



English/Language Arts Department
Grade 7 - English Language Arts

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Effective Date: September 2022

Scope and Sequence

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

Unit 1	
Literary Reading- Interpretation Book Clubs (Theme)	
Summary and Rationale	
<p>In this unit, students will develop themes and interpret central ideas within various fictional mediums as they read a common book with their book club members. Again, students should have a choice of their top texts and teachers should place them in clubs accordingly. Readers will use multiple lenses while reading in order to analyze structure, craft, literary devices, etc. within the literary pieces. Readers will also interpret the author’s purpose in incorporating specific elements in relation to revealing themes. Students will also strategically collaborate in order to compare and contrast interpretations in order to uncover deeper meaning across the different texts. Ultimately, readers will analyze multiple mediums in order to uncover and interpret the author’s main message and theme.</p>	
Recommended Pacing	
4-6 weeks	
Standards	
Reading: Literature	
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
Writing	
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking and Listening	
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
Language	
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)
Social Justice Standards	
DI.6-8.6	I interact with people who are similar to and different from me, and I show respect to all people.
DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.

DI.6-8.8	I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Readers identify themes in a variety of mediums and notice how story elements connect to and influence one another. ● Readers identify how structure, author's craft, figurative language, and literary devices can impact the interpretation of theme. ● Readers vary their thinking, collaborate, and engage in conversations to further sharpen their reading lens and interpret themes. ● Readers recognize that literature can be interpreted in more than one one and analyze through multiple lenses. 	<ul style="list-style-type: none"> ● How do readers interpret and analyze themes across a multitude of texts? ● How do readers explore how structure and craft influence the development of themes? ● How do readers independently and in clubs understand and discuss interpretation of themes to sharpen reading lenses? ● How do readers understand that texts can have multiple themes when reading through different lenses (perspectives in mind)?
Evidence of Learning (Assessments)	
<p>Pre-Assessment on Literary Theme Unit Assessment and Answer Key</p> <p>Formative assessments One-on-one conferences Reading notebook entries</p> <p>TC Running Record Reading Assessments (if applicable)</p>	
Objectives (SLO)	
<p><u>Word Study/Vocabulary Focus</u></p> <ul style="list-style-type: none"> ● Understand and discuss the concept of roots and recognize their use in determining the meaning of some English words <ul style="list-style-type: none"> ○ cap (take or seize) capacity, capable, capture, incapacitated ○ duc (lead) duke, duchess, aqueduct, educate, conduct ○ fin (end) finish, final, finale, indefinite ○ fract (break) fracture, fragile, fragment ○ graph (write) autograph, autobiographical, bibliography, paragraph ○ ject (throw) eject, reject, interject, projector ○ spec (look) spectator, spectacle <ul style="list-style-type: none"> ■ To support your word study in roots, you may want to create a vocabulary tree, placing the root word in the trunk, and allowing the students to build other words on the branches. See the following resources to support your planning: <ul style="list-style-type: none"> ● http://membean.com/wrotds/cip-take 	

- <http://membean.com/wrotds/duc-lead>

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

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

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

IMPORTANT TIPS FOR IMMERSION:

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

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

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

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

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

<p>As readers we independently and in clubs understand and discuss our interpretation of themes to sharpen our reading lens.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Citing Texts ● Purposeful Thinking ● Talking & Writing About Characters ● Writing About Reading ● Supporting Reading Notebook Work 	<ul style="list-style-type: none"> ● Readers vary their ways of thinking about and responding to texts based on the particular challenges that the texts pose. (Informational Bend I Session 6) ● Readers collaborate by sharing and discussing notes on their interpretations. ● Readers engage in conversations about theme to uncover deeper meaning across the different texts.
<p>As readers we understand that texts can have multiple themes when we read through different lenses (perspectives in mind).</p>	<ul style="list-style-type: none"> ● Readers note that pieces of literature can be interpreted in different ways. (i.e.: lenses: age, gender, race, occupation, socioeconomic status) <ul style="list-style-type: none"> ○ <i>In this lesson, you may want to address social justice standard DI.6-8.7 and DI.6-8.8 as students may be reading about a character that is similar or different to them.</i> ● Readers analyze a piece of literature through more than one lens in order to see how themes can change.

Modifications

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

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

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

Suggested Resources/Technology Tools

A Deep Study of Character by Lucy Calkins

To Think Deeply About Characters...

[Color / B&W](#)

To Investigate Themes...

[Color / B&W](#)

An Orientation to the Unit

[Marked up read-aloud excerpt from "Popularity"](#)

Day Zero

[Images of Classroom Libraries and Meeting Areas](#)

[Extra Tips for Choosing New Books When You Feel Stuck](#)

[FIG. 0-1 Students set up different systems to track their own reading](#)

[Courses of Study for Teen Readers](#)

Session 1

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

["Popularity" from First French Kiss by Adam Bagdasarian](#)

[Marked up read-aloud excerpt from "Popularity"](#)

[Will's Character Traits in "Popularity" chart](#)

["Lean-In" Comments About Book Choices](#)

["Lean-In" Comments About Early Character Work](#)

[Anchor Chart: To Think Deeply About Characters...](#)

[Homework](#)

Session 5

["Popularity" from First French Kiss by Adam Bagdasarian](#)

[FIG. 5-1 Which of Will's traits influence the plot?](#)

[Character traits](#)

[FIG. 5-2 Investigating physical and mental character traits.](#)

[Anchor Chart: To Think Deeply About Characters...](#)

[Homework](#)

Schoolwide Unit, for reference

Varied mentor texts

Available Titles for Book Clubs at JHWMS

Mentor Texts

Blessings

[The Scholarship Jacket](#), by Martha Salinas (Shared Reading)

[Short Stories for Middle School](#)

Student Resources

[Sample Literary Themes](#)

[Analyzing Theme Notes' Doc for the Scholarship Jacket](#)

[Ways to Jot for Realistic Fiction Novels](#)

[Analyzing Characterization Student Charts: Blank Conflict/Trait T-Chart, Sample Character Choices T-Chart, Sample Character Feelings/Why T-Chart](#)

[Teacher Sample Conflict/Trait T-Chart](#)

[Book Club Survey](#)

[Learning Progressions](#)

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

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

Unit 2	
Writing About Reading: Literary Essay (Book 2 - Information)	
Summary and Rationale	
<p>In this unit, students will improve their ability to write about reading, analyze a work of fiction in order to determine and prove a cohesive theme throughout. Students will generate a claim that identifies that theme and will then best support that claim using direct, specific, and relevant evidence from their selected text, song, or poem. Students will also provide appropriate context to address and anticipate the audience’s knowledge level and needs and will utilize self and peer editing techniques in order to produce appropriate writing. Ultimately, students will effectively conclude the analysis by reiterating the lesson to be learned from their literary work in a larger context.</p>	
Recommended Pacing	
4-5 weeks	
Standards	
Reading: Literature	
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Writing	
W.7.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. .Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style academic style, approach, and form.

