

Unit 8/26 to 9/26	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Introduction to Readers/Writers Workshop Team Building and Building Relationships</p>	<p>7.R.1.1 Students can analyze <u>word parts</u> to determine meaning and context</p> <p>7.R.2.1 Students can interpret text using comprehension strategies.</p> <p>7.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>7.R.3.1 Students can examine text structures for characteristics of fiction, nonfiction, drama and poetry.</p> <p>7.R.5.4 Students can analyze the author's purpose in text.</p> <p>7.R.5.3 Students can evaluate the accuracy and credibility of information about a topic contained in multiple sources.</p> <p>7.W.1.1. Students can compose expository and persuasive text of at least three paragraphs.</p> <p>7.W.1.4 Students can summarize and paraphrase information from references to compose text.</p> <p>7.LVS.1.3 Students can create clear and organized descriptive, informative, and narrative presentations.</p> <p>7.R.1.2 Students can infer how word choice affects meaning.</p> <p>7.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>7.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>7.GWV.3.1 Students will identify and use contractions and serial commas.</p> <p>7.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek & Latin roots.</p>	<p>Language Arts:</p> <ul style="list-style-type: none"> • Students will be introduced/reintroduced to building/classroom rules and expectations. • Students will be introduced to classroom routines related to journaling, reading logs, writer's notebooks, etc. • Students will be introduced to norms and expectations related to classroom performance on an individual, small group and whole group performance. <p>Reading Skills-</p> <ul style="list-style-type: none"> • Students will be introduced/reintroduced to the comprehension strategies of, monitoring for meaning, questioning and connecting. (7.R.2.1) • Students will be introduced to author purpose (entertain, inform, persuade, etc.) (7.R.5.4) • Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (7R.2.2) <p>Writing Skills-</p> <ul style="list-style-type: none"> • Students will have opportunities to read, discuss and summarize in writing the similarities and differences in related short pieces of fiction and nonfiction, including persuasive pieces. (7.R.3.1, 7.W.1.1) • Students will have opportunities to reflect on the quality of their own writing through written reflection. (7.W.1.1) <p>Listening, Viewing and Speaking Skills-</p> <ul style="list-style-type: none"> • Students will have opportunities to create simple presentations demonstrating their understanding of short pieces under study. (7.LVS.1.3) <p>QRI-</p> <p>Students will take the QRI4 and have an opportunity to review and reflect upon the result of this and other appropriate measures (D-Step Results, DACS, etc.). (7.R.2.2) (7.R.5.3)</p>

Unit One Resources	Grammar, Word Study & Vocabulary:
<p>Student Resources-</p> <p>Various anthologies of short texts including those drawn from available text series</p> <p>Related newspaper articles, magazine articles, and nonfiction excerpts</p> <p>Journals/Notebooks as selected by teacher</p> <p>Teacher Resources-</p> <p>The First Six Weeks of School (Denton & Kriete, ISBN: 978-1892989048)</p> <p>Teaching Reading in the Middle School, chapters 3 & 6 (Robb, ISBN: 978-0590685603)</p> <p>Less is More: Teaching Literature With Short Texts. chapters 1 & 2 (Campbell, ISBN: 978-1571107107)</p> <p>In the Middle, chapters 4, 5 & 6 (Atwell, ISBN: 978-0867093742)</p> <p>Schools of Fish! (Strand, ISBN: 978-1401303006)</p> <p>35 Must-Have Assessment and Record Keeping Forms for Reading 4-8 (Robb, ISBN: 978-0439241212)</p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p>	<p>Students Will:</p> <ul style="list-style-type: none"> • Review complex and compound sentence structures (<i>FANBOYS and AAAWWUBBIS</i>) (M) (7.GWV.2.1) • Identify the use of the serial comma in sentences containing phrase lists (M) and provided with opportunities to include list sentences in their writing (7.GWV.3.1) • Review the functions of the apostrophe (<i>contract, possess</i>) (M) and be introduced to use of apostrophe with singular and plural possessives (7.GWV.3.1) • Be gradually introduced to the TCMS 7th Grade Prefixes and their meanings (im, in, multi, bi, tri) (7.GWV.5.1, 7.R.1.1) • Review basic sentence structure (subject/verb) and edit their writing for fragments (7.GWV.1.1) • Be re-introduced to the proper use of spell and grammar check (7.GWV.2.1) • Review the need for its vs. it's (7.GWV.2.1) • Have opportunities to edit their own work use of the apostrophe (7.GWV.2.1)
