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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit –Time** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/****Assessment Date** | **Key Vocabulary** |
| **Unit 1: Writing** | Language and text can be a source of creativity and joy.Exploring text and story helps us understand ourselves and make connections to the world and others. | Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinkingUse writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiencesAssess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and messageUse an increasing repertoire of conventions of English spelling, grammar, and punctuation | Narrative, exposition, reportFunctions and genres of textText featuresLiterary elements and devicesReading strategiesOral language strategiesMetacognitive strategiesWriting processesFeatures of oral languageParagraphingLanguage varietiesSyntax and sentence fluencyConventionsPresentation techniques | **Writing Workshop****\*This layout follows “The Ultimate Writers Workshop- Narrative Writing”** Set up writing workshop books with personalized title page, table of contents and numbered pages, assessment method1. **Start with writing lists** to get students back into writing and confident about their writing
2. **Plot Structure**

Look at short stories (Ie. *Where the Wild Things Are*)—examine plot structure and elements of plotTransition Words- looking through texts, finding transition wordsConflict- Look at story *Eleven* by Sandra Cisneros. Show different media examples of internal conflict (ie. Relate to Spiderman, etc) Quick Writes- Writing about personal conflictStrong Verbs – Find a story with “Strong Verbs” to show the studentsWriting with Dialogue—Read sentences and explore incorporating dialogue correctly Opening with a HookGenerating Ideas: Quick WritesStarting to write their own stories based on different ideasModel your writing on the promethean board. Drafting/ Revising:Use one of the quick writes to draft and revise. Model this on the document cameraRevise own work and revise a friend’s workOne to one Student Conference Readers “Hot Seat” – students present their writing Writers Reflection – reflect on their writing  | **Ultimate Writing Workshop Bundle:**<https://drive.google.com/a/hayatschool.com/folderview?id=0B2Vj0cwoSM9oN0JITFI2MTNxclk&usp=sharing>**Eleven- Sandra Cisneros:**<http://lcps.k12.nm.us/wp-content/uploads/2015/07/Cisneros-Eleven.pdf>**6+1 Traits of Writing** **Grade 7 Grammar Books****Evan Moor Purchase: Nonfiction Writing:**  <https://drive.google.com/drive/folders/0B9uDFiVmQP0jbXhhc1EyeTNhU3M> | *For Learning:* 1. Teacher Observation
2. Daily Feedback with students
3. Quick Conferences

*As Learning:*1. Student self reflection sheet (Included in bundle)
2. Student conferences- reflecting how they can improve and do better

*Of Learning:* 1. Student/ Teacher Conferencing at the end of each step of the writing process
2. Final Student Draft

