

Curriculum Document

Subject: Language Arts

Grade: 7

Date: August 2012

Unit Title And Pacing	Essential Questions and Standards	Student Learning Objectives	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks
Launch – 20 days	<p>Essential Questions What are the procedures of Reader's Workshop, and why are they so important?</p> <p>How can you become a successful independent reader?</p> <p>How can working with a reading partner help you to better understand a text?</p> <p>Standards RL 7.10 W 7.4 SL 7.1, 7.2</p>	<p>Students become active participants of the reading community by following rituals and routines.</p> <p>Good readers work hard to smart choices about what we read by researching the books we plan to read so we can choose wisely.</p> <p>Good readers better understand texts by being alerts to elements of different genres.</p> <p>Good readers figure out exactly what they want to work toward and some ways they can get there by making honest reading resolutions.</p> <p>Good readers enhance their understanding of a read aloud through whole class discussions.</p> <p>Readers know that much of</p>	<p>Model appropriate behavior in Reader's Workshop</p> <p>Outline procedures for use of classroom library</p> <p>Create and organize Reader's Notebook</p> <p>Individual Reading Inventory to Identify Students' Individual Reading Levels</p> <p>Mini-Lessons</p> <p>Read Alouds</p> <p>Conferences</p> <p>Active Participation in Whole Class Discussions of Read Aloud Texts</p> <p>Productive Partner Conversations about texts</p>	<p>Self-Selected texts on independent reading level</p> <p>Drawing, poems, choice in Reader's Notebook Entries</p> <p>Partner Reading</p> <p>Prompts/Starters for Notebook Entries</p> <p>Shortened Reading Periods</p> <p>Modified 20-point assessment</p>	<p>Formative: Conferences Exit Tickets Partner Practice of Mini-Lesson Strategies Do Nows</p> <p>Summative: Final Project Book Review Tic-Tac-Toe 20 point Assessment</p> <p>Benchmarks: Pre-Assessment</p>

		<p>the fun in reading comes from sharing a book with another reader by retelling what we read and responding to what we've heard.</p> <p>Readers respond to books by writing in various ways. Sometimes we write short and sometimes long. We make purposeful decisions about what to write and how much to write.</p>			
<p>Comprehending Non-Fiction Texts – 18 days</p>	<p>Essential Questions How does the author help the reader to understand informational non-fiction? How do the additional features in non-fiction texts aid a reader in comprehending the text? How can readers determine the most important information in all that they've read and communicate those ideas to others? Standards</p>	<p>Good readers understand non-fiction texts by using post-it notes specifically geared towards non-fiction. Readers of nonfiction develop their understanding of a text by constantly confirming, revising, or adding on to their initial expectations about the text. Readers hold onto what we are learning by coming up with small summaries of the important stuff we've learned (the gist) Nonfiction readers</p>	<p>Boxes and Bullets to Organize Information Creating Effective, Concise Summaries ("Gist" statements) Mini-Lessons Read Alouds Conferences Active Participation in Whole Class Discussions of Read Aloud Texts Productive Partner Conversations about texts</p>	<p>Self-Selected texts on independent reading level Drawing, poems, choice in Reader's Notebook Entries Partner Reading Prompts/Starters for Notebook Entries Shortened Reading Periods</p>	<p>Formative: Conferences Exit Tickets Partner Practice of Mini-Lesson Strategies Do Nows Summative: Final Project Writing on Demand Tic-Tac-Toe 20 point Assessment Benchmarks: Possible RADAR Assessment</p>

	<p>RI 7.1, 7.2, 7.3, 7.4, 7.5, 7.10 W 7.4 SL 7.1, 7.2</p>	<p>organize the information they are learning by creating larger categories in the form of boxes and bullets.</p> <p>Readers grow ideas in texts by talking to reading partners.</p> <p>Readers prepare to talk to partners about what they're reading by holding conversations in our minds.</p>			
<p>Literature Circles: Reading Mysteries: Deepening Our Questioning Skills – 15 days</p>	<p>Essential Questions</p> <p>How can thick questions drive our conversations in our Literature Circle groups?</p> <p>How does marking passages assist with comprehending and discussing a text?</p> <p>How can we use the clues given in a text to be active readers and solve mysteries?</p> <p>Standards RL. 7.1, 7.3, 7.10 W 7.4</p>	<p>Good readers prepare to read by thinking about what they already know about the mystery genre.</p> <p>Readers work to comprehend mystery texts by keeping track of clues and actively using them to help solve their mystery.</p> <p>Good readers identify the mood of the text by analyzing the author's writing style.</p> <p>Good readers deepen their conversation and better comprehend a text by differentiating between and using "thin," "thick,"</p>	<p>Book Walk – input into which Literature Circle text students would like to read</p> <p>Creating a Logical and Feasible Reading Calendar</p> <p>Discussion Starters/Appropriate Small Group Conversation Techniques</p> <p>Accountability for Literature Circle Conversation</p> <p>"Being the Detective" – Keeping track of the clues in a mystery</p> <p>Mini-Lessons</p>	<p>Drawing, poems, choice in Reader's Notebook Entries</p> <p>Partner Reading</p> <p>Prompts/Starters for Notebook Entries</p> <p>Shortened Reading Periods</p> <p>Discussion Starters to Participate in Literature Circle Conversations</p> <p>Modified Conversation Rubric</p>	<p>Formative: Conferences Exit Tickets Partner Practice of Mini-Lesson Strategies Do Nows</p> <p>Summative: Final Project Reader's Theatre Book Review Tic-Tac-Toe 20 point Assessment Writing on Demand</p> <p>Benchmarks: Possible RADAR Assessment</p>