	F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Language	
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> A. Explain the function of phrases and clauses in general and their function in specific sentences. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). B. Spell correctly.
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instructional Focus

Enduring Understandings:

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

Essential Questions:

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

Evidence of Learning (Assessments)

Common Assessment

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

Information Writing

[Learning Progression, Grades 3-9](#)

Information Writing Rubrics

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

Information Writing Checklists

[Grade 5](#)

[Grade 5 and Grade 6](#)

[Grade 6](#)

[Grade 6 and Grade 7](#)

[Grade 7](#)

[Grade 7 and Grade 8](#)

[Grade 8](#)

[Grade 8 and Grade 9](#)

[Grade 9](#)

[Compendio de Checklists Textos Informativos](#)

Student Writing Samples

- [Grade 5](#)
- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)
- [Grade 9](#)

Writing Developed Through the Progression

- [Grade 5](#)
- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)

Objectives (SLO)

Grammar Focus

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

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

Students will know: (Goals)

As writers we generate claims about theme.

IMPORTANT TIPS FOR IMMERSION:

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

Students will be able to: (Teaching Points)

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

<p>As writers we implement various writing techniques to convey and organize our ideas.</p> <p>IMPORTANT TIPS FOR SHARED WRITING: During this unit, at the beginning, you should plan some time for shared writing lessons so that students can all have a common experience and study literary essay together. You may want to use a previously read text to take students through the writing process together. You will begin with generating a theme about a text, plan your structure, and share a part of the draft.</p>	<ul style="list-style-type: none"> ● Writers use graphics, such as maps, diagrams, and color-coding, to think through their work in fresh new ways. (Informational Bend I Session 2) ● Writers notice the particular crafting techniques an author used, figuring out why the author may have used them, and writing about the insights they gain. (Informational Bend II Session 10) ● Writers write to explain how the author’s structure choices affect the reader’s understanding of the text. (Informational Bend II Session 12)
<p>As writers we edit to clarify and enhance the development of our ideas and analysis.</p>	<ul style="list-style-type: none"> ● Writers cite evidence from the text they are writing about by incorporating specific details and examples, as well as direct quotations from the text. (Informational Bend I Session 8) ● Writers elaborate on important points by including details in their writing. (Informational Bend I Session 8) ● Writers edit their pieces with careful attention to language conventions and then share their work with other writers, friends, and family. (Informational Bend II Session 16) ● Writers use a comma to separate coordinate adjectives (Patterns of Power Lesson 4.4) ● Writers choose compound sentences to signify relationships among ideas (Patterns of Power Lesson 5.4 and 5.5)
<p>Modifications</p>	
<p>Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.</p> <p>NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.</p> <p>If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.</p>	
<p>Suggested Resources/Technology Tools</p>	

Theme Development with Evidence Gathering Student [Workpage](#)

Literary Essay Structure Documents:

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

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

Literary Analysis Essay: [Body Paragraph Color-Coded Structure Format Document](#) with Sample Paragraph

Literary Analysis Essay: [Conclusion Paragraph Color-Coded Structure Format Document](#) with Teacher Samples

Session 1

[Mentor text: "The Stolen Party"](#)

[FIG. 1-1 Writing about reading "Stray"](#)

[FIG. 1-2 Pressure map of "The Goodness of Matt Kaiser"](#)

[FIG. 1-3 Ways to capture thinking about "Uprising"](#)

[FIG. 1-4 A.J. charts characters in *Miracle's Boys*](#)

[Additional piece for "Stray"](#)

[Additional piece for "Stray"](#)

Session 2

[Mentor text: "The Stolen Party"](#)

Session 3

[FIG. 1-1 Writing about reading "Stray"](#)

[FIG. 1-2 Pressure map of "The Goodness of Matt Kaiser"](#)

[FIG. 1-3 Ways to capture thinking about "Uprising"](#)

[FIG. 1-4 A.J. charts characters in *Miracle's Boys*](#)

[Anchor chart: Ways to Write Powerfully about Reading](#)

[Chart: "Ladder of Abstraction"](#)

[FIG. 3-2 Emma's revision](#)

[FIG. 3-3 Marcus's writing](#)

Session 4

[FIG. 4-1 A.J.'s chart about *Radiance*](#)

[FIG. 4-2 Maggie's web about *Matilda*](#)

[FIG. 4-3 Teacher's drawings and notes on *War Horse*](#)

[Anchor chart: Ways to Write Powerfully about Reading](#)

[Chart: How to Write a Theme-Based Literary Essay](#)

[Chart: Ways to Analyze Evidence](#)

Session 5

[Chart: Ways of Visualizing Relationships Between Story Elements](#)

[FIG. 5-2 Alice's writing](#)

[Mentor text: "The Stolen Party"](#)

[Anchor chart: Ways to Write Powerfully about Reading](#)

Session 6

[Mentor text: "The Stolen Party"](#)

[Chart: Character Emotions and Reader Reactions](#)

[FIG. 6-3 Brian's essay about *Divergent*](#)

[Anchor chart: Ways to Write Powerfully about Reading](#)

Session 7

[Information Writing Checklist, Grade 7](#)

[Anchor chart: Ways to Write Powerfully about Reading](#)

[Teacher demonstration text: Companion book to "The Stolen Party"](#)

[Chart: Common Structures for Information/Nonfiction Texts](#)

[FIG. 7-1 Maggie and Jordan's tables of contents](#)

Session 8

[Anchor chart: Ways to Write Powerfully about Reading](#)

[Chart: Appositives and Dependent Clauses in Sentences](#)

[Chart: Common Ways to Organize Information Writing](#)

[FIG. 8-1 Jordan's writing](#)

Session 9

[Information Writing Checklist, Grade 7](#)

[FIG. 9-1 Jordan's draft of a first chapter](#)

[FIG. 9-2 Maggie's first page](#)

[FIG. 9-3 Bella's reflection](#)

Session 10

[Chart: Writers Use Techniques Such As...](#)

[Chart: Writers Aim Toward Goals Such As...](#)

[FIG. 10-3 Nicole's writing](#)

[FIG. 10-4 Soraya's analysis](#)

[FIG. 10-5 Serena's writing](#)

[Anchor chart: Ways to Write Powerfully about Reading](#)

Session 11

[Chart: Writers Aim Toward Goals Such As...](#)

[FIG. 11-1 Marcus's writing on empathy in *The Maze Runner*](#)

[Anchor chart: Ways to Write Powerfully about Reading](#)

Session 12

[Mentor text: "The Stolen Party"](#)

[Chart: Thought Prompts that Help an Essayist Think and Write](#)

[Chart: Writers Aim Toward Goals Such As...](#)

[Information Writing Checklist, Grade 7](#)

[FIG. 12-1 Claire's chapter on a theme in *Chasing Alaska*](#)

[FIG. 12-2 A.J.'s chapter on symbolism in *Miracle's Boys*](#)

Session 13

[FIG. 13-1 Ryan's scene](#)

Session 14

[Chart: Ways that Writers Can Show How Characters Have Different Perspectives](#)

Session 15

[Information Writing Checklist, Grade 7](#)

[Chart: Writing Conclusions that Keep Readers Hooked](#)

[FIG. 15-1 Ryan's introduction](#)

Session 16

[Information Writing Checklist, Grade 7](#)

[FIG. 16-1 A.J.'s companion book on *Miracle's Boys*](#)

[FIG. 16-2 Maggie's companion book on *Matilda*](#)

[FIG. 16-3 Jordan's companion book on *Miracle's Boys*](#)

[FIG. 16-4 Emma's companion book on *Uprising*](#)

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

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

Unit 3

Informational Reading - Becoming an Expert on a Topic

Summary and Rationale

In this unit, students will be exposed to different types of informational texts, using various research strategies to read through and synthesize facts and evidence to analyze how authors support claims. Students will interpret whether or not a source is valid by clarifying relationships between evidence and ideas. Ultimately, readers will recognize how the organization of informational texts can impact the meaning and inform how they analyze evidence to explain conceptual relationships.

