# 7th Grade Literacy
## Quarter 1

| Activity/Week | 1 8/25 | 2 9/1 | 3 9/8 | 4 9/15 | 5 9/22 | 6 9/29 | 7 10/6 | 8 10/13 | 9 10/20 |
|---|---|---|---|---|---|---|---|---|---|

**READING**

- Reading Deep Structures
- Literature/Informational Text Comprehension Strategies

- Genre Study
- Authors
- Resources/Materials

- Living Language (responding to text, speaking and listening)

CCSS.ELA-LITERACY.SL.7.1.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

CCSS.ELA-LITERACY.SL.7.1.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.

**Intro. To Literacy Studio**
Discuss and implement the elements of crafting, composing, conferring
(Review Methodology from Ellin Keene's Lit Studio)

**Focus: Review 7 comprehension strategies**
They are monitoring, inferring, determining importance, synthesizing,
 asking questions, schema, and mental images.
(Introduce through read aloud)

**ESSENTIAL QUESTION: IS SOCIETY FAIR?**
**Main Text (first 5 weeks):** The Outsiders by S. E. Hinton
**Read loud/Mentor Texts**: Your Move by Eve Bunting; We Real Cool by Gwendolyn Brooks; On the Bridge by Tod Strasser; Outsiders (poem) by James Grengs; Please Hear What I'm Not saying (poem) By Charles C. Finn

**Assessments**:
End of The Outsiders
-Summative Test with short response

**Standards**:
Standards: RL 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly
as well as inferences drawn from the text.

RL 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 3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL 6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**Informational Texts**
Read and discuss informational texts to connect to the idea of "Is Society Fair?"

**Resources**

**Assessments**
End of the Quarter:
-Socratic Seminar Essential Question: Is Society Fair?

**Standards:**
RI 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 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.

RST 6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RI 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.

RI9: Analyze 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.

| | | | | | |
|---|---|---|---|---|---|

**TIER**
(to be determined based on individual student needs)

| | |
|---|---|
| - Reading Surface Structure Skills (foundational skills)<br><br>(RFS1, RFS2), RFS3, RFS4 | Intervention |

**Language Arts**

| | | | | |
|---|---|---|---|---|
| - Writing – Deep Structures<br><br>W1, W2, W3, W4, W5, W7, W8, W9, L4, L5, L6 | Territories/ writer's notebook Writing Studio set-up/ baseline writing assessment | Argument writing (non-fiction)<br><br>W 7.3<br>W 7.9b | | Inform-ative writing (see Q2) |
| - Writing – Surface Structure Skills<br><br>W5,L1, L2, L3 | W 7.5<br>L 7.1<br>L 7.2<br>L 7.3 | | | |
| - Living Language (responding to text, speaking and listening)<br><br>RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6 | | | | |

# 7th grade Literacy
# quarter 2

| Activity/Week | 1<br>10/27 | 2<br>11/3 | 3<br>11/10 | 4<br>11/17 | 5<br>12/1 | 6<br>12/8 | 7<br>12/15 | 8<br>1/5 | 9<br>1/12 |
|---|---|---|---|---|---|---|---|---|---|

**READING**

**Reading Deep Structures Literature/Informational Text Comprehension Strategies**

RL 7.1 (text evidence)
RL 7.2 (theme)
RL 7.3 (setting shaping characters, plot)
RL 7.6 (points of view)
RL 7.9 (schema building)
RI 7.1- 7.6

**Determination Unit**

**ESSENTIAL QUESTION: WHAT DOES IT TAKE TO SUCCEED?**

**Continue Literacy Studio**
Discuss and implement the elements of crafting, composing, conferring
(Review Methodology from Ellin Keene's Lit Studio)

**Focus: Continue 7 comprehension strategies**
They are monitoring, inferring, determining importance, synthesizing, asking questions, schema, and mental images.
(model through read aloud)

RI 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 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 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.
RI9: Analyze how two or more authors writing

**ESSENTIAL QUESTION: WHAT DOES IT TAKE TO SUCCEED?**
--Resources: Fiction Books from our predetermined list
-A Christmas Carol Unit – What is success? Is Scrooge successful?