	<p>SL 7.1, 7.2</p>	<p>and follow-up questions.</p> <p>Good readers connect to a text by finding and marking parts that are interesting, important, or illicit emotion.</p>	<p>Read Alouds</p> <p>Conferences</p> <p>Active Participation in Whole Class Discussions of Read Aloud Texts</p> <p>Productive Partner Conversations about texts</p>		
<p>Reading Narrative Nonfiction: Biographies – 15 days</p>	<p>Essential Questions</p> <p>How does a person's decisions effect their future?</p> <p>What can we learn about a person through their conversations and actions?</p> <p>What is the difference between interesting details and important information?</p> <p>Standards RI 7.1, 7.2, 7.3, 7.5, 7.6, 7.8, 7.10 W 7.4 SL 7.1, 7.2</p>	<p>Good readers attack narrative nonfiction by applying what they know about the elements of a story.</p> <p>Good readers learn more about a person based on what can be inferred in their words and actions.</p> <p>Readers gain a deep understanding of narrative non-fiction texts by finding the unifying idea behind the texts they read.</p> <p>Good readers recall critical information about the subject by distinguishing between interesting and important information.</p> <p>Good readers summarize a</p>	<p>Differentiating between Interesting and Important Information</p> <p>Making Inferences Anchor Chart</p> <p>Reading Narrative Non-Fiction like Reading a Story</p> <p>Mini-Lessons</p> <p>Read Alouds</p> <p>Conferences</p> <p>Active Participation in Whole Class Discussions of Read Aloud Texts</p> <p>Productive Partner Conversations about texts</p>	<p>Self-Selected texts on independent reading level</p> <p>Drawing, poems, choice in Reader's Notebook Entries</p> <p>Prompts/Starters for Notebook Entries</p> <p>Shortened Reading Periods</p> <p>Modified Note-taking/Summative Assessment</p>	<p>Formative: Conferences Exit Tickets Partner Practice of Mini-Lesson Strategies Do Nows</p> <p>Summative: Final Project Book Review Tic-Tac-Toe 20 point Assessment Presentation</p> <p>Benchmarks: Possible RADAR Assessment</p>

		biographical text effectively by using only important information.			
<p>“The Diary of Anne Frank”: A Text that Stands the Test of Time – 25 days</p>	<p>Essential Questions</p> <p>How does history and war play a pivotal role in Anne’s life and story?</p> <p>How does Anne change throughout the play, and what motivates that change?</p> <p>How do context clues help a reader to infer the setting of a play or novel?</p> <p>How does a drama differ from other types of literature?</p> <p>Standards RL 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 7.10 W 7.4, 7.7 SL 7.1, 7.2, 7.6</p>	<p>Good readers build background knowledge about an event by examining historical artifacts. (Gallery Walk, <i>Paperclips</i>)</p> <p>Good readers understand the structure of a play by learning and applying drama terms.</p> <p>Good readers will demonstrate fluency by reading with expression, accuracy, and they will improve their fluency by practicing with a partner</p> <p>Good readers can explain the reasons characters might change by identifying dynamic characters.</p> <p>Good readers can infer setting by recognizing the different historical references made.</p> <p>Sometimes readers</p>	<p>Activities to Build Fluency</p> <p>Gallery Walk or other pre-reading activity to build background knowledge of the time period</p> <p>Mini-Lessons</p> <p>Read Alouds</p> <p>Conferences</p> <p>Active Participation in Whole Class Discussions of Read Aloud Texts</p> <p>Productive Partner Conversations about texts</p> <p>Compare and Contrast Film to Play</p> <p>Independent reading at home</p>	<p>Self-Selected Texts on Independent Level for at-home reading</p> <p>Small parts to perform orally that will be read ahead of time</p> <p>Drawing, poems, choice in Reader’s Notebook Entries</p> <p>Prompts/Starters for Notebook Entries</p> <p>Shortened Reading Periods</p>	<p>Formative: Conferences Exit Tickets Partner Practice of Mini-Lesson Strategies Do Nows</p> <p>Summative: Traditional Assessment Writing on Demand Fluency Assessment using Rubric</p> <p>Benchmarks: Possible RADAR Assessment</p>