School Wide Write Term 1: Narrative Writing October 29th, 30th, 31st\*Personal Narrative\*Persuasive Writing | AtmosphereToneSettingCharacterizationThemeMetaphorSimileEvidenceTransition words/phrasesMeaningStyleForm Conventions |
| **Unit 1: Reading** | Language and text can be a source of creativity and joyExploring text and story helps us understand ourselves and make connections to others and the worldExploring and sharing multiple perspectives extends our thinkingDeveloping our understanding of how language works allows us to use it purposefullyTexts are created for different purposes and audiencesSynthesizing the meaning from different texts and ideas helps us create new understandings | Comprehend and connect:Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability.Recognize and appreciate how different forms, structures, and features of texts reflect different purposes, audiences, and messagesThink critically, creatively, and reflectively to explore ideas within, between, and beyond textsRecognize and identify the role of personal, social, and cultural contexts, values, and perspectives in textsRecognize how language constructs personal, social, and cultural identityConstruct meaningful personal connections between self, text, and worldRespond to text in personal, creative, and critical waysUnderstand how literary elements, techniques, and devices enhance and shape meaningRecognize an increasing range of text structures and how they contribute to meaningRecognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of viewRecognize the validity of First Peoples’ oral tradition for a range of purposesExchange ideas and viewpoints to build shared understanding and extend thinking | Story/text:form, function, and genre of textsfeatures of written text literary elementsliterary deviceselements of non-fiction textsStrategies and processes:reading strategiesoral language strategiesmeta-cognitive strategiesLanguage features, structures, and conventions:features of oral languagelanguage varietiessyntax and sentence fluencyconventions | Pre-reading activities (brainstorm, introduction, vocabulary)During readingPost-reading activities (Questions and debrief)Daily extended reading 15-30 minutesShared reading & independent readingLiteracy Pro library reading and monitoring of levels & comprehensionGroup reading of articles (NewsELA & Readworks)Vocabulary books: students keep notebook of own vocabulary words and regularly add to it; teacher monitors through conferencing with students | **Grade 7 Reading Anthology & Student workbook****All Summer in a Day** <https://drive.google.com/drive/folders/0B0T5dM_QZBm3Y1dPTFNBeGRqVG8>**Why Ravens and Wolves Hunt Together**<https://drive.google.com/drive/folders/0B0T5dM_QZBm3Y1dPTFNBeGRqVG8>**NewsELA:**<https://newsela.com/>**Readworks:**<https://www.readworks.org/>**Reading Comprehension**<https://drive.google.com/drive/folders/0B0T5dM_QZBm3Y1dPTFNBeGRqVG8> | Term 1 LitPro Testing:October 28thLiteracy Pro library reading and monitoring of levels & comprehensionGroup reading of articles (NewsELA & Readworks)PM and Fontas & Pinnell AssessmentsSelf-reflectionConferencingComprehension Quizzes | Introduction/ExpositionRising ActionClimaxFalling ActionConclusion/ResolutionFiction/Non-fictionGenre: Fantasy, Comedy, Tragedy, Science Fiction, Biography, etc.-story specific vocab in anthology workbooks |
| **Unit 2: Writing** | Exploring text and story helps us understand ourselves and make connections to others and to the world.Exploring and sharing multiple perspectives extends our thinking.Texts are created for different purposes and audiences. | Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinkingUse writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiencesAssess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and messageUse an increasing repertoire of conventions of English spelling, grammar, and punctuation | Elements of non-fiction textsOral language strategiesMeta-cognitive strategiesWriting processesFeatures of oral languageLanguage varietiesSyntax and sentence fluencyConventions | **Writing Workshop:****Instructional Writing** Analyze different types of instructions in small groups Have students discuss different parts of the instructions they have looked atAs a class discuss must haves in instructionsDiscuss Audience for InstructionsHave students collect instructions from their homes to discuss Tablet Time- Use internet to research how-to videos for something of students choiceStudents plan their instructions, including title, diagrams, detailed steps Follow 6+1 Traits of writingDraft and Revise work Revolting Recipes Students design their own “revolting recipes”School Wide Write: Instructional Writing Expository- Compare and Contrast Writing (Scaffolding for 5 Paragraph Essays in Term 3) \*This layout follows “The Ultimate Writers Workshop- Compare and Contrast Writing” Compare Apples and Oranges with Venn Diagram Think- Pair- Share ideas and write a paragraph in small groupPresent the paragraphs to the classCompare and contrast iPhone and Android phonesShow students examples and write with them with promethean boardBegin with graphic organizer Write a paragraphFocus: Transition wordsHave students write a comparison paragraph on their own Edit and Revise | A **Instructional Writing Resources** <https://drive.google.com/a/hayatschool.com/folderview?id=0B2Vj0cwoSM9oN0JITFI2MTNxclk&usp=sharing>**Ultimate Writing Workshop Bundle:**<https://drive.google.com/a/hayatschool.com/folderview?id=0B2Vj0cwoSM9oN0JITFI2MTNxclk&usp=sharing>**6+1 Traits of Writing****Evan Moor Purchase: Nonfiction Writing:**  <https://drive.google.com/drive/folders/0B9uDFiVmQP0jbXhhc1EyeTNhU3M>Grade 7 Grammar BooksT | *For Learning:* 1. Teacher Observation
2. Daily Feedback with students
3. Quick Conferences