	<p>Evidence & Assessments</p> <p>Teacher Development-</p> <p>Student Evidence-</p> <p>Artifacts that may include but are not limited to the following:</p> <ul style="list-style-type: none"> Student Reading Logs & Responses Student Journals Assigned Graphic Organizers Posters Presentations <p>Writer's Notebooks</p> <p>Assessment-</p> <p>Scored Personal Impromptu Piece: Reflection on Self-selected Journal or Writer's Notebook Entry (Craft and Convention Rubric)</p> <p>Complete Qualitative Reading Inventory 4 Assessment</p>

Unit 9/29 to 11/9	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Exploring Reading & Writing to Communicate, Inform (Research Report)</p>	<p>7.R.2.1 Students can analyze <u>word parts</u> to determine meaning and context.</p> <p>7.R.2.1 Students can interpret text using comprehension strategies.</p> <p>7.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>7.R.3.1 Students can examine text structures for characteristics of fiction, nonfiction, drama and poetry.</p> <p>7.R.5.1 Students can determine which reference sources will provide the best information for the assigned task.</p> <p>7.R.5.2 Students can analyze and organize from informational text.</p> <p>7.R.5.3 Students can evaluate the accuracy and credibility of information about a topic contained in multiple sources.</p> <p>7.W.1.1 Students can compose expository and persuasive text of at least three paragraphs.</p> <p>7.W.1.3 Students can select language and style for writing.</p> <p>7.W.1.4 Students can summarize and paraphrase information from references to compose text.</p> <p>7.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>7.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>7.GWV.3.1 Students will identify and use contractions and serial commas.</p> <p>7.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek & Latin roots.</p>	<p>Language Arts:</p> <p>Reading Skills-</p> <ul style="list-style-type: none"> • Students will have opportunities to read, discuss and summarize in writing the similarities and differences between report writing and other forms of informational writing (may be done using excerpts, picture books, articles, etc.). (7.R.2.2, 7.R.3.1, 7.W.1.1) • Students will be introduced/reintroduced to the comprehension strategies of monitoring for meaning, determining importance and synthesizing. (7.R.2.1) • Students will explore the issues of accuracy and credibility of information in identified sources. (7.R.5.3) • Students will identify and evaluate a variety of reference sources (print and electronic materials: almanac, atlas, map, CD-Rom, encyclopedia, informational texts) to determine appropriate sources of information to support research report writing on a topic selected from parameters established by the teacher. (7.R.5.1) • Students will differentiate between primary and secondary sources. (7.R.5.3) • Students will demonstrate an ability to summarize, paraphrase and cite sources. (7.R.5.2) • Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (7.R.2.2) <p>Writing Skills-</p> <ul style="list-style-type: none"> • Students will explore note-taking and organizational strategies to support research report writing. (7.R.5.1, 7.W.1.1) • Student will compose and publish a research report using pre-writing, drafting, revising, editing steps to teacher specifications. (7.W.1.1) • Students will demonstrate appropriate language choices and style for informational writing. (7.W.1.3) • Students will present information that is appropriately paraphrased, summarized and credited. (7.W.1.4) • Students will cite a minimum of 5 sources, three of which must be print resources and create a bibliography using an identified style guide. (7.W.1.4) <p>Listening, Viewing and Speaking Skills-</p>

Unit Two Resources	Grammar, Word Study & Vocabulary:
