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| **Timeframe**  **Month/Week** | **Skills**  **Students will…** | **Content and**  **Instructional Resources** | **Assessments** | **Core Shifts and**  **New York State**  **P-12 C.C.L.S.** |
| September/October  September/October  September/October | * I can cite several pieces of text-based evidence to support an analysis of a literary text * I can analyze the development of a theme or central idea throughout a literary text * I can analyze how an author develops and contrasts point of view between characters and narrators in a text * I can make connections between a novel and other literary texts * I can objectively summarize informational texts * I can write narrative texts about real or imagined experiences using relevant details and event sequencing that makes sense * I can produce clear and coherent writing that is appropriate to task, purpose, and audience * I can select appropriate evidence from literary or informational texts to support analysis, reflection and research * I can effectively engage in discussions with diverse partners about appropriate texts, topics and issues * I can express my own ideas clearly during discussions * I can analyze the main ideas and supporting details in different media formats * I can use resources to build my vocabulary * I can accurately use 7th grade vocabulary to express my ideas * I can use proper grammar and usage when writing and speaking, to deliver a clear message to my reader/audience | Course Intro and Overview   * Classroom rules/procedures * Pleasure reading * ELA/writing portfolio   + Discuss, model and produce short response type pieces based on 100 things I like or other suitable test prep style questions (PEE/ANT format)   + “although” statements * Annotating   + Discuss, model and produce an article properly annotated * Library tour   A Long Walk to Water   * Module 1 ([www.engageny.org](http://www.engageny.org)) * How do Individuals survive in challenging environments?   + Close reads on dangerous jobs * Informational texts supplying Water background information (found in module)   + Setting, Dinka/Nuer tribes * Map skills   + “I notice, I wonder” chart on map in Water * Reader notes   + Graphic organizer to gather the gist of what is going on with Nya and what is going on with Salva * Vocabulary from the story * Samples and setup for two-voice poem   Research to Deepen Understanding   * Module 4 Unit 1 ([www.engageny.org](http://www.engageny.org))   Evidence Based Arguments   * Module 4 Unit 3 | * Daily Bellringers/journals   + A collection of common core aligned quick thinkers (grammar, punctuation, working memory, etc) will be parceled out in different forms/formats over the course of the year * Fist to five check for understanding * Short response writing procedure and process   + With appropriate teacher feedback * Long response writing procedure and process   + With appropriate teacher feedback   + Goal would be one of these per 10 week cycle * Quarterly assessments (once per 10 week cycle) * Assorted group activities   + Within the framework of students teaching each other/”flipped classroom” style assignments * Fiction or non-fiction interactive notebook (obviously depending on what we are reading) * Inference practice related to citing text based details to make predictions about upcoming plot * 100 Things I Like * Daily Bell ringers/journals * Grammar practice sheets * Fist to five check for understanding * Found poem/close reading discussion questions   Based on Water:   * Collect reader gist notes from each chapter * “I want to know…” exit tickets * Vocabulary quizzes on Water words * Graphic organizer with text-evidence inferences regarding differences in perspective for Nya and Silva * Two-voice poem * Extended response: “Survival factors that helped Nya”… “Survival factors that helped Salva”… “One text –based evidence argument that Salva (and then Nya) had it easier/better/more fulfilling life that Nya (and then Salva)” * Occasional Self-Reflection journals on how students are participating in the learning process   Based on Arguments module:   * text-dependent question responses to texts used * delineation of premise/argument (from the module) * text-centered discussion checklist * refine, revise and present a sample argumentative research question based on one of “The 100 Things I Like” assignment from the beginning of the year   Based on Research Module:   * Brief research exercise on the one question you just came up with   + Text-dependent questions from selected texts from “water” section of module   + Research frame handout   + Assessing sources handout * Find three relevant sources to help answer your question and submit them in proper citation format. | * Shifts 1-6   [CCSS.ELA-Literacy.W.7.1](http://www.corestandards.org/ELA-Literacy/W/7/1/) Write arguments to support claims with clear reasons and relevant evidence  [CCSS.ELA-Literacy.W.7.7](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.W.7.8](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.W.7.9](http://www.corestandards.org/ELA-Literacy/W/7/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.  [CCSS.ELA-Literacy.RL.7.1](http://www.corestandards.org/ELA-Literacy/RL/7/1/)  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-Literacy.RL.7.2](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.RL.7.3](http://www.corestandards.org/ELA-Literacy/RL/7/3/) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  [CCSS.ELA-Literacy.SL.7.1](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.SL.7.2](http://www.corestandards.org/ELA-Literacy/SL/7/2/) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study. |