*As Learning:*1. Student self reflection sheet (Included in bundle)
2. Student conferences- reflecting how they can improve and do better

*Of Learning:* 1. Student/ Teacher Conferencing at the end of each step of the writing process
2. Final Student Draft with BC Performance Standards Rubric

School Wide Write Term 2: Instructional WritingEssays February 10th, 11th, 13th, 14th\*How to\*Compare/ Contrast\*Response to Literature | AudiencePurposeClarityConciseWord choiceVoiceMeaningStyleForm Conventions |
| **Unit 2: Reading** | Language and text can be a source of creativity and joyExploring text and story helps us understand ourselves and make connections to others and the worldExploring and sharing multiple perspectives extends our thinkingDeveloping our understanding of how language works allows us to use it purposefullyTexts are created for different purposes and audiencesSynthesizing the meaning from different texts and ideas helps us create new understandings | Comprehend and connect* Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability.
* Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
* Recognize and appreciate how different forms, structures, and features of texts reflect different purposes, audiences, and messages
* Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
* Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
* Recognize how language constructs personal, social, and cultural identity
* Construct meaningful personal connections between self, text, and world
* Respond to text in personal, creative, and critical ways
* Understand how literary elements, techniques, and devices enhance and shape meaning
* Recognize an increasing range of text structures and how they contribute to meaning
* Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view
* Recognize the validity of First Peoples’ oral tradition for a range of purposes
* Exchange ideas and viewpoints to build shared understanding and extend thinking
 | Story/text:form, function, and genre of textsfeatures of written text literary elementsliterary deviceselements of non-fiction textsStrategies and processes:reading strategiesoral language strategiesmeta-cognitive strategiesLanguage features, structures, and conventions:features of oral languagelanguage varietiessyntax and sentence fluencyconventions | Pre-reading activities (brainstorm, introduction, vocabulary)During readingPost-reading activities (Questions and debrief)Daily extended reading 15-30 minutesShared reading & independent readingLiteracy Pro library reading and monitoring of levels & comprehensionGroup reading of articles (NewsELA & Readworks)Vocabulary books: students keep notebook of own vocabulary words and regularly add to it; teacher monitors through conferencing with students | **Grade 7 Reading Anthology & Student workbook****NewsELA:**<https://newsela.com/>**Readworks:**<https://www.readworks.org/>Novels: *The City of Ember* | Term 2 Lit Pro Testing: February 10thLiteracy Pro library reading and monitoring of levels & comprehensionGroup reading of articles (NewsELA & Readworks)PM and Fontas & Pinnell AssessmentsSelf-reflectionConferencingComprehension Quizzes | Novel Study VocabularyParts of a StoryCharacterizationSetting: Tone & atmosphereThemeIndividual vocabulary in vocab books |
| **Unit 3: Writing** | Exploring text and story helps us understand ourselves and make connections to others and to the world.Exploring and sharing multiple perspectives extends our thinking.Texts are created for different purposes and audiences.Developing our understanding of how language works allows us to use it purposefullySynthesizing the meaning from different texts and ideas helps us create new understandingsLanguage and text can be a source of creativity and joy | Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinkingUse writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiencesAssess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and messageUse an increasing repertoire of conventions of English spelling, grammar, and punctuation | Elements of non-fiction textsOral language strategiesMeta-cognitive strategiesWriting processesFeatures of oral languageLanguage varietiesSyntax and sentence fluencyConventions | Discuss