



## 7th Grade Reading and Writing Curriculum and Common District Assessments

Weeks	Reading Curriculum	District Assessment	Key Concepts and Vocabulary
3 weeks	<p>Unit #1: <a href="#">Launching Writer's Notebook</a></p> <p>Overarching Questions How do writers use memoir to express insight? How can the memoir genre push a writer's thinking and writing by studying its reflective, narrative, small-moment structure?</p> <p>Enduring Understanding By studying and writing about the small moments of our lives, we can gain insight into who we are, what is meaningful to us, and the lessons we have learned as we journey through life.</p>	<p>Pre-unit Assessment Task The teacher will share with the students an example of a memoir. Students will be asked to evaluate the memoir based on the lesson they felt the writer was attempting to reveal.</p> <p>Mid-Unit Formative Assessment Task Students select a piece to work on, reflecting on the strengths of that piece. Use the reflection to determine to determine students' understanding of the narrative elements as well as their own writing process.</p> <p>Post-Unit Summative Assessment Task Students will use memoir-writing techniques to publish one full memoir. The memoir will be based on a significant event in which the student gained a new understanding about himself or herself; other people; or the broader world. The conclusion of the memoir will reflect on the meaning of the event. Student memoir writers will celebrate and share this new understanding.</p>	<p>Analyzing memoir text features Establishing a writing community Transforming ideas into moments of significance, new understandings, or realizations Using strategies to enhance reflective writing</p> <p>audience, conferral, dialogue, elaboration, engagement, evaluation, generation, imagery, memoir, point of view, reflection, relevance, shift, sequence, transition words</p>
3 weeks	<p>Unit #2: <a href="#">Independent Reading</a></p> <p>Overarching Question In what ways can independent reading be used to emphasize the interaction between readers and texts?</p> <p>Enduring Understandings The independent reading workshop provides a systematic method to support students as they read on their own. Students will learn to organize their thinking through the use of reading-strategy tools, kept in reading folders. Teachers begin each session with a mini-lesson that targets a specific reading skill or strategy. Students are then encouraged to silently read books of their own choosing while the teacher monitors and confers with individuals. At the closure of each session, students share in partnerships or whole-group discussions to identify strategies and their new learning.</p>	<p>Pre-Unit Assessment Task Pre-Unit Performance Task Have students complete a quick review of a book that they have recently read. They are to include a short summary of the book as well as their opinion of the story. Store in reading folder so that students can track their learning progression from unit start to unit completion.</p> <p>Mid-Unit Assessment Task Spot check all reading folders and hold conversations with groups of students to ensure comprehension of assignment tasks. Students should have a wide variety of reading tools gathered and completed within their reading folders. As teacher, you should notice shifts in student thinking. Encourage all readers to continue on a thoughtful path, noticing explicit details about text and how stories are woven into pieces of literature.</p> <p>Post-Unit Assessment Task Students are to complete an individual book critique of their independent reading book that encompasses a summary or synopsis of the story, details concerning character attributes, tension, plot structures, as well as an opinion of the book's overall likability.</p>	<p>Identifying oneself as a reader Identifying genre elements and structures Interacting with the texts Self-monitoring</p> <p>analysis, central idea, character, critique, fiction, inference, internal and external conflict, plot, point of view, setting, scenes, theme, voice</p>
2 weeks	<p>Unit #3: <a href="#">Argument Paragraph</a></p> <p>Overarching Questions How do you construct a persuasive argument? What constitutes effective evidence? How do you revise?</p> <p>Enduring Understandings Argument writers must support their ideas with effective evidence to persuade their readers. The evidence a writer provides must be explained in commentary to persuade the reader to agree with the argument. Revising a piece of writing improves idea clarity, persuasiveness, and organization.</p>	<p>Pre-Unit Performance Task - To figure out which skills you need to further develop for a writing task, it's helpful to attempt that writing task, review the results, and assess where you need the most improvement.</p> <p>Mid-Unit Assessment Task - Instruct students to revisit the commentary they wrote during the pre-writing phase (session 4) and to highlight or underline any sentences they think could be useful for this draft of the paragraph to prove the debatable claim and explain evidence. Next, revisit the Drafting Commentary Anchor Chart - Strong Commentary Verbs list with students and encourage them to use these verbs as they write commentary for their evidence. Finally, instruct students to free write answers for the Drafting Commentary Anchor Chart - Three Commentary Questions for each piece of evidence they have selected to support their argument.