Recommended Pacing

4-5 weeks

Standards

Reading: Informational Text

RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing

W.7.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking and Listening	
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Language	
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Interdisciplinary Connections	
SS 6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such

	knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SS 6.3	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Readers categorize by finding facts and details about how ideas develop throughout one topic/issue. ● Readers research by using a multitude of mediums to collect thoughts while evaluating source credibility. ● Readers of nonfiction recognize how the organization of a text can impact the meaning and analyze evidence to explain conceptual relationships. ● Readers talk and challenge one another by planning for future reading and conversations. 	<ul style="list-style-type: none"> ● How do readers categorize topics to prepare and focus research? ● How do readers research texts to enhance thinking about a specific topic of choice? ● How do readers organize and synthesize information across a variety of nonfiction texts? ● How do readers respond to and sustain meaningful conversations about new discoveries?
Evidence of Learning (Assessments)	
Pre-Assessment Nonfiction Reading Test: Asian Carp, and Answer Key	
Unit Assessment and Answer Key	
Objectives (SLO)	
Word Study/Vocabulary Focus	
<ul style="list-style-type: none"> ● Deepen an interest in vocabulary by building meaningful connections around word study, discussing interesting words and using them in conversation ● Recognize and use the suffixes -ative, -itive, and -ive, meaning “inclined to,” to form an adjective <ul style="list-style-type: none"> ○ -ative (affirm/affirmative, conserve/c ○ onservative, interpret/interpretive, authority/authoritative) ○ -itive (add/additive, compete/competitive) ○ -ive (act/active, impulse/impulsive) ● Recognize and use the prefixes that mean “make” or “put in or put on” <ul style="list-style-type: none"> ○ em- (empower, embed, embark) ○ en - (enclose, enable, entangle) ● Recognize and use the prefixes that mean “around,” “across,” or “beyond,” or “through” <ul style="list-style-type: none"> ○ circu- circum- (circular, circuit, circumference) 	

- peri- (periscope, perimeter, period)
- trans- (transport, transaction, transatlantic)
- per- (permit, perspiration, persist)

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

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

Launching Reading Workshop

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

- [Ideas for Launching Reading Workshop](#)

Students will know: (Goals)

Students will be able to: (Teaching Points)

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

IMPORTANT TIPS FOR IMMERSION:

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

Some Lessons to Support Immersion:

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

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

<p style="text-align: center;"><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Strengthening students literal comprehension (Bend I, Session 4) ● Supporting students as they analyze the role parts of the text play (Bend I, Session 6) 	
<p>As readers we research texts to enhance our thinking about a specific topic of choice.</p> <hr/> <p style="text-align: center;"><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Supporting predictable problems with online research (Bend III, Session 17) ● Using a partner to make sense of harder parts of nonfiction texts (Bend II, Session 12) ● Flexibly drawing on the work of the unit and reading critically (Bend III, Session 19) ● Supporting students in growing ideas (Bend II, Session 14) 	<ul style="list-style-type: none"> ● Readers utilize a multitude of mediums in order to gather resources for their future research. <ul style="list-style-type: none"> ○ To support this teaching point, you may want to look at Bend III, Lesson 17 - “Inquiry into the Particular Challenges of Online Research” in Tapping the Power of Nonfiction ● Readers choose how they will collect their thinking about nonfiction texts. (Chapter 3: Lesson 9 - What Do I Teach Readers Tomorrow? Nonfiction) ● Readers identify and acquire understanding of Word Gaps by using questioning techniques, prior knowledge, and context clues (Nonfiction Signpost) ● Readers often turn to outside resources to deepen their comprehension of tricky parts of their nonfiction books. (Bend II, Session 12 - Tapping the Power of Nonfiction) ● Readers evaluate source credibility in order to determine the validity of the information. <ul style="list-style-type: none"> ○ Readers notice when texts directly contradict one another, and they study those texts closely to determine which is most trustworthy. (Bend III, Lesson 19 - Tapping the Power of Nonfiction) ● Readers of nonfiction don’t accept what the authors teach at face value; instead, readers grow their own ideas and develop their own theories about their topics. (Bend II, Session 14 - Tapping the Power of Nonfiction)
<p>As readers we organize and synthesize information across a variety of nonfiction texts.</p> <hr/> <p style="text-align: center;"><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Predictable work to help students with summarizing (Bend II, Session 10) 	<ul style="list-style-type: none"> ● Readers regularly synthesize across texts on a topic by considering how the information they are earning fits with, extends, or contradicts what they have read earlier. (Bend II, Session 10 - Tapping the Power of Nonfiction) ● Readers discuss the important information in the art or illustrations so they can fully understand the author’s message. ● Readers analyze informational text in order to identify textual evidence to explain the relationships/causes of events. (Chart Sense 80-81)

	<ul style="list-style-type: none"> • Readers of nonfiction texts think about how two different texts are organized and how the organization impacts meaning and style. (Chart Sense 114-115)
<p>As readers we respond to and sustain meaningful conversations about our new discoveries.</p>	<ul style="list-style-type: none"> • Readers reflect upon their thinking by talking about their intentions, challenging one another, and planning for future reading and conversations. • Readers listen openly, show up with ideas to discuss, and take turns discussing ideas.

Modifications

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

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

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

Suggested Resources/Technology Tools

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

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

Anchor Charts
To Research a New Topic...
[Color](#) / [B&W](#)

TEXT SETS

[Atomic Bombs Text Set](#)
[Diseases and Illnesses Text Set](#)
[GMOs and Genetic Engineering Text Set](#)
[Outer Space Exploration-Higher Level Text Set \(Text Set A\)](#)
[Outer Space Exploration-Lower Level Text Set \(Text Set B\)](#)
[Teen Activism Text Set](#)
[The *Titanic*-Higher Level Text Set \(Text Set A\)](#)
[The *Titanic*-Lower Level Text Set \(Text Set B\)](#)
[Research project topic overviews](#)

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

An Orientation to the Unit

[Read-Aloud Pacing Guide](#)

Session 1

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

Session 3

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

Session 4

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

Session 6

[Excerpts from Fast Food Nation by Eric Schlosser](#)

[Image of mangrove trees](#)

[Anchor Chart: To Make the Most of Your Nonfiction Chapter Books](#)

[Questions that support student's analysis](#)

[FIG. 6-1 Caitlin uses sketches to trace how an idea developed across the early chapters in her book.](#)

[FIG. 6-2 Wing Cam maps out how a central idea in her text evolved, leading her to a clearer sense of the author's central idea.](#)

[Homework](#)

Session 8

[Atomic Bombs Text Set](#)

[Diseases and Illnesses Text Set](#)

[GMOs and Genetic Engineering Text Set](#)

[Outer Space Exploration-Higher Level Text Set \(Text Set A\)](#)

[Outer Space Exploration-Lower Level Text Set \(Text Set B\)](#)

[Teen Activism Text Set](#)