Audience for PoetryBrainstorm poetry they have seen/experiencedShow types of poetry: found poetry, list poetry, rhyming and non-rhyming, spoken word Use Shel Silverstein Poetry Booklet:<https://drive.google.com/drive/folders/0B0T5dM_QZBm3dEhQNUpuNkdocEU>Students attempts various types of poetryDraft and Revise work School Wide Write: Narrative Writing Use examples of narrative writing: discuss narrative writing studied this year<https://drive.google.com/drive/folders/0B0T5dM_QZBm3Y1dPTFNBeGRqVG8>Writer’s workshop: students draft, edit, and revise work | **Instructional Writing Resources**<https://drive.google.com/a/hayatschool.com/folderview?id=0B2Vj0cwoSM9oN0JITFI2MTNxclk&usp=sharing>**Ultimate Writing Workshop Bundle:**<https://drive.google.com/a/hayatschool.com/folderview?id=0B2Vj0cwoSM9oN0JITFI2MTNxclk&usp=sharing>**6+1 Traits of Writing****Narrative Writing:**<https://drive.google.com/drive/folders/0B0T5dM_QZBm3Y1dPTFNBeGRqVG8>**Shel Silverstein Poetry Booklet:**<https://drive.google.com/drive/folders/0B0T5dM_QZBm3dEhQNUpuNkdocEU> | School Wide Write Term 3: Literary Writing May 27th, 28th, 29th \*Poetry\*Stories | AudiencePurposeLiterary terms for poetry: simile, metaphor, alliteration, onomatopoeia, imagery, rhyme, rhyme schemeTypes of poems:HaikuCinquainNarrativeSonnetRhyming |
| **Unit 3: Reading** | Exploring text and story helps us understand ourselves and make connections to others and to the world.Exploring and sharing multiple perspectives extends our thinking.Texts are created for different purposes and audiences.Developing our understanding of how language works allows us to use it purposefullySynthesizing the meaning from different texts and ideas helps us create new understandingsLanguage and text can be a source of creativity and joy | Comprehend and connect* Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability.
* Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
* Recognize and appreciate how different forms, structures, and features of texts reflect different purposes, audiences, and messages
* Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
* Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
* Recognize how language constructs personal, social, and cultural identity
* Construct meaningful personal connections between self, text, and world
* Respond to text in personal, creative, and critical ways
* Understand how literary elements, techniques, and devices enhance and shape meaning
* Recognize an increasing range of text structures and how they contribute to meaning
* Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view
* Recognize the validity of First Peoples’ oral tradition for a range of purposes
* Exchange ideas and viewpoints to build shared understanding and extend thinking
 | Story/text:form, function, and genre of textsfeatures of written text literary elementsliterary deviceselements of non-fiction textsStrategies and processes:reading strategiesoral language strategiesmeta-cognitive strategiesLanguage features, structures, and conventions:features of oral languagelanguage varietiessyntax and sentence fluencyconventions | Pre-reading activities (brainstorm, introduction, vocabulary)During readingPost-reading activities (Questions and debrief)Daily extended reading 15-30 minutesShared reading & independent readingLiteracy Pro library reading and monitoring of levels & comprehensionGroup reading of articles (NewsELA & Readworks)Vocabulary books: students keep notebook of own vocabulary words and regularly add to it; teacher monitors through conferencing with students | **Grade 7 Reading Anthology & Student workbook****NewsELA:**<https://newsela.com/>**Readworks:**<https://www.readworks.org/>**Reading Comprehension**<https://drive.google.com/drive/folders/0B0T5dM_QZBm3Y1dPTFNBeGRqVG8> | Term 3 Litpro Testing: May 26thLiteracy Pro library reading and monitoring of levels & comprehensionGroup reading of articles (NewsELA & Readworks)PM and Fontas & Pinnell AssessmentsSelf-reflectionConferencingComprehension Quizzes | AudiencePurposeLiterary terms for poetry: simile, metaphor, alliteration, onomatopoeia, imagery, rhyme, rhyme schemeTypes of poems:HaikuCinquainNarrativeSonnetRhymingIndividual vocabulary in vocabulary books |