</p> <p>Post-Unit Assessment Task - We all have plenty of opinions, but can you support yours to create a strong argument? For this writing task, you will identify and build an argument in response to a prompt by crafting a debatable claim, supporting it with evidence, and explaining that evidence with commentary to persuade your reader. Whether you're arguing about the best television show or why a character is a hero, you must show your reader how you arrived at this conclusion by laying out your thinking in the form of a claim and supporting evidence. Your argument will be one paragraph in length, so it should be focused on one central idea and provide enough evidence to persuade your reader that your argument is strong. One piece of evidence should be from a credible secondary source.</p>	<p>Determining the credibility of sources Distinguishing between fact and opinion Drafting a claim Drafting commentary Pre-writing to discover an argument Researching to find evidence Revising to strengthen claim, evidence, and commentary clarity</p> <p>argument/persuasion, audience, commentary, credible source, debatable claim, evidence – factual and anecdotal, fact vs. opinion, reflection, revision, topic sentence</p>
4 weeks	<p>Unit #4: <a href="#">Narrative Reading</a></p> <p>Overarching Question What specific skills are necessary to read narrative text effectively?</p> <p>Enduring Understandings In the 7th Grade Narrative Reading Unit, students read common text, building on the reading identity and building reading communities started in the Independent Reading Unit. These shared experiences strengthen their individual reading identities and the classroom community. The Unit is a systematic way of supporting and guiding students as they read. Students learn to organize their thinking through the use of reading tools and Reading Folders. While the Narrative Reading Unit continues the specific instruction of reading strategies through mini-lessons at the beginning of each session as in the Independent Reading Unit, this unit pushes the students into looking at the text deeply and how to handle multiple strategies and theories across the unit. The learning that each tool in the reading folders represents should be carried across sessions as threaded conversations, so students are watching/tracking narrative techniques. The students continue to implement strategies independently or in partnerships while teachers monitor and confer. These tools also provide a vehicle for continuous assessment of the reading strategies taught. The unit focuses on identifying, analyzing, theorizing, evaluating and discussing specific and intentional elements of the narrative genre.</p>	<p><b>District Multiple Choice Reading and Writing Assessment #1</b></p> <p>Pre-Unit Assessment Task Choose a snippet of dialogue from a poignant moment within the novel. The dialogue should be somewhat provocative and spark the interest of the reader. The dialogue snippet should also stimulate anticipation for the upcoming novel's contents. Readers are presented with the dialogue snippet of choice and asked the question: "What is the meaning of this dialogue snippet and what narrative element or structure do you think this dialogue came from?" Students will hold conversation and discussion surrounding the dialogue snippet as a community-building activity. Answers are to be recorded within the Pre-Unit Performance Task Tool provided to each student in session #2. This performance task should be stored in the reading folders that were established in session #1. The essential learning described in this pre-unit performance task will evolve as the unit transpires and will develop into a written response for the unit summative assessment by session 9.</p> <p>Mid-Unit Assessment Task Spot check all reading folders and hold conversations with groups of students to ensure comprehension of assignment tasks as presented within the unit. Students should have a wide variety of reading tools from the unit gathered and completed within their reading folders. The teacher should notice shifts in student thinking while looking for depth of knowledge. Encourage all students to continue on a thoughtful path, noticing explicit details about text, analyzing intentional narrative elements within the text, and tracking text to develop theories about meaning. Reading folders are essential tools to guide teachers in checking for understanding while helping teachers to hold conversations with their students about their thinking within the unit.</p> <p>Post-Unit Assessment Task Students are to use the information gathered during the unit to analyze specific narrative elements. Students are to respond in writing about how these elements contributed to the overall meaning of the narrative text. Using their reading folders as a reference guide for their written response, students will include details from the text used to identify all the narrative elements of theme, characters, plot, structure, setting, and point of view. Students will include educated opinions about how each of the narrative elements contributed to the overall meaning of the text. Students will provide a clear description of how all these narrative elements together</p>	<p>Exploring genre elements and structures Identifying as members of a reading community Interacting with texts Self-monitoring</p> <p>analysis, author, character, citation, conflict, craft, narrative elements, inference, literal evidence, narrator, plot, point of view, repetition, scenes, setting, setup, structure, theme, voice</p>