<p>Student Resources- Text sets representing a variety of reading levels around selected focus of study that will allow for student choice and depth of study (for example, a set of books about a variety of countries to support a research report about a student-selected country)</p> <p>Nonfiction text sets available in buildings that include grades K-5. (Lists available under Book Lists link at http://www.tcsdk12.org/literacy/Literacy/Welcome.html)</p> <p>Various examples of student written research reports.</p> <p>Write Source 2000 Skills Book: A Handbook for Writing and Learning (Sebranek, Kemper, ISBN: 978-0669467796)</p>	<p>Students will:</p> <ul style="list-style-type: none"> • <i>Include phrases list sentences in their writing when appropriate or when asked to do so (M) (7.GWV.3.1)</i> • <i>Use of apostrophe correctly with singular and plural possessives (M) (7.GWV.3.1)</i> • <i>Identify TCMS 7th Grade Prefixes and their meanings (im, in, multi, bi, tri) (M) (7.R.1.1, 7.GWV.5.1)</i> • <i>Apply an understanding of its vs. it's (M) (7.GWV.3.1)</i> • Introduce the following Greek or Latin Roots and their meanings: anim, bio, card/cord, corp, flect/flex, gen, homo/hom, mater/matr, mob/mot/mov, morph, ortho, pater/patr (7.R.1.1, 7.GWV.5.1) • Be gradually introduced to the TCMS 7th Grade Suffixes and their meanings (y, en, less, able, ness, ment, ship) (7.R.1.1, 7.GWV.5.1) • Be introduced to the use of semi-colon as a means of joining of joining compound sentence (7.GWV.1.1) • Explain how the addition of previously introduced TCMS 7th Grade Prefixes and Suffixes change the meanings of known words (7.R.1.1, 7.GWV.5.1) • Edit their writing for fragments (7.GWV.1.1) • Use spell and grammar check appropriately (7.GWV.2.1) • Have opportunities to edit their own work use of the apostrophe (7.GWV.3.1)
<p>Teacher Resources-</p> <p>Nonfiction Matters: Reading, Writing and Research in Grades 3-8 (Harvey, ISBN: 978-1571100726)</p> <p>Nonfiction Craft Lessons: Teaching Informational Writing K-8 (Portalupi, Fletcher, ISBN: 978-1571103291)</p> <p>Making It Real: Strategies for Success with Informational Texts (Hoyt, ISBN: 978-0325005379)</p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p> <p>Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12 (Tovani, 978-1571103765)</p>	<p>Evidence & Assessments</p> <p>Student Evidence-</p> <p>Artifacts that may include but are not limited to the following: Student Reading Logs & Responses Student Journals Assigned Graphic Organizers Posters Presentations</p> <p>Writer's Notebooks</p> <p>Assessment-</p> <p>Scored Writing to Communicate Piece: Research Report (Craft and Convention Rubric)</p>

Unit 11/17 to 12/16	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Exploration of Poetry & Descriptive Language (Recent American Poetry)</p>	<p>7.R.1.1 Students can analyze <u>word parts</u> to determine meaning and context</p> <p>7.R.1.2 Students can infer how word choice affects meaning.</p> <p>7.R.2.1 Students can interpret text using comprehension strategies.</p> <p>7.R.2.2 Students can read fluently to comprehend grade level text.</p> <p>7.R.3.1 Students can examine text structures for characteristics of fiction, nonfiction, drama and poetry.</p> <p>7.R.3.3 Students can identify how authors use literary devices to create meaning.</p> <p>7.W.1.3 Students can select language and style for writing.</p> <p>7.W.2.2 Students can identify and incorporate adjectives in the writing process.</p> <p>7.LVS.1.1 Students can evaluate the purpose and the content of the presentation using listening and viewing skills.</p> <p>7.LVS.1.2 Students can express orally how audience and purpose influence speech format.</p> <p>7.LVS.1.3 Students can create clear and organized <u>descriptive, informative, and narrative presentations</u>.</p> <p>7.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>7.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>7.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek & Latin roots.