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| November/December | | * I can cite several pieces of text-based evidence to support an analysis of a literary text * I can analyze the development of a theme or central idea throughout a literary text * I can analyze how an author develops and contrasts point of view between characters and narrators in a text * I can write narrative texts about real or imagined experiences using relevant details and event sequencing that makes sense * I can produce clear and coherent writing that is appropriate to task, purpose, and audience * I can select appropriate evidence from literary or informational texts to support analysis, reflection and research * I can effectively engage in discussions with diverse partners about appropriate texts, topics and issues * I can express my own ideas clearly during discussions * I can analyze the main ideas and supporting details in different media formats * I can use resources to build my vocabulary * I can accurately use 7th grade vocabulary to express my ideas * I can use proper grammar and usage when writing and speaking, to deliver a clear message to my reader/audience | “A Christmas Carol”:   * Informational text on Union Workhouses * Informational texts on connections to the play found after the play in the text book   State Test Prep  Brief Research Lesson  Wonder | | | * Daily Bellringers/journals   + A collection of common core aligned quick thinkers (grammar, punctuation, working memory, etc) will be parceled out in different forms/formats over the course of the year * Fist to five check for understanding * Short response writing procedure and process   + With appropriate teacher feedback * Long response writing procedure and process   + With appropriate teacher feedback   + Goal would be one of these per 10 week cycle * Quarterly assessments (once per 10 week cycle) * Assorted group activities   + Within the framework of students teaching each other/”flipped classroom” style assignments * Fiction or non-fiction interactive notebook (obviously depending on what we are reading) * Inference practice related to citing text based details to make predictions about upcoming plot * Fist to Five check for understandings * Vocabularuy Quizzes * Grammar practice sheets * Found poem/close reading discussion questions * Critical thinking questions and other exit ticket quick writes along the way * “After You Read” complimentary material at the end of the two Acts in the textbook * Wrap-up extended response (argumentative tribute p.809 in text) * Test Prep   + Paired passages   + Find the theme passages   + Short response   + Long response   + MC questions * Research   + Pick something from the 100 things you like   + Research three relevant sources (assessing sources from previous work)   + Produce an intro. Paragraph for that topic (hook)   + Produce an acceptable works cited page for the three sources you found   Wonder related:   * Vocab quizzes * Informational text discussion questions on “Therapy Dogs” and “Hearing not so Brightly” * Text-based comprehension questions after each chapter * Exit tickets and bell ringers discussing the development of each major character * Informational text discussion questions on Point of View * “Facebook “ pages for each character * Text-based evidence for character predictions in five years * Precept interpretation (presented/graded as short response practice) * Extended response practice (theme) as one of the unit wrapups. * Extended response on compare and contrast two characters in the book (good person? Shades of bad? Totally bad?) | | * Shifts 1-6   [CCSS.ELA-Literacy.W.7.1](http://www.corestandards.org/ELA-Literacy/W/7/1/) Write arguments to support claims with clear reasons and relevant evidence  [CCSS.ELA-Literacy.W.7.7](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.W.7.8](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.W.7.9](http://www.corestandards.org/ELA-Literacy/W/7/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.  [CCSS.ELA-Literacy.RL.7.1](http://www.corestandards.org/ELA-Literacy/RL/7/1/)  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-Literacy.RL.7.2](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.RL.7.3](http://www.corestandards.org/ELA-Literacy/RL/7/3/) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  [CCSS.ELA-Literacy.SL.7.1](http://www.corestandards.org/ELA-Literacy/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 ideas clearly. |