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4 weeks	<p>Unit #5: <a href="#">Literary Essay</a></p> <p>Overarching Question How do writers respond to literature?</p> <p>Enduring Understandings Literary essayists read a text for meaning. They track ideas, notice the author’s decisions and gather details as they read. They create theories about the author’s decisions and the text’s meaning. They reread for a deeper meaning, to test their theories, and to create a claim. They present their claim in an essay with examples from the text that serve as evidence. They understand that there are multiple theories and claims that may be presented. They make decisions about which types of evidence and organization best support their claim.</p>	<p>Pre-Unit Assessment Task Use the post-unit assessment from the previous reading unit on literature. Use the assessment to gauge students’ abilities to analyze literary texts.</p> <p>The prompt for that unit was: Students are to use the information gathered during the unit to analyze specific narrative elements. Students are to respond in writing about how these elements contributed to the overall meaning of the narrative text. Using their reading folders as a reference guide for their written response, students will include details from the text used to identify all the narrative elements of theme, characters, plot, structure, setting, and point of view. Students will include educated opinions about how each of the narrative elements contributed to the overall meaning of the text. Students will provide a clear description of how all these narrative elements together interact over the course of the text to provide meaning.</p> <p>Mid-Unit Assessment Task Students complete the handout “Seventh Grade Literary Essay Rough Plan Format.”</p> <p>Post-Unit Assessment Task Use students’ self-reflection responses and final essays as the post-unit assessment. Rubrics are included.</p> <p>The prompt for the final essay is: Carefully read and reread your chosen text to see how the author revealed themes throughout the story or novel. Craft a claim that argues for the validity of one of the themes. Construct a literary essay that logically presents the reasons and evidence in support of the claim. Include an introductory paragraph and concluding paragraph that acknowledges alternate or opposing claims about the theme(s). Maintain formal language throughout, and MLA style for citations. Utilize the writing process, especially drafting, revision and conferencing, in order to create a cohesive essay worthy of sharing with others.</p>	<p>Analyzing mentor literary essays Applying literary essay writing strategies Formulating claims that can be proven through textual evidence Identifying and employing various types of evidence Identifying and using writing conventions of a mode Sifting and sorting relevant evidence Synthesizing multiple claims related to the development of theme</p> <p>analysis of literature, author intent, direct quotes, drafting, essay structure, formal style, multiple claims, paraphrasing revising, textual evidence, theme, transitions, valid reasoning</p>
4 weeks	<p>Unit #6: <a href="#">Informational Reading</a></p> <p>Overarching Question How do readers of informational texts read closely to analyze central ideas within such texts?</p> <p>Enduring Understanding This unit provides strategic literacy tasks relevant to students who are analyzing informational text. These literacy tasks, coupled with informational text exploration, will serve your students well across the school day within other content areas. The tools, tasks and suggested teaching provided encourage the development of a student’s ability to navigate informational text of all kinds (expository, literary, narrative, etc.). Readers delve into the world of informational reading. They explore a variety of informational text structures that challenge their ability to analyze, cite evidence and draw inferences from text. The student learning for this unit includes being able to examine one or more central ideas (and main ideas in a passage of text), decode specialized vocabulary used in context, provide an objective summary of text using analysis of authors’ presented evidence, and begin to understand how different authors advance their evidence. Students must understand the ways that good readers tackle informational text in order to get a strong understanding of the information given. The students will trace and evaluate informational text and assess whether the evidence behind the text is relevant to the claims presented.</p>	<p>Pre-Unit Assessment Task This is to be used as a comparison tool looking for progress made between Sessions #1 and #8: ***Responses will likely be misinformed and students will struggle! That is OK***</p> <p>Students will be prompted with a rubric to use their “Gathering Information” handout to summarize central ideas from the text and to analyze how those ideas are developed across the text. The summary describes the purpose of the informational text and the author’s point of view. It demonstrates various strategies to disseminate the information given. The summary is written in a student’s own words.</p> <p>Mid-Unit Assessment Task Check all reading folders and hold conversations with groups of students to ensure comprehension of informational reading strategies being taught. Students should have a wide variety of informational reading tools gathered and completed within their reading folders. Notice shifts in student thinking. Encourage all readers to continue on a thoughtful path, noticing explicit details about informational text. Students should recognize how these moves support their analysis of the informational genre.</p> <p>Summative Assessment Task Students will be prompted with a rubric to use their learning from this unit to craft a summary that includes analysis of the main ideas and relevant details. The summary should describe the purpose of their chosen informational text and the author’s intent or point of view. The summary is written in the students’ own words.</p>	<p>Exploring genre elements and structures Developing strategies for close reading Identifying key ideas and details Interacting with multiple texts Integrating knowledge and idea</p> <p>analysis, connections, conventions, evaluation, evidence, exploring text, inference, interpretation, nonfiction, structure, text features</p>