</p>	<p style="text-align: center;">Language Arts:</p> <hr/> <p>Reading Skills-</p> <ul style="list-style-type: none"> • Students will have opportunities to read, discuss and summarize in writing the similarities and differences between free verse and other poetry structures used in the work of American Poets from the 1900's. (7.R.2.2, 7.R.3.1, 7.W.1.1) • Students will identify and use specific vocabulary (stanza, verse, imagery, figurative language, mood, tone) to evaluate and discuss a wide variety of poetry written by American poets of the 1900's. (7.R.3.1, 7.R.3.3) • Students will be introduced/ reintroduced to the comprehension strategies of monitoring for meaning and sensory imagery while reading period poetry and prose. (7.R.2.1) • Students will discuss connections between text and self, text, world as they read and interpret a wide variety of poetry and prose. (7.R.2.1) • Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (7R.2.2) <p>Writing Skills-</p> <ul style="list-style-type: none"> • Students will respond in writing to poetry (Reading response, written conversations, response letters, summaries, etc.) (7.W.1.1) (7.W.1.3) • Students will examine poetry and prose to evaluate the effectiveness of word choice and use of adjectives. (7.R.1.2, 7.W.11.3, 7.W.2.2) • Students will examine the works of poets from different time periods to draw inferences related to word choice and meaning. (7.R.2.2, 7.W.2.2) • Students will explore different poetry forms by writing poetry. (7.W.1.3) <p>Listening, Viewing and Speaking Skills-</p> <ul style="list-style-type: none"> • Students will have opportunities to incorporate poetry into audiovisual presentations (examples: performance, slide shows set to music, etc.). (7.LVS.1.2, 7.LVS 1.3) • Students will have opportunities to evaluate audiovisual presentations incorporating poetry (self- and peer-evaluation) in terms of purpose and content. (7.LVS.1.1)

Unit Three Resources	Grammar, Word Study & Vocabulary:
<p>Student Resources-</p> <p>Poetry Text Sets in buildings that include K-5 (Lists available under Book Lists link at http://www.tcsdk12.org/literacy/Literacy/Welcome.html)</p> <p>Classroom Poetry Collections (Available to middle school teachers)</p> <p>R is for Rhyme: A Poetry Alphabet (Young, ISBN: 978-1585362400)</p> <p>Poetry gathered from a variety of sources which may include internet sites, anthologies, available text series, etc.</p> <p>Anthology of Modern American Poetry (Nelson, ed., ISBN: 978-0195122718)<u>ONE PER CLASSROOM</u></p> <p>Teacher Resources-</p> <p>Outspoken!: How to Improve Writing and Speaking Skills Through Poetry Performance (Holbrook, Salinger, ISBN: 978-0325009650)</p> <p>Wham! It's a Poetry Jam: Discovering Performance Poetry (Holbrook, ISBN: 978-1563979989)</p> <p>Poetry Matters: Writing a Poem from the Inside Out (Fletcher, 978-0380797035)</p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p>	<p>Students Will:</p> <ul style="list-style-type: none"> • <i>Identify the TCMS 7th Grade Suffixes and their meanings (y, en, less, able, ness, ment, ship) (M) (7.R.1.1, 7.GWV.5.1)</i> • <i>Explain how the addition of previously introduced TCMS 7th Grade Prefixes and Suffixes change the meanings of known words (M) (7.R.1.1, 7.GWV.5.1)</i> • Edit their writing for fragments (7.GWV.1.1) • Use spell and grammar check appropriately (7.GWV.2.1) • Have opportunities to edit their own work use of the apostrophe (7.GWV.2.1) • Be introduced to dependent clauses used as interrupter (7.GWV.1.1) <p>Evidence & Assessments</p> <p>Student Evidence-</p> <p>Artifacts that may include but are not limited to the following:</p> <ul style="list-style-type: none"> Student Reading Logs & Responses Student Journals Assigned Graphic Organizers Posters Presentations <p>Writer's Notebooks</p> <p>Multimedia Presentation</p> <p>Assessment-</p> <p>Multimedia Presentation scored by Rubric</p>

Unit 1/5 to 2/13	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Exploration of Narrative Elements in Story, Poetry (Memoir)</p>	<p>7.R.1.2 Students can infer how word choice affects meaning.</p> <p>7.R.2.1 Students can interpret text using comprehension strategies.</p> <p>7.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>7.R.3.1 Students can examine text structures for characteristics of fiction, nonfiction, drama and poetry.</p> <p>7.R.3.2 Students can identify how authors use literary elements to create meaning.</p> <p>7.W.1.1 Students can compose expository and persuasive text of at least three paragraphs.</p> <p>7.W.1.2 Students can revise word choice in writing.</p> <p>7.W.1.3 Students can select language and style for writing.</p> <p>7.W.2.1 Students can edit text for verb tense agreement.</p> <p>7.W.2.2 Students can identify and incorporate adjectives in the writing process.</p> <p>7.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>7.