[The *Titanic*-Higher Level Text Set \(Text Set A\)](#)

[The *Titanic*-Lower Level Text Set \(Text Set B\)](#)

[The Battle Over GMO's](#)

[List of subtopics to the class topic](#)

[FIG. 8-1 A web of possible subtopics related to disease](#)

[Link to "So what is genetic engineering?"](#)

[Anchor Chart: To Research a New Topic...](#)

[Homework](#)

Session 10

[The Battle Over GMO's](#)

[Anchor Chart: To Research a New Topic...](#)

[Create a brief summary of the text chart](#)

[Acknowledge the Author in Your Summary chart](#)

[FIG. 10-1 Erica crafts a summary that includes a central idea and supports.](#)

[Homework](#)

Session 11

[What are GMOs? notes](#)

[Link to "Seeing Red: The Flav'r Savr Tomato" video](#)

[Anchor Chart: To Research a New Topic...](#)

[Anchor Chart: To Make the Most of Your Nonfiction Texts](#)

[To Synthesize Across Texts chart](#)

[FIG. 11-1 Will and Molly revise the notes to incorporate their new learning](#)

[FIG. 11-2 Dabney revises her notes to incorporate information from a second text on the same topic.](#)

[Homework](#)

Session 12

[The Battle Over GMO's](#)

[Link to encyclopedia.kids.net](#)

[Anchor Chart: To Research a New Topic...](#)

[Anchor Chart: To Make the Most of Your Nonfiction Texts](#)

[Mini student anchor chart: To Research a New Topic...](#)

[Homework](#)

Session 13

[Ways to Sort Key Vocabulary chart](#)

[Anchor Chart: To Research a New Topic...](#)

[Look ALL Around a Word for Clues chart](#)

[Word morphology log](#)

[FIG. 13-1 Enver sorts key vocabulary related to atomic bombs chronologically.](#)

[Homework](#)

Session 14

[Prompts to Grow Your Own Ideas chart](#)

[The Battle Over GMO's](#)

[Anchor Chart: To Research a New Topic...](#)

[Back Up Your Ideas, Prompts to Grow Your Own Ideas, When a Text Contradicts Your Ideas, Ask... mini student charts](#)

[FIG. 14-1 Sofia writes to grow ideas about a key detail in the text.](#)

[Homework](#)

Session 15

[When Curating a Text Set...chart](#)

[FIG. 15-1 Sofia explains why the texts she's recommending are essential.](#)

Session 16

[Anchor Chart: To Research a New Topic...](#)

[FIG. 16-1 Paige develops a plan to build up background knowledge on her new topic.](#)

[Homework](#)

Session 17

[Link to Just Label It! website](#)

[FIG. 17-1 Mohamad jots challenges and possible solutions as he researches online.](#)

[Homework](#)

Session 18

[Ad of World Wildlife Fund](#)

[Techniques Authors Use to Convey a Point of View cards](#)

[Link to "Labels for GMO Foods Are a Bad Idea"](#)

[Link to "Scientists Make a Better Potato"](#)

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

[Talking Academically About Author's Points of View chart](#)

[Homework](#)

Session 19

[Link to What's a GMO? and GMO Information](#)

[To Determine If a Text Is Trustworthy chart](#)

[The Battle Over GMO's](#)

[Anchor Chart: To Research a New Topic...](#)

[Sentence Starters to determine trustworthiness of sources](#)

[Readers Can Compare and Contrast chart](#)

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

[Homework](#)

Session 20

[FIG. 20-1 Paige jots notes about the structure and style of a TED Talk.](#)

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

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

[Identifying Text Structure Paragraph Set #1](#)

[Identifying Text Structure Paragraph Set #2](#)

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

[Reader Response Chart for Big Question #1](#)

[Reader Response Chart for Big Question #2](#)

[Reader Response Chart for Big Questions #3](#)

Chart Sense

Argument Unit of Study, Lucy Calkins

Varied mentor texts, such as:

“Moonbird,” by Phillip Hoose (curriculum read aloud book)

[Big Question #1 Chart to “Moonbird”](#)

[“Facts About Tardigrades,” Arlina Bradford](#)

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

Brainstorming: Generating Topics and Subtopics of High-Interest Student [Planning Chart](#) and [Teacher Sample Chart](#)

Teacher’s Long Entries’ Sample: [Long Entries](#)

Student Long Entries Journaling [Prompt Page](#)

Student Research Resources

[T-Chart](#) for Student-Chosen Research Articles (Direct Quotes vs. “This Means”)

[Teacher Sample T-Chart](#)

Students’ Blank [List of Sources Chart](#)

Teacher’s Sample [List of Sources Chart](#)

[Learning Progression](#)

Modifications

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

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

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

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

Unit 4

Informational Writing (Research Report)

Summary and Rationale

In this unit, students will analyze and synthesize the ideas and evidence presented by authors of informational texts in order to create and support a clear claim and teach readers about a topic. Writers will effectively organize information from multiple sources in a manner that best supports their claims, producing clear body paragraphs that cite their sources while mimicking formal writing styles and maintaining an objective voice. Ultimately, writers will produce cogent pieces that inform their readers on particular topics.

Recommended Pacing

4-5 weeks

Standards

Reading: Informational Text

RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Writing

W.7.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Language	
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). B. Spell correctly.
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections	
SS 6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such

	knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SS 6.3	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers synthesize, evaluate, and rank information effectively to create a claim and introduce their topic without plagiarism. Writers evaluate a text’s ideas, events, and topics while producing clear body paragraphs with evidence from multiple sources. Writers mimic other formal writing styles while establishing an objective voice. Writers refine their pieces by citing specific sources and utilizing transitions, domain specific vocabulary, and peer feedback. 	<ul style="list-style-type: none"> How do writers re-read and organize information to teach readers about a topic? How do writers elaborate and teach readers about their topics? How do writers establish and maintain a formal style, approach, and form? How do writers edit informational pieces for detail, evidence, and cohesion?
Evidence of Learning (Assessments)	
<p><i>Pre-Assessment Sample Prompt</i> <i>Post Assessment Prompt, Texts & Rubric</i></p> <p>Information Writing Learning Progression, Grades 3-9</p> <p>Information Writing Rubrics</p> <p>Grade 6 Grade 7 Grade 8</p> <p>Information Writing Checklists</p> <p>Grade 5 Grade 5 and Grade 6 Grade 6 Grade 6 and Grade 7 Grade 7 Grade 7 and Grade 8 Grade 8 Grade 8 and Grade 9 Grade 9</p>	

Compendio de Checklists Textos Informativos

Student Writing Samples

[Grade 5](#)

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

[Grade 9](#)

Writing Developed Through the Progression

[Grade 5](#)

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

Objectives (SLO)

Grammar Focus

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

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

Launching Writing Workshop

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

- [Ideas for Launching Writing Workshop](#)

Students will know: (Goals)

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

IMPORTANT TIPS FOR SHARED WRITING:

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

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

Students will be able to: (Teaching Points)

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

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

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

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

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

Suggested Resources/Technology Tools

Mentor Texts

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

[*Noticings T-Chart on Informational Writing, using the Bulldog report*](#)

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

Writing References

[*MLA Citation Formats*](#)

[*Staying Objective Writing Tips*](#)