		<p>determine which events are most significant and which signal an important turn of events by analyzing passages.</p> <p>Sometimes readers will make comparisons and contrasts between texts and films by viewing portions of a film adaptation.</p>			
<p>One Topic: Many Visions: Comparing Nonfiction Texts on the Same Topic – 15 Days</p>	<p>Essential Questions</p> <p>What are the noticeable differences between these texts on the same topic?</p> <p>What is the author’s writing style? Why does he/she include information that is left out of other texts?</p> <p>What types of information are emphasized by a particular author? Why might he/she devote so much of the book to these ideas?</p> <p>Standards RI 7.1, 7.2, 7.4, 7.5, 7.6, 7.8, 7.9, 7.10</p>	<p>Good readers notice initial differences in texts of the same topics by skimming.</p> <p>Good readers create guiding questions for their reading by using subtitles and text features.</p> <p>Good readers notice differences in texts on the same topic by identifying information authors include and do not include in their book.</p> <p>Good readers notice similarities and differences in various texts on the same topic through note-taking.</p> <p>Good readers determine an</p>	<p>Student Choice in Reading Topic</p> <p>Teacher Read Aloud/Mini-Lessons with Panda texts</p> <p>Reader’s Notebook Entries</p> <p>Jigsaw to Teach other classmates about topic</p> <p>Conferences</p> <p>Active Participation in Whole Class Discussions of Read Aloud Texts</p> <p>Productive Partner Conversations about texts</p>	<p>Self-Selected texts on independent reading level</p> <p>Only read certain/limited texts provided on the topic</p> <p>Use short Internet/magazine articles on topic in lieu of texts</p> <p>Drawing, poems, choice in Reader’s Notebook Entries</p> <p>Partner Reading</p> <p>Prompts/Starters for Notebook Entries</p> <p>Shortened Reading</p>	<p>Formative: Conferences Exit Tickets Partner Practice of Mini-Lesson Strategies Do Nows</p> <p>Summative: Jigsaw Activity Comparison and Contrast of texts on the same topic Reader’s Notebook entries throughout unit Article teaching about topic</p> <p>Benchmarks: Possible RADAR assessment</p>

	W 7.4 SL 7.1, 7.2	author's perspective by his/her tone and writing style by identifying quotes and subtle opinions included in a text. Readers of non-fiction respond personally and intellectually to what they read and generate own claims about what they are reading.		Periods	
Developing Analytical Reading Practices: Interpretation – 20 Days	Essential Questions How can an idea within a text be interpreted in multiple ways? How can we use the text to support our interpretations of a text? How do authors use symbolism and theme to give readers a well developed understanding of a text? How can a theme apply in different literary works or our own lives?	Good readers know that events in literature are open to analysis by examining their own lives . Good readers can fully understand a text by recognizing that there are many interpretations of any single event in a story. Good readers expect to back up ideas with evidence from the text by marking, collecting, and pondering moments in the text that support their ideas. Good readers begin to compare texts that share similar themes by recalling texts they've already read	Mini-Lessons Read Alouds Conferences Active Participation in Whole Class Discussions of Read Aloud Texts Small Group Conversation with Other Students reading the same text Chart Comparing Themes to other previously read texts Reader's Notebook Entries	Self-Selected texts on independent reading level Drawing, poems, choice in Reader's Notebook Entries Partner Reading Prompts/Starters for Notebook Entries Shortened Reading Periods Modified formative assessment	Formative: Conferences Exit Tickets Partner Practice of Mini-Lesson Strategies Do Nows Summative: Compare and Contrast Essay Tic-Tac-Toe 20 point Assessment Benchmarks: Possible RADAR Assessment

	<p>Standards RL. 7.1, 7.2, 7.3, 7.6, 7.10 W 7.4 SL 7.1, 7.2</p>	<p>and remaining alert to new texts, both literary and nonfiction, that seem to deal with similar ideas or themes.</p> <p>Readers often analyze the way an idea or theme is developed by noticing differences in the texts and how those differences affect possible meanings in the time and place stories occur</p>			
<p>Preparing for the NJASK – 15 days</p>	<p>Essential Questions</p> <p>How do readers appropriately respond to open-ended questions?</p> <p>How do you attack a text to respond to multiple choice questions?</p> <p>Standards RL 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.9, 7.10 RI 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.10 W 7.4 SL 7.1, 7.2</p>	<p>Good readers use strategies like previewing questions and skimming the text to help them successfully attack a text.</p> <p>Good readers have a purpose for reading.</p> <p>Readers cite evidence from the passages to defend their stance.</p> <p>Good readers use context clues to decipher unknown words.</p> <p>Good readers make responsible choices, like keeping an eye on their</p>	<p>Mini-Lessons</p> <p>Read Alouds</p> <p>Partner Practice completing Reading Comprehension Selections</p> <p>Independent Practice completing Reading Comprehension Selections</p> <p>Conferences</p> <p>At-Home Independent Reading</p>	<p>Self-Selected At-Home Reading Text</p> <p>Extended Testing Time</p>	<p>Formative: Conferences Exit Tickets Partner Practice of Mini-Lesson Strategies Do Nows</p> <p>Summative: Independent Reading Selection Test</p> <p>Benchmarks: Possible RADAR Assessment</p>

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