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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/OctoberSeptember/OctoberSeptember/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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| **Timeframe** **Month/Week** | **Skills****Students will…** | **Content and** **Instructional Resources** | **Assessments** | **Core Shifts and****New York State** **P-12 C.C.L.S.** |
| November/December | * I can cite several pieces of text-based evidence to support an analysis of a literary text
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* 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 PrepBrief Research LessonWonder | * 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. |
| **Timeframe** **Month/Week** | **Skills****Students will…** | **Content and** **Instructional Resources** | **Assessments** | **Core Shifts and****New York State** **P-12 C.C.L.S.** |
| January/February | * I can cite several pieces of text-based evidence to support an analysis of a literary text
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* 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

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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.** |
| March/April | * I can cite several pieces of text-based evidence to support an analysis of a literary text
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* 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

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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
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* 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

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