25. Writers edit to use commas with direct addresses, introductory words, interjections, and interrupters.

**Additional Honors Teaching Points:**

*Article 1*

4. Writers research by creating and using a key research question that allows for comprehensive research of reliable sources.
8. Writers draft by including subheadings to organize information (Nonfiction Craft Lesson pg. 86)
9. Writers revise by using commas to separate coordinate adjectives and review the function of phrases and clauses in specific sentences.

*Article 2*

11. Writers collect ideas for writing by having discussions about what matters and affects their age group.
13. Writers elaborate establishing the significance of a fact. (Nonfiction Craft Lessons pg. 101)
14. Writers organize research information in a way that makes sense to them weighing what information can be paraphrased and what must be directly cited.

*Article 3*

20. Writers draft by using precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
21. Writers draft an engaging introduction by descriptive writing of their subject and consider a variety of topic sentence placement. (Nonfiction Craft Lessons pg. 89, 95)
22. Writers elaborate by using the "in other words" writing moves. (169 - The Big Book of Details)

**Reading Teaching Points:**

Bend 1

1. **Read Aloud:** Readers will learn to read graphic novels fluently by studying sample panels to understand the structure.
2. Readers analyze characters by considering their physical illustration as a way to make inferences about traits

*The Megabook of Fluency* by Rasinski & Smith  
*Micro Mentor Texts* by Penny Kittle  
*When Kids Can't Read: What Teachers Can Do* by Kyleen Beers  
*Nonfiction Craft Lessons: Teaching Information Writing K-8* by Joann Portalupi and Ralph Fletcher  
*The Big Book of Details* by Rozlyn Linder  
[RMS Writing Unit Structure](#)  
[RMS Reading Unit Structure](#)

**Technology:**

- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks

**Mentor Texts:**

Teacher selected texts

**Writing Mentor Texts:**

Past student examples  
 New York Times Student Editorial Competition  
<https://www.nytimes.com/spotlight/editorial-winners>

**Instructional Read Aloud:**

- Excerpts from bookroom options
- *Breakfast on Mars and 37 other Delectable Essays*

**Possible Independent Texts:**

*Stickman Odyssey* Christopher Ford  
*I Survived Hurricane Katrina* Lauren Tarshis  
*Snow White: A Graphic Novel* Matt Phelan  
*Amulet* Kazu Kibuishi  
*Rapunzel's Revenge* Dean Hale and Shannon Hale  
*A First Time for Everything* Dan Santat  
*Smile* Raina Telgemeier  
*New Kid*  
*Class Act*

**Honors:**

*White Bird* R.J. Palacio

<p>3. Readers identify the types of visual perspective.</p> <p>4. Readers analyze images by charting the changes in focus and perspective to draw conclusions about power and tone.</p> <p>5. Readers make inferences by considering the impact of setting and the way it is portrayed in illustrations.</p> <ul style="list-style-type: none"> <li>• <b>Book Club:</b> When speaking, book club members consider the places they are getting their evidence from and are able to articulate and explain to their group how the original information was presented.</li> </ul> <p>6. Readers analyze characters by making inferences about characters using dialogue and the style of speech bubbles.</p> <p>7. Readers make inferences about characters' traits and relationships by using illustrations and color.</p> <p>Bend 2</p> <p>8. <b>Read Aloud:</b> Readers compare the use of dialogue and captions to determine what is being left unsaid in the text</p> <p>9. Readers analyze text by synthesizing illustrations that reveal internal and external factors being at odds. (6.20)</p> <p>10. Readers analyze and trace conflict development by studying sound and motion lines.</p> <p>11. Readers ask and answer the “why” of the images that repeat in a graphic novel.</p> <p>12. Readers track character growth by noting when their relationships change by considering dialogue and illustrations.</p> <ul style="list-style-type: none"> <li>• <b>Book Club:</b> As a member of a book club, speakers and listeners critique the argument that their group members are making by discussing the value of the evidence presented to the group.</li> </ul> <p>13. Readers reflect on reading graphic novels by comparing what they respond positively and negatively to across texts.</p> <p><b>Additional Honors Teaching Points:</b></p> <p>Bend 1:</p> <p>3. Readers will synthesize information about character relationships by thinking about why the author uses images that have different perspectives.</p> <p>6. Readers compare and contrast characters by making inferences about characters using dialogue and the style of speech bubbles.</p> <p>Bend 2:</p> <p>8. <b>Read Aloud:</b> Readers make inferences by identifying important symbols and creating theories about what those symbols mean.</p> <p>10. Readers ask and answer questions about character relationships by using sound and motion lines.</p> <p>11. Readers use evidence to develop themes from the symbols present in the novel.</p>	<p><i>They Called us Enemy</i> Geoge Takei  <i>American Born Chinese</i> Gene Luen Yang</p> <p><b>Writing Assessment:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Pre-assessment for editorial writing</li> <li>• Student/teacher conferences</li> <li>• Writing samples</li> <li>• Writer's notebooks</li> <li>• Student Performance Checklists</li> <li>• Student self-reflection</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Classroom Newspaper Articles</li> <li>• Student writing portfolios</li> <li>• Student presentations</li> <li>• Standards Based Writing Rubrics</li> <li>• Writing Pathways Performance Assessments</li> <li>• Rubrics</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Argument Essay/Debate</li> </ul> <p><b>Reading Assessments:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/teacher conferences</li> <li>• Reader's Notebooks</li> <li>• Reading Logs</li> <li>• Discussions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Open-ended response</li> <li>• Reading Diagnostic 3</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Presentation key graphic elements in novel</li> </ul>
--	---

**Interdisciplinary Connections**

Social Studies: 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change. **Activity: Write argument letters to appropriate governmental agencies regarding the best course of action regarding climate change.**

Visual and Performing Arts1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. **Activity: Practice close reading strategies to graphic novels to interpret a piece of visual art for intent and meaning.**

**Career Readiness, Life Literacies, and Key Skills**

Career Readiness, Life Literacies, and Key Skills Practices: CPR: Model integrity, ethical leadership and effective management. **Activity: Use effective tone and presentation skills to articulate ideas in small group discussions or debates related to argument writing topics. Discuss using relevant and factual information when presenting and how to know the validity of the resources.**

9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills. **Activity: Writers will examine and assess the quality of their drafts rereading with attentiveness and make revisions. Evaluate how these skills will benefit them in a career setting.**

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). **Activity: students will revise with checklists to be sure that they have appropriately attributed information.**

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping. **Activity: Students will use Canva to create text-features that enhance the meaning and reading experience of their editorial pieces.**

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. **Activity: Students will use interviews and surveys to add credibility through multiple represented points of view in their editorial writing.**

**Computer Science & Design Thinking**

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. **Activity: Students will turn data and information into a published newspaper article by paying attention to their organization and word choice.**