

Unit Goal- The independent reading workshop provides a systematic method to support students as they read on their own

Essential Questions:

1. What do good readers do?
2. Am I clear about what I just read? How do I know?
3. Author's choice: Why does it matter?
4. Why do the rules of language matter?

| Unit/Time Frame | CCSS | Skills | Assessment | Suggested Resources |
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| Reader's Workshop (3 weeks) <ul style="list-style-type: none"> • Independent reading selections • Vocabulary instruction • Grammar | READING LITERATURE RL.7.1- Cite the textual evidence that most strongly supports an 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, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | READING LITERATURE <ul style="list-style-type: none"> • <i>Distinguish between literal and figurative language</i> • <i>Recognize diff. between denotative and connotative meanings</i> • <i>Recognize words that have technical meanings and understand use in specific texts</i> • <i>Analyze why authors choose words and phrases</i> • <i>Analyze a text and determine organizational structure</i> • <i>Explain how authors organize text and how</i> | <ul style="list-style-type: none"> • MAISA Pre-Mid-Post assessments | <ul style="list-style-type: none"> • MAISA Unit-Independent Reading • The Reading Zone by Nancie Atwell • Vocab-U-Lit books • Sentence Composing Books |

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| | <p>RL.7.6- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor</p> <p>RL.7.10- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>LANGUAGE L.7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use a comma to separate coordinate</p> | <p><i>ind. parts contribute to overall development of ideas</i></p> <ul style="list-style-type: none"> • <i>Define P.O.V. as how author feels about text</i> • <i>Determine author's P.O.V. and purpose</i> • <i>Analyze how author distinguishes his/her position as different from others</i> <ul style="list-style-type: none"> • <i>Recognize when texts are too easy or difficult</i> • <i>Choose reading strategies to help with comprehension</i> <p>LANGUAGE</p> <ul style="list-style-type: none"> • <i>Determine when to capitalize words</i> • <i>Define coordinate adjectives and non coordinate adjectives</i> | | |

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| | <p>adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b) Spell correctly.</p> <p>L.7.3- 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> <p>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.</p> | <ul style="list-style-type: none"> • <i>Determine when adjectives are coordinate and need to be separated by commas</i> • <i>Identify misspelled words and use resources to assist with spelling</i> • <i>Choose words, phrases, and clauses that express ideas precisely and concisely</i> • <i>Recognize and eliminate areas of wordiness/redundancy</i> • <i>Choose words, phrases, and clauses that express ideas precisely and concisely</i> • <i>Recognize and eliminate areas of wordiness/redundancy</i> | | |

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| | <p>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 <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to</p> | <ul style="list-style-type: none"> • <i>Recognize difference between general academic words and phrases and domain-specific words and phrases</i> • <i>Acquire and use grade-appropriate academic and domain specific words/phrases to increase</i> <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> • <i>Research/review materials to be discussed and determine key points/central ideas</i> • <i>Create questions and locate textual evidence to contribute to discussion on given topic</i> • <i>Define roles and rules for collaborative discussion</i> • <i>Come prepared with key points/text evidence for discussion</i> • <i>Track progress of a discussion and recognize when off-topic</i> | | |

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| | <p>evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d) Acknowledge new information expressed by others and, when warranted, modify their own views.</p> | <ul style="list-style-type: none"> • <i>Participate in discussion by posing questions, responding to questions, and elaborating</i> • <i>Make relevant observations and use ideas to comment</i> • <i>Review key ideas presented by others</i> | | |