3 weeks	<p>Unit #7: <a href="#">Informational Essay</a></p> <p>Informational/explanatory writing allows the writer to share information on a topic s/he is passionate about and to teach readers in order to boost their knowledge and understanding on that topic. Examining key moments in an historical event involves both summary writing descriptive writing. Information must be carefully organized and formatted to allow readers to deepen their knowledge and comprehension of a topic. Analysis of information helps the reader understand how to interpret the facts and details they are given and make connections between different pieces of information.</p>	<p><b>District Multiple Choice Reading and Writing Assessment #2</b></p> <p>Pre-Unit Performance Task - To assess students’ skills as writers of informational texts that chronicle key moments in an historical event, students will write such an essay. Students should write on a topic that they have prior knowledge of and that interests them significantly. Teachers will assess the results of the pre-unit performance task using the Informational Essay Rubric, focusing on students’ understanding of the chronological text structure and use of summary and description writing. This performance task will help determine skill strengths and deficits of the class as a whole and of individual students and will help the teacher determine how much depth to go into regarding text structure, central idea, analysis, and essay organization.</p> <p>Summative Assessment Task - Is there an historic event you are interested in and would like to know more about? Now is your chance to show what you know and deepen your understanding of a particular historical event. For this informational essay, you will craft a chronological account of key moments in an historical event. After deciding on a topic, you will devise a research question, find credible sources, and sift and sort information to determine a central idea. You will draft body paragraphs that include summary, description, and analysis to convey the key moments and impact of this event, organizing them in chronological sequence. After writing a first draft, you will engage in peer review and revise to strengthen the clarity of your ideas, organization of your essay, and completeness of your analysis.</p>	<p>Brainstorming to identify topics of interest Categorizing information Citing information sources Developing a research question Identifying a central idea Organizing sections and paragraphs Pre-writing to record all prior knowledge Providing constructive feedback during peer review Reflecting on the research and writing process Researching to fill in information gaps Revising to clarify ideas, strengthen organization, and deepen analysis Selecting relevant facts, quotations, and concrete details during the research and drafting process</p> <p>analysis, audience (the reader), central idea, concluding paragraph, headings and sub-headings, organization of information, reflection/meta-cognition, research question, transitions between ideas and paragraphs</p>
4 weeks	<p>Unit #8: <a href="#">Writing the Argument</a></p> <p>Overarching Question How do problems get solved?</p> <p>Enduring Understandings Problems can have multiple causes and effects. There are multiple solutions to a given problem, but they vary in effectiveness and feasibility. Discovering the best topic, argument, and structure for a writing task requires exploration and experimentation (brainstorming, discussion, drafting). Arguments must be supported with substantive evidence to be persuasive. Research requires selecting credible sources, sifting information to find the most effective evidence, and fluidly incorporating that evidence into the argument. The tone of a writing piece should be influenced by the intended audience. Engaging in all steps of the writing process increases clarity and complexity. Writers learn to become better writers by reflecting on the difficulties and successes during a writing task.</p>	<p>Consider a school or neighborhood problem that you have a solution for. For this proposal essay, summarize the problem by defining it, explaining whom it affects, and describing possible long-term outcomes it could have. Then lay out a detailed proposal for a solution. Explain what it would take to implement your solution and why it’s feasible. Briefly discuss why your solution is better than alternate solutions.</p>	<p>Determining solution feasibility Determining topic viability Identifying and using evidence Identifying and using writing conventions of a mode Reflecting - meta cognition Pinpointing effective search terms Sifting and sorting evidence</p> <p>appropriate voice, audience and purpose, cause and effect, determining key search terms, devising research questions, evaluating the credibility of sources, evidence, feasibility of, solution, research, revision, viability of problem (topic)</p>