[*Student Research Paper Planning Chart*](#)

Session 1

[Mentor text: "The Stolen Party"](#)

[FIG. 1-1 Writing about reading "Stray"](#)

[FIG. 1-2 Pressure map of "The Goodness of Matt Kaiser"](#)

[FIG. 1-3 Ways to capture thinking about "Uprising"](#)

[FIG. 1-4 A.J. charts characters in *Miracle's Boys*](#)

[Additional piece for "Stray"](#)

[Additional piece for "Stray"](#)

Session 2

[Mentor text: "The Stolen Party"](#)

Session 3

[FIG. 1-1 Writing about reading "Stray"](#)

[FIG. 1-2 Pressure map of "The Goodness of Matt Kaiser"](#)

[FIG. 1-3 Ways to capture thinking about "Uprising"](#)

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

Session 4

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

Session 5

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

Session 6

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

Session 7

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

Session 8

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

Session 9

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

Session 10

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

[FIG. 10-5 Serena's writing](#)
[Anchor chart: Ways to Write Powerfully about Reading](#)

Session 11

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

Session 12

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

Session 13

[FIG. 13-1 Ryan's scene](#)

Session 14

[Chart: Ways that Writers Can Show How Characters Have Different Perspectives](#)

Session 15

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

Session 16

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

Modifications

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

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

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

second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

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

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

Unit 5

Reading - Author's Study Book Clubs

Summary and Rationale

In this unit, students will be exposed to texts by the same authors as a part of book clubs. Students should be placed in book clubs with students all reading texts by the same author. Students should have a choice of which texts they are most interested in reading and teachers should place them in clubs accordingly. Clubs of four students are the ideal group. In this type of group, two students (a partnership) could read one title together and the other two students (the second partnership) could read a different title. You also could have all four students reading the same title, if you would prefer, and then they could read a second title together. Readers will focus on comparing and contrasting characters, how conflict and story elements impact characters, and what author's craft reveals about character development (motives, actions, decisions, etc.). Ultimately, readers will analyze the craft and style of specific authors across their texts as they shape and develop characters.

Recommended Pacing

4-5 weeks

Standards

Reading: Literature

RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Writing	
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.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.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Language	
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the

	inferred meaning in context or in a dictionary).
L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Readers use words to describe feelings, settings, and problems about characters over a period of time. ● Readers look at what the character wants, character point of view, and relationships with other characters. ● Readers analyze structure and the different types of conflicts that affect plot and character. 	<ul style="list-style-type: none"> ● How do readers compare and contrast characters within and across texts by the same author? ● How do readers track character relationships over the course of a text and refine their thinking about them? ● How do readers recognize how story elements contribute to character development? ● How do readers write to deepen their thinking about characters across texts?
Evidence of Learning (Assessments)	
Unit Assessment, Text 1, Text 2 & Answer Key	
Objectives (SLO)	
<u>Word Study/Vocabulary Focus</u>	
<ul style="list-style-type: none"> ● Develop interest in vocabulary by recognizing and appreciating aspects of words and by “collecting” and discussing interesting words and using them in conversation ● Recognize and use synonyms (words that have almost the same meaning) <ul style="list-style-type: none"> ○ Ex: (synonyms) destroy/demolish ● Recognize and use antonyms (words that have opposite meaning) and uncover semantic gradients (lists of related words that have similar meanings that increases by degree) <ul style="list-style-type: none"> ○ Ex: (antonyms) freezing/sweltering ○ Ex: (semantic gradients) freezing, cold, cool, warm, hot, roasting, and sweltering ○ Use this link to support your understanding: http://www.reallygoodstuff.com/community/semantic-gradients-and-the-common-core-standards/ 	

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

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

Students will know: (Goals)	Students will be able to: (Teaching Points)
As readers we compare and contrast characters within and across texts by the same author.	<ul style="list-style-type: none"> ● Readers use words to describe character feelings over a period of time, as well as why they are thinking in that way. ● Readers notice the effects that characters, setting, and problems have on characters earlier and later in the story. (Reading Strategies 6.17)
As readers we track character relationships over the course of a text and refine our thinking about them.	<ul style="list-style-type: none"> ● Readers understand character motivation by tracking what they say and do throughout a course of events. ● Readers compile smaller ideas about a character to craft a larger theory about who the character really is or really wants. (Reading Strategies 6.21) ● Readers explore how the author of the text contrasts the point of view of two different narrators.(Schoolwide Lesson 5) ● Readers infer complex relationships between and among characters by noticing evidence in their responses to each other. (Fountas & Pinnell 626) <ul style="list-style-type: none"> ○ <i>Possible Strategy:</i> <ol style="list-style-type: none"> 1. Who are the characters and what is their relationship? 2. What do I notice about how they react and respond to each other? 3. What do I NOW know about their relationship and how they interact?

<p>As readers we recognize how story elements contribute to character development</p>	<ul style="list-style-type: none"> ● Readers analyze a story’s narrative structure-especially if it is unconventional. (Writing About Reading, Bend II Session 12) ● Readers analyze author’s craft and writing style and its impact on the reader’s interpretation. ● Readers identify how figurative language (i.e.: simile, metaphor, personification, etc.) showcases the author’s craft. ● Readers identify how literary devices (i.e.: repetition, foreshadowing, allusion, personification, etc.) showcases the author’s craft.
<p>As readers we write to deepen our thinking about characters across texts.</p>	<ul style="list-style-type: none"> ● Readers discuss with book clubs in various ways about their characters and the interactions they encounter. ● Readers write to develop thinking by referring back to the text, building upon ideas, and adding to reactions. ● Readers compare inference with those of other readers and consider alternative interpretations of characters’ motives and the writer’s message.
<p>Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.</p> <p>NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.</p> <p>If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.</p>	
<p>Suggested Resources/Technology Tools</p>	
<p>Schoolwide Kit, Fiction, Grade 7 varied mentor texts Fountas & Pinnell Learning Continuum, K-8 The Reading Strategies Book by Jennifer Serravallo What Do I Teach Readers Tomorrow: Fiction - Gravity Goldberg</p> <p>Suggested Book Club Authors to Study Will Hobbs (drama adventure) Walter Dean Myers Sarah Dessen (realistic fiction)</p>	

Avi
Lois Lowry
Joan Bauer
Jerry Spinelli
Jacqueline Woodson

[Available Titles for Book Clubs](#)

Modifications

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

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

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

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

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

Unit 6	
Writing Realistic Fiction from a New Perspective	
Summary and Rationale	
<p>In this unit, students will use their strengths as a reader to build and develop ideas as a writer. Students will begin by exploring the idea that stories look and sound different, depending on the narrator’s perspective. Students will then experiment with writing from secondary character’s perspectives. During writing workshop, they will do this independently and may choose a character or various characters from which to experiment and write. Ultimately, students will select a specific scene, analyzing a secondary character’s experiences and create a series of events from that character’s imagined point of view. Students will use multiple strategies for editing in order to produce strong prose. Ultimately, students will utilize various narrative techniques, including dialogue, action, character thought, and setting, in order to take a scene from a mentor text and rewrite it from a secondary character’s point of view.</p>	
Recommended Pacing	
4-5 weeks	
Standards	
Reading: Literature	
RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Writing	
W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> A. Engage and orient the reader by establishing a context and point of view and introducing a

	<p>narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Language	
L.7.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>
L.7.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>B. Spell correctly.</p>
L.7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions)</p>

(e.g., refined, respectful, polite, diplomatic, condescending).