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| January/February | * I can cite several pieces of text-based evidence to support an analysis of a literary text * I can analyze the development of a theme or central idea throughout a literary text * I can analyze how an author develops and contrasts point of view between characters and narrators in a text * I can make connections between a novel and other literary texts * I can objectively summarize informational texts * I can write narrative texts about real or imagined experiences using relevant details and event sequencing that makes sense * I can produce clear and coherent writing that is appropriate to task, purpose, and audience * I can select appropriate evidence from literary or informational texts to support analysis, reflection and research * I can effectively engage in discussions with diverse partners about appropriate texts, topics and issues * I can express my own ideas clearly during discussions * I can analyze the main ideas and supporting details in different media formats * I can use resources to build my vocabulary * I can accurately use 7th grade vocabulary to express my ideas * I can use proper grammar and usage when writing and speaking, to deliver a clear message to my reader/audience | | | * “The Miracle Worker”   + walk through/block out a scene on stage * “A Mid-Summer Night’s Dream” * Test Prep * Research | * Daily Bellringers/journals   + A collection of common core aligned quick thinkers (grammar, punctuation, working memory, etc) will be parceled out in different forms/formats over the course of the year * Fist to five check for understanding * Short response writing procedure and process   + With appropriate teacher feedback * Long response writing procedure and process   + With appropriate teacher feedback   + Goal would be one of these per 10 week cycle * Quarterly assessments (once per 10 week cycle) * Assorted group activities   + Within the framework of students teaching each other/”flipped classroom” style assignments * Fiction or non-fiction interactive notebook (obviously depending on what we are reading) * Inference practice related to citing text based details to make predictions about upcoming plot * Daily Bellringers/journals * Fist to five check for understanding * Grammar exercises * Found poem/close reading discussion questions   “Miracle Worker” related:   * Work with sign language and braille (names and simple sentences) * Short response practice with answers to background questions on Keller and Sullivan through the use of informational texts * Vocab quizzes * Writing prompts for short response practice to synthesize story elements   “Dream” related:   * Text fluency practice (how to read Shakespeare) * Virtual tours of Shakespearean amphitheaters * Compare and contrast different performances of certain sections of the play (visual: watch, take notes) * In groups perform one of the false start scenes in Folger’s packet * Vocabulary quiz * Character analysis bell ringer or exit ticket   Test Prep:   * Sample multiple choice questions * Writing process practice for short and extended response   Research:   * New topic from 100 things I like * Find four viable sources, and produce a correct works cited page to be handed in * Utilize the writing process to craft an acceptable intro paragraph * Utilize/produce notecards to organize useful information that would go in the body paragraphs section of a full-length paper | | * Shifts 1-6   [CCSS.ELA-Literacy.W.7.1](http://www.corestandards.org/ELA-Literacy/W/7/1/) Write arguments to support claims with clear reasons and relevant evidence  [CCSS.ELA-Literacy.W.7.7](http://www.corestandards.org/ELA-Literacy/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.  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| March/April | * I can cite several pieces of text-based evidence to support an analysis of a literary text * I can analyze the development of a theme or central idea throughout a literary text * I can analyze how an author develops and contrasts point of view between characters and narrators in a text * I can make connections between a novel and other literary texts * I can objectively summarize informational texts * I can write narrative texts about real or imagined experiences using relevant details and event sequencing that makes sense * I can produce clear and coherent writing that is appropriate to task, purpose, and audience * I can select appropriate evidence from literary or informational texts to support analysis, reflection and research * I can effectively engage in discussions with diverse partners about appropriate texts, topics and issues * I can express my own ideas clearly during discussions * I can analyze the main ideas and supporting details in different media formats * I can use resources to build my vocabulary * I can accurately use 7th grade vocabulary to express my ideas * I can use proper grammar and usage when writing and speaking, to deliver a clear message to my reader/audience | * The Outsiders * Poetry * Short Stories * Test Prep * Research | * Daily Bellringers/journals   + A collection of common core aligned quick thinkers (grammar, punctuation, working memory, etc) will be parceled out in different forms/formats over the course of the year * Fist to five check for understanding * Short response writing procedure and process   + With appropriate teacher feedback * Long response writing procedure and process   + With appropriate teacher feedback   + Goal would be one of these per 10 week cycle * Quarterly assessments (once per 10 week cycle) * Assorted group activities   + Within the framework of students teaching each other/”flipped classroom” style assignments * Fiction or non-fiction interactive notebook (obviously depending on what we are reading) * Inference practice related to citing text based details to make predictions about upcoming plot * Daily Bellringers/journals * Fist to five check for understanding * Grammar exercises * Found poem/close reading discussion questions * The Outsiders related:   + Prior knowledge and context clues to aid with vocabulary quizzes   + Like Pony, write about “anything you feel is important enough to write about”   + Four sets of writing questions related to book (in short and long response form): interpretation, critical, critical/personal response, personal response   + Quotations worksheet (what’s there and what’s not there)   + Persuasive argument (with although statements) on whether you should read the book, watch the movie, some combination of both?   + Unit Test * Poetry and short story selections from the text (good mixtures of styles, tone, genre, etc.) | * Shifts 1-6   [CCSS.ELA-Literacy.W.7.1](http://www.corestandards.org/ELA-Literacy/W/7/1/) Write arguments to support claims with clear reasons and relevant evidence  [CCSS.ELA-Literacy.W.7.7](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.W.7.8](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.W.7.9](http://www.corestandards.org/ELA-Literacy/W/7/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.  [CCSS.ELA-Literacy.RL.7.1](http://www.corestandards.org/ELA-Literacy/RL/7/1/)  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-Literacy.RL.7.2](http://www.corestandards.org/ELA-Literacy/RL/7/2/)  . |

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| May/June | * I can definitively notate the subject and predicate of a sentence. * I can successfully navigate appropriate books, magazines and websites to aid in my research. * I can read a non-fiction piece and confidently locate, share and discuss different elements of the article, essay, story, etc. (main idea, tone, setting, etc.) * I can recognize the difference between writing/discussing/analyzing an intended response as subjective or objective * I can notice in reading and in my writing the use of effective transitional words and phrases to tie text-based evidence together. * I can comfortably discuss and label the elements of a plot diagram for a fiction and/or non-fiction piece * I can cite several pieces of text-based evidence to support an analysis of a literary text * I can read with a tangible sense of fluency, inflection and purpose. (appropriate to reading levels obviously) * I can analyze the development of a theme or central idea throughout a literary text * I can analyze how an author develops and contrasts point of view between characters and narrators in a text * I can make connections between a novel and other literary texts * I can objectively summarize informational texts * I can write narrative texts about real or imagined experiences using relevant details and event sequencing that makes sense * I can produce clear and coherent writing that is appropriate to task, purpose, and audience * I can select appropriate evidence from literary or informational texts to support analysis, reflection and research * I can effectively engage in discussions with diverse partners about appropriate texts, topics and issues * I can express my own ideas clearly during discussions * I can analyze the main ideas and supporting details in different media formats * I can use resources to build my vocabulary * I can accurately use 7th grade vocabulary to express my ideas * I can use proper grammar and usage when writing and speaking, to deliver a clear message to my reader/audience | * Grammar * Non-fiction articles/stories * Poetry analysis * Research paper process * Argument essay (final assessment?) * Book Report * Final Project   **NOTE: THIS PART OF THE MAP IS FLUID RIGHT NOW. RELFECTING OVER THE SUMMER SINCE OUR FIRST CRACK AT THIS, I HAVE ALREADY MADE A FEW TWEAKS AS TO WHAT I WANT TO DO. MY PLAN WAS TO CHECK IN WITH THIS DOCUMENT AFTER 20 WEEKS, AND DEFINTIELY MOVE SOME THINGS AROUND FOR 2015-16** | * Daily Bellringers/journals   + A collection of common core aligned quick thinkers (grammar, punctuation, working memory, etc) will be parceled out in different forms/formats over the course of the year * Fist to five check for understanding * Short response writing procedure and process   + With appropriate teacher feedback * Long response writing procedure and process   + With appropriate teacher feedback   + Goal would be one of these per 10 week cycle * Quarterly assessments (once per 10 week cycle) * Assorted group activities   + Within the framework of students teaching each other/”flipped classroom” style assignments * Fiction or non-fiction interactive notebook (obviously depending on what we are reading) * Inference practice related to citing text based details to make predictions about upcoming plot * Grammar   + Multiple new sources of information will be culled together to formulate a unit that has a specific focus on the ELA Department’s agreed upon terminology and skills to be presented at the 7th grade level * Research paper steps and the writing process   + Time management   + Notecards   + First draft   + Peer editing   + Self-editing   + Final draft   + Works cited page * Book Report   + Specific directions and rubric for “Book Buffet” are explained and followed appropriately * Final Projects   + Procedures followed and tasks completed on time | * Shifts 1-6   [CCSS.ELA-Literacy.W.7.1](http://www.corestandards.org/ELA-Literacy/W/7/1/) Write arguments to support claims with clear reasons and relevant evidence  [CCSS.ELA-Literacy.W.7.7](http://www.corestandards.org/ELA-Literacy/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.  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