Standards:
RL 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 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 6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

| | | | |
|---|---|---|---|
| | RI 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<br><br>RI9: Analyze 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. | | |
| **Genre Study**<br>**Authors**<br>**Resources/Materials** | Materials:<br>-- Non-Fiction Texts (possibly Malala or Nigerian School Girls article) | Materials:<br>--Self-selected texts on a character that show diversity/differences.<br>--Schema (articles, books, websites) that connect to student choice. | |
| **Living Language - responding to text, speaking and listening**<br><br>SL71a-d (discussion skills, change views), SI7.2 (analyze main ideas), SI7.3 (delineate argument and claims),SL7.4 (present claims, eye contact, volume, pronunciation), SL7.6 (use formal language) | Socratic Seminar | Book discussions | Presentations |

**TIER** (to be determined based on individual student needs)

| **Reading Surface Structure Skills (foundational skills)**<br><br>(RFS1, RFS2), RFS3, RFS4 (from CCSS) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

**LANGUAGE ARTS**

| **Writing – Deep Structures**<br><br>W1, W2, W3, W4, W5, W7, W8, W9, L4, L5, L6 (from CCSS) | BENCHMARK<br><br>Informative Writing (text structure handbook)<br><br>W 7.2 | | BENCHMARK<br><br>Informative Writing (cause and effect)<br><br>W 7.2 | BENCHMARK<br><br>Informative Writing (chronological)<br><br>W 7.2 |
|---|---|---|---|---|
| | ACCL.<br><br>Informative Writing (text structure handbook)<br><br>W 7.2 | ACCL.<br><br>Informative Writing (cause and effect)<br><br>W 7.2 | ACCL.<br><br>Informative Writing (problem/ solution)<br><br>W 7.2 | ACCL.<br><br>Informative Writing (compare/ contrast)<br><br>W 7.2 |
| **- Writing – Surface Structure Skills**<br><br>W5,L1, L2, L3 | W 7.5<br>L 7.1<br>L 7.2<br>L 7.3 | | | |
| **Living Language - responding to text, speaking and listening**<br><br>RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6 | | | | |

# 7th grade  Literacy quarter 3

| Activity/Week | 1<br>1/26 | 2<br>2/2 | 3<br>2/0 | 4<br>2/1 | 5<br>2/2 | 6<br>3/2 | 7<br>3/9 | 8<br>3/1 | 9<br>3/ |
|---|---|---|---|---|---|---|---|---|---|

| | | | | 9 | 6 | 3 | | | 6 | 23 |
|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| READING | Reading Deep Structures Literature/Informational Text Comprehension Strategies | | **Books Made into Movies Unit**<br><br>**ESSENTIAL QUESTION: BOOKS INTO MOVIES- WHICH IS BETTER?**<br><br>**Standards**:<br>RL 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>RL 3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).<br><br>RL 5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.<br><br>RL 6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. ▯ | | ISAT | **Poetry Unit**<br><br>**ESSENTIAL QUESTION: HOW DOES A POEMS FORM CONTRIBUTE TO ITS MEANING?**<br><br>**Standards:**<br>RL 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>RL 5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |
| | Genre Study<br>Authors<br>Resources/Materials | | Materials:<br>-- Various books made into movies from our predetermined list.<br>--Movie to go with the novel (including parent permission slip at the beginning of the unit) | | | | Materials:<br>-Flander's Fields by John McCrae<br>-Nothing Gold Can Stay by Robert Frost<br>-The Road Not Taken by Robert Frost<br>-Speak Up By Janet Wong<br>-Our Generation (middle school author)<br>-Raised by Women By |

| | | | | |
|---|---|---|---|---|
| | | | | Kelly Norman Ellis<br>-Remember Me By Alice Walker<br>I, Too By Langston Hughes<br>-Current song lyrics |
| | **Living Language – responding to text, speaking and listening**<br><br>SL1a-d (discussion skills, change views), SL7.5 (multimedia components)SL7.6 (use formal language) | Class discussions | | Poem recitation |

**TIER** (to be determined based on individual student needs)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Reading Surface Structure Skills (foundational skills)**<br><br>(RFS1, RFS2), RFS3, RFS4 (from CCSS) | | | | | | | |