Instructional Focus

Enduring Understandings:

- Writers develop ideas by writing scenes and evoking characters with specific motivations and struggles which we can identify with through a developed theme.
- Writer's draft scenes by making a three dimensional experience while using a storytelling voice and varying narrative elements.
- Write from different perspectives while including dialogue, action, character thought, setting, and a satisfying ending (if applicable).
- Writers revise by using varied strategies and edit them through different lenses.

Essential Questions:

- How do writers generate ideas from varied perspectives, considering different points of view?
- How do writers analyze author's craft and apply similar techniques to their own writing?
- How do writers plan and create a series of events about a secondary character's experiences?
- How do writers edit for clarity and focus?

Evidence of Learning (Assessments)

[On-Demand Pre-Assessment Prompt](#)

Post-Assessment Rubric

Narrative Writing

- [Learning Progression, Grades 3-9](#)

Narrative Writing Rubrics

- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)

Narrative Writing Checklists

- [Grade 6 and Grade 7](#)
- [Grade 7](#)
- [Grade 7 and Grade 8](#)
- [Grade 8](#)
- [Grade 8 and Grade 9](#)
- [Grade 9](#)
- [Compendio de Checklists de Escritos Narrativos](#)

One-on-one conferences

Formative assessments

Writing notebook entries

Objectives (SLO)

Grammar Focus

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

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

Students will know: (Goals)

Students will be able to: (Teaching Points)

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

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

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

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

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

- Writers sketch out possible plotlines for stories, often using tools such as story arcs, timelines, lists, or mentor texts that can help ensure their stories are built with traditional story structure in mind. (Narrative Bend I: Session 5)
- Writers write extensions of a story, creating new scenes that fit the original story, or that make the story go differently. (Narrative Bend II Session 13)
- Writers include the perspectives of different characters of a story, even when those perspectives differ from each other. (Narrative Bend II Session 14)

	<ul style="list-style-type: none"> ● Writers create their best drafts when they experience the world through their character’s skin, letting the story unfold as it happens to them, and highlighting the most meaningful parts of the story (Narrative Bend II: Session 7) ● Writers “stay in scene”, by making sure scenes are grounded in dialogue, action, narration, and setting. (Narrative Bend II: Session 9) <ul style="list-style-type: none"> ○ Patters of Power Lesson 10.11 - Writers use quotation marks to enclose speech. ● Writers craft endings that their stories and their readers deserve, making sure that their endings connect with the hearts of their stories and help to create a satisfying feeling for the reader. (Narrative Bend II: Session 10)
<p>As writers we analyze author’s craft and apply similar techniques to their own writing.</p>	<ul style="list-style-type: none"> ● Writers craft scenes that are, in a sense, about making the two-dimensional plans of the writer into a three-dimensional experience for the reader. (Narrative Bend II: Session 6) ● Writers use a storytelling voice and utilize varying narrative elements (character, plot, and setting) to create an engaging and compelling story.
<p>As writers we edit for clarity and focus.</p>	<ul style="list-style-type: none"> ● Writers become their own editors using a variety of tools to raise the level and quality of their writing. (Narrative Bend II: Session 11) ● When revising, writers hold onto their intended meaning and use a variety of strategies to ensure that meaning is popped out for their audience. (Narrative Bend III: Session 12) ● Writers sometimes cut out words and sentences to develop stronger prose. (Narrative Bend III: Session 15) ● Writers revise with “lenses” and edit with them as well, rereading their writing several times through different lenses, making edits as they go. (Narrative Bend III: Session 16) ● Writers use prepositional phrases. (Patterns of Power Lesson 7.5 - Creating a Setting: Prepositional Phrases)
<p>Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.</p> <p>NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.</p> <p>If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing</p>	

at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Point of View [Slideshow](#)

Ways to Change Perspective Without Changing Facts [Writer's Guide](#)

Student's Scene Resolution [Planner](#)

[Correlations to the Common Core State Standards](#)

Session 1

[FIG. 1-1 Annabelle's personal narrative entry](#)
[Narrative Writing Checklist, Grade 6](#)

Session 2

[FIG. 2-1 Samee's ideas](#)
[FIG. 2-2 Annabelle's ideas](#)
[Chart: How to Find Ideas for Fiction](#)

Session 3

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

Session 4

[FIG. 4-1 Samee's writing](#)
[FIG. 4-2 Gabriel's writing](#)
[FIG. 4-3 Taylor's T-chart](#)

Session 5

[Link to Vonnegut story arcs](#)
[Link to an editable blank plot diagram template](#)
[Mentor text: "Thirteen and a Half"](#)
[FIG. 5-1 Story Arc of "Thirteen and a Half"](#)
[FIG. 5-2 Samee tries using a story arc to plan](#)
[FIG. 5-3 Samee decides to revise his original plan](#)
[FIG. 5-4 Samee's final story plan](#)
[FIG. 5-5 A student tries a simplified story arc](#)
[Anchor chart: How to Write Compelling Fiction](#)
[Narrative Writing Checklist, Grades 6 and 7](#)

Additional Mentor Text Suggestions for Realistic Fiction

Session 6

Mentor text: "Thirteen and a Half"

Anchor chart: How to Write Compelling Fiction

FIG. 6-1 Samee's original attempt at a short summary

FIG. 6-2 Taylor's first, fast draft

Chart: Some Ways Writers Can Build Tension in Their Stories

Session 7

Mentor text: "Thirteen and a Half"

Anchor chart: How to Write Compelling Fiction

Chart: Techniques for Crafting Leads

FIG. 7-1 Gabriel's story

FIG. 7-2 Samee's scene

FIG. 7-3 Yasmin's draft

Session 8

FIG. 8-1 Miriam's first attempt at a lead for her story

FIG. 8-2 Miriam's revised lead

Anchor chart: How to Write Compelling Fiction

Session 9

FIG. 9-1 Brian's scene

Chart: The House on Fire Test: Keep What's Important, Get Rid of What's Unnecessary

Anchor chart: How to Write Compelling Fiction

Session 10

Anchor chart: How to Write Compelling Fiction

Mentor text: "Thirteen and a Half"

FIG. 10-1 Annabelle's revised ending

FIG. 10-2 This student tries out a classic romantic ending

Session 11

Narrative Writing Checklist, Grades 7 and 8

Anchor chart: How to Write Compelling Fiction

Chart: Ways to Create Conflict

Chart: Four Major Types of Sentences

FIG. 11-1 Gabriel's piece

Session 12

Excerpt from Max's draft

Anchor chart: How to Write Compelling Fiction

FIG. 12-1 This student is working to pop out contrasting images

FIG. 12-2 Annabelle's story

Chart: Tips for Writing Realistic Dialogue

Chart: When Fiction Writers Revise to Include Symbolism or Imagery, They...