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>7.GWV.3.1 Students will identify and use contractions and serial commas.</p> <p>7.GWV.4.1 Students will identify first, second, and third person voice and point of view.</p>	<p>Language Arts:</p> <p>Reading Skills-</p> <ul style="list-style-type: none"> • Students will read and interpret memoir in various form (picture books, excerpts from chapter books, story and poetry) using the comprehension strategies. (7.R.2.1, 7.R.2.2) • Students will identify characteristics of memoir (1st person voice, elements of story, reveals much about the author, includes reflection) in various forms (picture books, excerpts from chapter books, story and poetry). (7.R.3.1) • Students will evaluate and analyze text structures to identify narrative elements (characterization, setting, types of conflict & conflict resolution, theme, point of view) in nonfiction story writing (memoir, biography, autobiography) and poetry. (7.R.3.2) • Students will evaluate and analyze text structures to identify literary devices (simile, metaphor, sensory imagery, mood, tone, etc.) in nonfiction story writing (memoir, biography, autobiography) and poetry. (7.R.3.3) • Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (7R.2.2) • Students will explore the role of word choice in creating meaning for reader. (7.R.1.2) <p>Writing Skills-</p> <ul style="list-style-type: none"> • Students will respond in writing to short pieces and a self-selected novel from an identified list of novels with holocaust/survival related themes (Reading response, written conversations, response letters, summaries, etc.) (7.W.1.1) (7.W.1.3) • Students will evaluate memoir to draw inferences between word choice and meaning in their own work and that of published authors. (7.R.1.2, 7.W.1.2, 7.W.1.3) • Students will compose a narrative memoir of 3 to 5 pages. (7.W.1.1, 7.W.1.3) • Students will incorporate adjectives in the writing process. (7.W.2.2) • Students will revise and edit their memoirs for word choice and verb tense agreement. (7.W.1.1, 7.W.2.1) <p>Listening, Viewing and Speaking Skills-</p> <p>QRI-</p> <ul style="list-style-type: none"> • Students will be assessed using the Qualitative Reading Inventory 4. (7.R.2.2) (7.R.5.3)

Unit Four Resources	Grammar, Word Study & Vocabulary:
<p>Student Resources-</p> <p>Memoir in assorted forms (See website for suggested lists: <http://www.tcsdk12.org/literacy/Book%20Lists/Craft%20%26%20Convention--Narrative%20%26%20Literary%20Analysis.html>)</p> <p>Writes of Passage: Coming of Age Stories and Memoirs (Deitz, ISBN: 978-1566637817) <u>ONE PER CLASSROOM</u></p> <p>Memoirs drawn from available anthologies and textbooks.</p> <p>Teacher Resources-</p> <p>On Memoir, Truth and Writing Well, interview with William Zinsser (NPR Audio File available at: http://www.npr.org/templates/story/story.php?storyId=5340618)</p> <p>Units of Study in the Writer's Workshop (Nia, article available online at: http://www.ncte.org/library/files/Programs/Writing_Initiative/PV0081Units.PDF)</p> <p>Teaching Students to Read & Write Memoir: A Sample Unit of Lessons for Middle School Teachers (Jefferson County Public School, available online at: http://web2.jefferson.k12.ky.us/CCG/supp/MS_Memoir.PDF)</p> <p>Units of Study: A Framework for Planning Units of Study in the Writing Workshop (Ray, ISBN: 978-0325007502)</p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p>	<p>Students Will:</p> <ul style="list-style-type: none"> • Identify singular and plural verb forms (M) (7.GWV.2.1) • Maintain voice (1st, 2nd, 3rd person) within their own writing (M) (7.GWV.4.1) • Be introduced to the analysis of long, correctly punctuated sentences (7.GWV.1.1) • Edit their writing for correct use of punctuation in a variety of sentence structures including compound and complex sentences. (7.GWV.1.1) • Edit their writing for subject-verb agreement and appropriate tense (7.GWV.2.1) • Explore the relationship between narration and voice (1st, 2nd, 3rd person) in writing (7.GWV.4.1) • Use spell and grammar check appropriately (7.GWV.2.1) • Be introduced to editing of case errors (him/his or her/hers) (7.GWV.2.1) • Differentiate between the use of tenses in a variety of written work (7.GWV.2.1)