**LANGUAGE ARTS**

| **Writing – Deep Structures** | | | |
|---|---|---|---|
| **Writing – Deep Structures**<br><br>W1, W2, W3, W4, W5, W7, W8, W9, L4, L5, L6 (from CCSS) | BENCHMARK<br><br>Informative Writing (descriptive)<br><br>W 7.2 | BENCHMARK<br><br>Argument Writing (literature)<br><br>W 7.3<br>W 7.6<br>W 7.9a | BENCHMARK<br><br>Narrative Writing (researched historical fiction)<br><br>W 7.3<br>W 7.8 |
| | ACCL.<br><br>Argument Writing (literature)<br><br>W 7.3<br>W 7.6<br>W 7.9a | | ACCL.<br><br>Narrative and Informational Writing (researched historical fiction)<br><br>W 7.1<br>W 7.3<br>W 7.8 |
| **– Writing – Surface Structure Skills** | W 7.5<br>L 7.1<br>L 7.2 | | |

| W5,L1, L2, L3 | L 7.3 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Living Language – responding to text, speaking and listening**<br><br>RL 10, RIT 10, W6, W10<br>SL1, SL2, SL3, SL4, SL5, SL6 | | | | | | | | | |

# 7ᵗʰ grade Literacy
## quarter 4

| | Activity/Week | 1<br>3/30 | 2<br>4/6 | 3<br>4/13 | 4<br>4/20 | 5<br>4/2<br>7 | 6<br>5/<br>4 | 7<br>5/1<br>1 | 8<br>5/1<br>8 | 9<br>5/2<br>5 |
|---|---|---|---|---|---|---|---|---|---|---|
| **READING** | **Reading Deep Structures Literature/Informational Text Comprehension Strategies** | **War Book Discussion Groups with focus on Literacy Studio model**<br><br>**ESSENTIAL QUESTION: IS WAR/CONFLICT NECESSARY?**<br><br>**Assessment:**<br><br>**-Socratic Seminar on essential question.**<br>**-Literature Circle discussions within small groups**<br><br>**Standards:**<br>RL 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>RL 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.<br><br>RL 3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).<br><br>RL 6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.<br><br>RL 9: Compare and contrast a fictional portrayal of a time, place, | | | Possible Garden/Short Story Unit TBD | | | | | |

| | | or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | |
| | **Genre Study Authors Resources/Materials** | Various Civil War novels for independent choice<br><br>Read Alouds:<br>-A Balad of the Civil War by Mary Stolz<br>-Student narratives from LA | Seedfolks by Paul Fleishman<br>Any Small Goodness by Tony Johnston |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Living Language – responding to text, speaking and listening** | CCSS.ELA-LITERACY.SL.7.1.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. CCSS.ELA-LITERACY.SL.7.1.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. CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views. CCSS.ELA-LITERACY.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. | | | | | | |
| **TIER** (to be determined based on individual student needs) | **Reading Surface Structure Skills (foundational skills)**<br><br>(RFS1, RFS2), RFS3, RFS4 (from CCSS) | | | | | | | |
| **Language Arts** | **Writing – Deep Structures**<br><br>W1, W2, W3, W4, W5, W7, W8, W9, L4, L5, L6 (from CCSS) | BENCHMARK<br><br>Narrative Writing (researched historical fiction)<br><br>W 7.3<br>W 7.6 | BENCHMARK<br><br>Informative and Argument writing<br><br>W 7.1    W 7.2<br>W 7.4    W 7.5<br>W 7.7    W 7.8<br>W 7.9    W 7.10 | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | W 7.8 | | | | | | | | |
| | ACCL.<br><br>Narrative and Informational Writing (researched historical fiction)<br><br>W 7.1<br>W 7.3<br>W 7.6<br>W 7.8 | ACCL.<br><br>Narrative, Informative, and Argument writing<br><br>W 7.1     W 7.2<br>W 7.3     W 7.4<br>W 7.5     W 7.7<br>W 7.8     W 7.9<br>W 7.10 | | | | | | | |
| **- Writing – Surface Structure Skills**<br><br>W5,L1, L2, L3 | W 7.5<br>L 7.1<br>L 7.2<br>L 7.3 | | | | | | | | |
| **Living Language – responding to text, speaking and listening**<br><br>RL 10, RIT 10, W6, W10<br>SL1, SL2, SL3, SL4, SL5, SL6 | | | | | | | | | Podcast (based on writing assignment)<br><br>SL 7.4<br>SL 7.5 |