Session 13

FIG. 13-1 Miriam's sentences

[Anchor chart: How to Write Compelling Fiction](#)

[Anchor Chart: Ways to Perspective without Changing Facts of an Original Story](#)

Session 15

[FIG. 15-1 Annabelle's edited piece](#)

[FIG. 15-2 Yasmin's revisions](#)

Session 16

[FIG. 16-1 A fast listing of the classroom](#)

[FIG. 16-2 Miriam edits for spelling](#)

[FIG. 16-3 Taylor's piece is ready to edit](#)

[Narrative Writing Checklist, Grades 7 and 8](#)

Session 17

[FIG. 17-1 "Helping Ruby" by Miriam](#)

[FIG. 17-2 "Realistic Fiction Story" by Annabelle](#)

[FIG. 17-3 "One Friend to Another" by Samee](#)

[FIG. 17-4 Yasmin's final piece](#)

[FIG. 17-5 "Forever Strong" by Gabriel](#)

Student Writing Samples

- [Grade 5](#)
- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)

Writing Developed Through the Progression

- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)

Additional Materials

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

Modifications

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

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

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

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

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

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

Unit 7

Nonfiction Reading- Perspectives on an Issue

Summary and Rationale

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

Recommended Pacing

4-5 weeks

Standards

Reading: Informational Text

RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Writing	
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking and Listening	
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

	D. Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Language	
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
Interdisciplinary Connections	
SS 6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SS 6.3	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Social Justice Standards	
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices, and laws.

JU.6-8.12	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
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Instructional Focus

Enduring Understandings:

- Readers analyze the perspective of the author as well as the evidence they value and ignore.
- Readers identify what challenged, changed, or confirmed their thinking within a text.
- Readers critically analyze a text looking for contradictions among sources.
- Readers recognize what surprises them and notice the author's specific use of language to identify point of view and purpose.
- Readers identify the main idea and the author's purpose of the text.

Essential Questions:

- How do readers recognize that authors of similar topics can have differing perspectives?
- How do readers research and gather information from multiple texts to form informed opinions?
- How do readers compare and contrast perspectives on an issue?
- How do readers critique the author's claim?

Evidence of Learning (Assessments)

Unit Assessment and Answer Key

- One-on-one conferences
- Formative assessments
- Reading notebook entries

Objectives (SLO)

Word Study/Vocabulary Focus

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

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

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

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

Students will know: (Goals)

Students will be able to: (Teaching Points)

As readers we recognize that authors of similar topics can have differing perspectives and we track this through various note-taking strategies.

IMPORTANT TIPS FOR IMMERSION:

During the first few days of this unit, you should plan time for shared reading/interactive read aloud lesson to bring students together with a focus on perspective.

- Introduce students to the idea of argument. Get them thinking about why argument exists in the world
- Interactive Read Aloud or shared reading
- Read texts together and show them what you're thinking about and the notes you are taking
 - What do you notice about the author's perspective?
 - Is there bias? What is fact?
- To support this work, you may want to utilize the read aloud in Bend III, Session 18 of *Tapping the Power of Nonfiction - Read Aloud: Determining the Author's Point of View and How It's Advanced*.

- Readers pay careful attention to the perspective of the author, including the evidence the author seems to value and to ignore in order to determine the author's claim. (Argumentative Bend II Session 7)
- Readers use a variety of tools to jot notes, organize and refine our thinking on a particular topic (boxes and bullets, t-charts, venn diagrams, timelines).
- Readers reread our notes, looking for patterns of information from different resources. We create new notebook entries that support a compilation of noticings and trends.
- Readers read not only for facts but also for larger ideas that emerge from the information we are learning. We ask ourselves, "What ideas am I having about this topic? What does the author want me to know? Understand? Think? Feel?" We mark places in a text or in our notebook where larger ideas emerge for us.

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

- Readers pinpoint what the author thinks they already know to uncover author's intent and biases. (Nonfiction Notice and Note)
 - *In this lesson, you may want to address Social Justice Standard JU.6-8.12 & JU.6-8.13 while having the students read through texts.*
- Readers think about what challenges, changes, or confirms what they already know to confirm what they already thought, to modify their thinking, or change their minds completely. (Nonfiction Notice and Note)
- Readers notice differences between what they know and what the author shows them to help uncover main idea and author's purpose. (Nonfiction Notice and Note- Contrasts and Contradictions)

	<ul style="list-style-type: none"> ● Readers identify what surprises them in a text to better understand and notice new information, suspicious information, clarifying information, or different perspectives. (Nonfiction Notice and Note) <ul style="list-style-type: none"> ○ <i>In this lesson, you may want to address Social Justice Standard DI.6-8.9 as students come across different perspectives while they are reading.</i>
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As readers we compare and contrast perspectives on an issue.

- Readers read with a critical eye, not merely accepting what the text offers as infallible. Readers look for contradictions among sources, as well as the sources of those contradictions. (Argumentative Bend II Session 7)
- Readers notice author use of language that leaves no doubt, exaggerates, or pushes to the limit to help identify author’s point of view and purpose. (Nonfiction Notice and Note- Extreme or Absolute Language)
- Readers lay texts next to each other, browsing both to look for similarities and differences between the main ideas and details. We highlight or make new annotations to record our observations.
- Readers compare perspectives of authors on the same topic by:
 - Studying images in each author’s work
 - Studying main or central ideas presented
 - Considering which facts each author has included and which they have left out
 - Noticing author's word choices

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

[Suggested Pacing Guide Linked Here](#)

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

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

Suggested Resources/Technology Tools

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

[*Mentor Texts, Google Slides, Resources, Etc.*](#)

Modifications

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

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[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

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

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

Summary and Rationale

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

Recommended Pacing

4-5 weeks

Standards

Reading: Informational Text

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

RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

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

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

Writing

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

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

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

W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language	
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of phrases and clauses in general and their function in specific sentences. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not

	<p>He wore an old[,] green shirt).</p> <p>B. Spell correctly.</p>
L.7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
L.7.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Interdisciplinary Connections	
SS 6.2	<p>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>
SS 6.3	<p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
Social Justice Standards	
DI.6-8.9	<p>I know I am connected to other people and can relate to them even when we are different or when we disagree.</p>
JU.6-8.12	<p>I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices, and laws.</p>
JU.6-8.12	<p>I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.</p>
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Writers weigh the reasons and evidence of varying perspectives and how their previous research can be refined. ● Writers create a claim based upon their previous research. ● Writers rank/analyze appropriate evidence to create a strong and valid argument for an audience. 	<ul style="list-style-type: none"> ● How do writers generate ideas to inform others on issues with varying perspectives? ● How do writers craft arguments to support multiple perspectives? ● How are writers mindful of audience and purpose while utilizing multimedia and technological platforms to inform? ● How do writers edit arguments to clarify relationships among our claims, evidence, and reasoning?

- Writers include a matched tone and style for their argument and their audience throughout their presentation.
- Writers revise their argument to stay away from extreme perspectives and opinions.