	<p>Evidence & Assessments</p> <p>Student Evidence-</p> <p>Artifacts that may include but are not limited to the following:</p> <ul style="list-style-type: none"> Student Reading Logs & Responses Student Journals Assigned Graphic Organizers Posters Presentations <p>Writer's Notebooks</p> <p>Assessment-</p> <p>Scored Story Piece: Narrative Memoir (Craft and Convention Rubric)</p> <p>Completed Qualitative Reading Inventory 4 Assessment</p>

Unit 2/16 to 3/31	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Themed Novel Study: Holocaust</p>	<p>7.2.1.1 Students can analyze <u>word parts</u> to determine meaning and <u>context</u>.</p> <p>7.R.2.1 Students can interpret text using comprehension strategies.</p> <p>7.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>7.R.3.2 Students can identify how authors use literary elements to create meaning.</p> <p>7.R.3.3 Students can identify how authors use literary devices to create meaning.</p> <p>7.R.4.1 Students can identify recurring themes in text from diverse cultures, time periods and historical events.</p> <p>7.R.5.2 Students can analyze and organize data from informational text.</p> <p>7.R.5.4 Students can analyze the author's purpose in text.</p> <p>7.W.1.1 Students can compose expository and persuasive text of at least three paragraphs.</p> <p>7.LVS.1.4 Students can evaluate expressed in auditory and visual information.</p> <p>7.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>7.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>7.GWV.3.1 Students will identify and use contractions and serial commas.</p> <p>7.GWV.4.1 Students will identify first, second, and third person voice and point of view.</p> <p>7.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek & Latin roots.</p>	<p>Language Arts:</p> <p>Reading Skills-</p> <ul style="list-style-type: none"> • Students will participate in literature circles to read and discuss related short pieces and a self-selected novel from an identified list of novels with holocaust/survival related themes. (7.R.2.2, 7.R.4.1) • Students will read and discuss short pieces (story, informational text) to build background understanding to support their reading of a self-selected novel from an identified list of novels with holocaust/survival related themes. (7.R.2.2, 7.R.5.2)) • Students will identify the role of background knowledge in comprehending. (7.R.2.1) • Students will actively apply comprehension strategies while reading short pieces and a self-selected novel from an identified list of novels with holocaust/survival related themes. (7.R.2.2) • Students will identify recurring themes in related short pieces and a self-selected novel from an identified list of novels with holocaust/survival related themes. (7.R.4.1) • Students will evaluate author purpose while reading a variety of short pieces related to the holocaust theme. (7R.5.4) • Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (7.R.2.2) <p>Writing Skills-</p> <ul style="list-style-type: none"> • Students will respond in writing to short pieces and a self-selected novel from an identified list of novels with holocaust/survival related themes (Reading response, written conversations, response letters, summaries, etc.) (7.W.1.1) (7.W.1.3) <p>Listening, Viewing and Speaking Skills-</p> <p>Students will evaluate the use of facts and opinions expressed in auditory and visual information. (7.LVS.1.4)</p>

Unit Five Resources	Grammar, Word Study & Vocabulary:
<p>Novels-</p> <p>Number the Stars (Lowry, ISBN: 978-0440227533) RL:5th Grade, AUDIO AVAILABLE</p> <p>Milkweed (Spinelli, ISBN: 978-0440420057) CONTENT MAY NOT BE APPROPRIATE FOR ALL READERS RL: Upper 6th Grade*</p> <p>The Devil's Arithmetic (Yolan, ISBN: 978-0142401095) RL: Upper 6th Grade</p> <p>The Tom Thread (Isaacs, ISBN: 978-0590603645) RL: Upper 6th Grade*</p> <p>The Upstairs Room (Reis, ISBN: 978-0064403702) RL: 5th grade</p> <p>Briar Rose (Yolen, ISBN: 978-0765342300) RL: Upper Middle School</p> <p>The Complete Maus: A Survivor's Story (Spiegelman, ISBN: 978-0679406419) GRAPHIC NOVEL, RECOMMENDED FOR MATURE READERS RL: Recommended for struggling readers.</p> <p>The Wave (Todd Strausser, ISBN: 978-0440993711) RL: Upper Middle School*</p> <p>The Diary of Anne Frank (Anne Frank, ISBN: 978-0582017368) RL: Upper Middle School, AUDIO AVAILABLE</p>	<p>Students Will:</p> <ul style="list-style-type: none"> • Differentiate between the use of tenses in a variety of written work (M) (7.GWV.2.1) • Evaluate structure, punctuation and author purpose in long, correctly punctuated sentences (M) (7.GWV.1.1) • Edit their writing for correct use of punctuation in a variety of sentence structures including compound and complex sentences. (7.GWV.1.1, 7.GWV.3.1) • Edit their writing for subject-verb agreement, appropriate tense and case errors (7.GWV.2.1) • Use spell and grammar check appropriately (7.GWV.2.1) • Explore the relationship between narration and voice (1st, 2nd, 3rd person) in writing (7.GWV.4.1) • Identify following Greek or Latin Roots and their meanings: anim, bio, card/cord, corp, flect/flex, gen, homo/hom, mater/matr, mob/mot/mov, morph, ortho, pater/patr (7.R.1.1, 7.GWV.1.5)
<p>Short Stories, Poetry and Articles to Support the Exploration of the Holocaust-</p> <p>Survivors: True Stories of Children in the Holocaust (Zullo, ISBN: 978-0439669962)</p> <p>We Remember the Holocaust (Adler, ISBN 978-0805037159)</p> <p>Ten Thousand Children: True Stories Told By Children... (Fox, ISBN: 978-0874416480)</p> <p>One Candle (Bunting, ISBN: 0060281162) PICTURE BOOK</p> <p>I Never Saw Another Butterfly (Volakava, ISBN: 0805210156) ANTHOLOGY CHILDREN'S WRITING AND ARTWORK)</p> <p>The Cats in Krasinski Square (Hesse, ISBN: 978-0439435406) PICTURE BOOK</p> <p>The Terrible Things, An Allegory of the Holocaust (Bunting, ISBN: 978-0827605077) PICTURE BOOK</p> <p>Star of Fear, Star of Hope (Hoestlandt, ISBN: 978-0802775887) PICTURE BOOK</p> <p>Audio Video Resources-</p> <p>Schindler's Address Upon Liberation (From the movie Schindler's list) available from American Rhetoric at http://www.americanrhetoric.com/mp3clips/newmoviespeeches/moviespeechschindlerslist.mp3.</p> <p>United Nations Address on Darfur (Clooney) available from American Rhetoric at: http://www.americanrhetoric.com/speeches/georgeclooneyunitednations.htm</p> <p>Teacher Resources-</p> <p>Literature Circles: Voice and Choice in Book Clubs & Reading Groups (Daniels, ISBN: 978-1571103338)</p> <p>Mini-Lessons for Literature Circles (Daniels, Steineke, ISBN: 978-0325007021)</p> <p>Holocaust: A Q&A Guide to Help Young Adults Really Understand the Holocaust (Crispin, ISBN: 978-0761835424)</p>	<p>Evidence & Assessments</p> <p>Evidence-</p> <p>Artifacts that may include but are not limited to the following:</p> <ul style="list-style-type: none"> Student Reading Logs & Responses Student Journals Assigned Graphic Organizers Posters Presentations <p>Writer's Notebooks</p> <p>Assessment-</p> <p>Completed Qualitative Reading Inventory 4 Assessment</p>

Unit 4/1 to 5/22	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Exploring Culture & History Through Short Text (19th and 20th Century Short Story)</p>	<p>7.R.1.1 Students can analyze word parts to determine meaning and context.</p> <p>7.R.2.1 Students can interpret text using comprehension strategies.</p> <p>7.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>7.R.3.1 Students can examine text structures for characteristics of fiction, nonfiction, drama, and poetry.</p> <p>7.R.3.2 Students can identify how authors use literary elements to create meaning.</p> <p>7.R.4.1 Students can identify recurring themes in text from diverse cultures, time periods, and historical events.</p> <p>7.R.5.2 Students can analyze and organize data from informational text.</p> <p>7.R.5.3 Students can evaluate the accuracy and credibility of information about a topic contained in multiple source</p> <p>7.R.5.4 Students can analyze the author's purpose in text.</p> <p>7.W.1.1 Students can compose expository and persuasive text of three paragraphs.</p> <p>7.W.1.3 Students can select language and style for writing.</p> <p>7.W.1.4 Students can summarize and paraphrase information from references to compose text.</p> <p>7.W.2.1 Students can edit text for verb tense agreement.</p> <p>7.W.2.2 Students can identify and incorporate adjectives in the writing process.</p> <p>7.LVS.1.1 Students can evaluate the purpose and content of the presentation using listening and viewing skills.</p> <p>7.LVS.1.2 Students can express orally how audience and purpose influence speech format.</p> <p>7.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>7.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>7.GWV.4.1 Students will identify first, second, and third person voice and point of view.</p> <p>7.