Evidence of Learning (Assessments)

Multimedia Project Resources:

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

Common Assessment

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

Group Debate Preparation (optional):

Group Debate Outline

[Examples](#) of Counterclaims/Rebuttal Parts

Debate Reflections

Argument Writing

[Learning Progression, Grades 3-9](#)

Argument Writing Rubrics

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

Argument Writing Checklists

[Grade 5](#)

[Grade 5 and Grade 6](#)

[Grade 6](#)

[Grade 6 and Grade 7](#)

[Grade 7](#)

[Grade 7 and Grade 8](#)

[Grade 8](#)

[Grade 8 and Grade 9](#)

[Grade 9](#)

[Compendio de Checklists de Escritos de Argumentacion](#)

Student Writing Samples

- [Grade 5](#)
- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)
- [Grade 9](#)

Writing Developed Through the Progression

- [Grade 5](#)
- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)

Objectives (SLO)

Grammar Focus

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

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

Students will know: (Goals)

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

IMPORTANT TIPS FOR SHARED WRITING:

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

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

Week 1 of Writing:

- Introduce argument and debate
 - Make sure they know the real life places where arguments exist and these skills matter
- 2-3 mini-debate experiences based off of short texts or clips

Students will be able to: (Teaching Points)

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

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

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

[Additional Texts on Competitive Sports](#)

[Bottled Water](#)

[Child Labor](#)

[Eco Carbon Footprint](#)

[Green Energy](#)

[Pets in the Classroom](#)

[Whaling](#)

Session 1

[Sample Teacher Essay: "Get Off That Couch and Play!"](#)

[Competitive Sports Text Set](#)

[Anchor chart: How to Write an Argument](#)

[Chart: To Research before Establishing Your Position in an Argument](#)

[FIG. 1-1 Josie's T-chart](#)

[FIG. 1-2 Josie's position](#)

Session 2

[Competitive Sports Text Set](#)

[Anchor chart: How to Write an Argument](#)

[FIG. 2-1 Josie's bullets](#)

[FIG. 2-2 Brandon's flash-draft](#)

[FIG. 2-3 Andrew's flash-draft](#)

Session 3

[Chart: How to Write a Literary Essay about Character](#)

[Argument Writing Checklist, Grades 6 and 7](#)

[Chart: When Ranking and Choosing Evidence to Support a Point, Writers Ask...](#)

[Anchor chart: How to Write an Argument](#)

[Chart: Make Quotes Work](#)

[Chart: Guidelines for Source Citations and References](#)

[FIG. 3-1 Noemi's evidence](#)

[FIG. 3-2 Hazel's evidence](#)

[FIG. 3-3 Deni's writing](#)

[FIG. 3-4 Danielle's writing](#)

[FIG. 3-5 Darian's draft](#)

Session 4

[Chart: Guidelines for Source Citations and References](#)

[FIG. 4-1 Darian's draft](#)

[Chart: Ways to Analyze Evidence and Get Others to Follow Your Argument](#)

[FIG. 4-2 Gracie's revision](#)

[Anchor chart: How to Write an Argument](#)

[Chart: Transitions to Analyze Quotes](#)

[Chart: Adding Evidence](#)

[FIG. 4-6 Jentry's flash-draft](#)

Session 5

[Argument Writing Checklist, Grade 7](#)

[Link: Examples of Punctuation Changing Meaning](#)

[FIG. 5-1 T.J. incorporates and analyzes evidence](#)

[FIG. 5-2 Shuyin's evidence](#)

Session 6

[Competitive Sports Text Set](#)
[Additional Texts on Competitive Sports](#)
[Alternate Version of Session 6](#)
[Chart: Let's Crack Open the Topic!](#)
[FIG. 6-1 Teacher's claims](#)
[FIG. 6-2 Kiara's notes](#)
[FIG. 6-3 Chanelle's notes](#)

Session 7

[Chart: Questions to Ask the Text When Reading with a Critical Eye](#)
[Additional Texts on Competitive Sports](#)
[Emergency Room Visits by Sport, 2011; Females Age 6-22](#)
[Anchor chart: How to Write an Argument](#)
[Links: "Flavored Milk" video and quantitative data resources](#)
[FIG. 7-1 One student's writing](#)
[FIG. 7-2 Rudina's notes](#)
[FIG. 7-3 Danny's notes](#)
[FIG. 7-4 Nicholas's notes](#)
[FIG. 7-5 Danny's notes](#)
[FIG. 7-6 Rudina's notes](#)
[FIG. 7-7 Kiara's notes](#)
[FIG. 7-8 Nicholas's notes](#)

Session 8

[Chart: Let's Argue About Texts](#)
[FIG. 8-1 Student tips for debating](#)
[FIG. 8-3 Students draft claims and reasons](#)

Session 9

[Chart: Ways to Introduce an Argument](#)
[FIG. 9-1 Kayla's flash-draft](#)
[Example of an introduction](#)
[Chart: Checklist for Creating Body Paragraphs](#)
[Samples of three conclusions](#)
[Chart: Ways to Conclude Argument Writing](#)
[Chart: Techniques for Powerful Conclusions](#)
[Anchor chart: How to Write an Argument](#)

Session 10

[Argument Writing Checklist, Grade 7](#)
[Mentor essay: Argument](#)
[FIG. 10-1 One student's notes](#)
[Anchor chart: How to Write an Argument](#)
[Learning Progression for Argument Writing](#)
[Chart: Phrases to Use to Acknowledge and Rebut Counterclaims](#)
[Chart: Rebuttal Strategies](#)

Session 11

[Chart: Argument Writers Aim Toward Goals Such As...](#)
[Chart: Argument Writers Use Techniques Such As...](#)
[URL for Dan Pink's TED talk, "The Puzzle of Motivation"](#)

[Argument Writing Checklist, Grades 7 and 8](#)

[Chart: Team Policy Debate Format](#)

[Chart: Panel Format](#)

[FIG. 11-1 Nicholas's notes](#)

[FIG. 11-2 Nicholas's writing](#)

[FIG. 11-3 One student's writing](#)

[FIG. 11-5 Kiara's questions](#)

[FIG. 11-6 Chanelle's questions](#)

Session 12

[Examples of Formal and Informal Writing](#)

[Chart: Sophisticated \(Snobby\) Ways To:](#)

[Anchor chart: How to Write an Argument](#)

[FIG. 12-1 One student's editing checklist](#)

[Argument Writing Checklist, Grades 7 and 8](#)

Session 13

[Argument Writing Checklist, Grades 7 and 8](#)

[FIG. 13-1 Jillian's essay arguing against competitive sports](#)

[FIG. 13-2 Gracie's essay on the risks of competitive sports](#)

Session 14

[Text Set: Bottled Water](#)

[Text Set: Child Labor](#)

[Text Set: Eco Carbon Footprint](#)

[Text Set: Green Energy](#)

[Text Set: Pets in the Classroom](#)

[Text Set: Whaling](#)

[Chart: Steps Activists Take to Make a Difference](#)

[FIG. 14-1 Chanelle's research](#)

[FIG. 14-2 Hayley's notes](#)

[Anchor chart: How to Write an Argument](#)

Session 15

[FIG. 15-1 Some students' notes](#)

[Argument Writing Checklist, Grades 7 and 8](#)

Session 16

[Chart: Some Common Logical Fallacies](#)

[Anchor chart: How to Write an Argument](#)

[FIG. 16-1 Thurbu's flash-draft with teacher comments](#)

[FIG. 16-2 Hayley's introduction with revisions](#)

Session 17

[Learning Progression for Argument Writing](#)

[FIG. 17-1 Hayley's final essay on childhood obesity](#)

[FIG. 17-2 Emma's final essay on libraries](#)

[FIG. 17-3 Ryan's final essay on libraries or the Internet](#)

[FIG. 17-4 E'najeona's final essay on reality TV](#)

Modifications

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

[Suggested Pacing Guide](#)

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

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

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

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