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek & Latin roots.</p>	<p>Language Arts:</p> <p>Reading Skills-</p> <ul style="list-style-type: none"> Students will interpret 19th Civil and post-Civil war) and 20th century short stories, pieces and excerpts using comprehension strategies* (7.R.2.1) Students will have opportunities to read related short texts, articles and excerpts (which may include some textbook reading) to develop schema for 19th Civil and post-Civil war) and 20th century short stories. (7.R.5.2) (7.R.5.3) Students will analyze and compare text structures and literary elements in 19th Civil and post-Civil war) and 20th century short stories, pieces and excerpts* (7.R.3.1) Students will compare and contrast setting, characterization, main idea, supporting ideas, plot, theme, and point of view in 19th Civil and post-Civil war) and 20th century short stories, pieces, and excerpts* (7.R.3.2) Students will identify recurring themes in 19th (Civil and post-Civil war) and 20th century short stories, pieces and excerpts from diverse cultures, time periods and historical periods/events* (7.R.4.1) Students will identify author's purpose in 19th Civil and post-Civil war) and 20th century short stories, pieces and excerpts from diverse cultures, time periods and historical periods/events* (7.R.4.1) Students will compare Native American and Western perspective in literature from similar time periods. (7.GWV.1.4) Students will take the QRI4 and have an opportunity to review and reflect upon the result of this and other appropriate measures (D-Step Results, DACS, etc.). (7.R.5.4) Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (7.R.2.2) <p><i>* Literature selections are expected to include pieces by Native American authors</i></p> <p>QRI-</p> <ul style="list-style-type: none"> Students will take the QRI4 and have an opportunity to review and reflect upon the result of this and other appropriate measures (DACs). (7.R.2.2) <p>Writing Skills-</p> <ul style="list-style-type: none"> Students will respond in writing to 19th (post-civil war) and 20th century short stories, pieces and excerpts (Reading response, written conversations, response letters, summaries, etc.) (7.W.1.1) (7.W.1.3) Students will summarize and/or paraphrase information from their read of 19th (post-civil war) and 20th century short stories, pieces and excerpts (7.W.1.4) Students will identify and incorporate adjectives in the writing process (7.W.2.2) <p>Listening, Viewing and Speaking Skills-</p> <ul style="list-style-type: none"> Students will participate in discussion relating to the role of audience and purpose in influencing the choice of format for related audio/visual presentations (ex. http://www.americanrhetoric.com/ or http://streaming.discoveryeducation.com/index.cfm) (7.LVS.1.1) (7.LVS.1.2)

Unit Six Resources	Grammar, Word Study & Vocabulary:
<p>Student Resources-</p> <p>Short stories collected from a variety of existing resources including literature anthologies, textbooks and internet sources.</p>	<p>Students Will:</p> <ul style="list-style-type: none"> • <i>Identify following Greek or Latin Roots and their meanings: anim, bio, card/cord, corp, flect/flex, gen, homo/hom, mater/matr, mob/mot/mov, morph, ortho, pater/patr (M) (7.R.1.1, 7.GWV.5.1)</i> • Edit their writing for correct use of punctuation in a variety of sentence structures including compound and complex sentences. (7.GWV.1.1) • Edit their writing for subject-verb agreement, appropriate tense and case errors (7.GWV.2.1) • Use spell and grammar check appropriately (7.GWV.2.1) • Explore the relationship between narration and voice (1st, 2nd, 3rd person) in written work (7.GWV.2.1)
<p>Teacher Resources-</p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p>	<p>Evidence & Assessments</p> <p>Student Evidence-</p> <p>Artifacts that may include but are not limited to the following: Student Reading Logs & Responses Student Journals Assigned Graphic Organizers Posters Presentations</p> <p>Writer's Notebooks</p> <p>Assessment-</p> <p>Teacher developed checklists for skills mastery</p> <p>Teacher developed checklists for participation and task completion (ex. binary grades for simple task completion)</p> <p>Student responses to literature (may be scored with TCSD Craft and Convention Personal Impromptu rubric)</p> <p>QRI4 Reading Inventory</p>