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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 thinking  Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences  Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message  Use an increasing repertoire of conventions of English spelling, grammar, and punctuation | Narrative, exposition, report  Functions and genres of text  Text features  Literary elements and devices  Reading strategies  Oral language strategies  Metacognitive strategies  Writing processes  Features of oral language  Paragraphing  Language varieties  Syntax and sentence fluency  Conventions  Presentation 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 method   1. **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 plot  Transition Words- looking through texts, finding transition words  Conflict- Look at story *Eleven* by Sandra Cisneros. Show different media examples of internal conflict (ie. Relate to  Spiderman, etc)  Quick Writes- Writing about personal conflict  Strong Verbs – Find a story with “Strong Verbs” to show the students  Writing with Dialogue—Read sentences and explore incorporating dialogue correctly  Opening with a Hook  Generating Ideas: Quick Writes  Starting to write their own stories based on different ideas  Model your writing on the promethean board.  Drafting/ Revising:  Use one of the quick writes to draft and revise.  Model this on the document camera  Revise own work and revise a friend’s work  One 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 | Atmosphere  Tone  Setting  Characterization  Theme  Metaphor  Simile  Evidence  Transition words/phrases  Meaning  Style  Form  Conventions |
| **Unit 1: Reading** | Language and text can be a source of creativity and joy  Exploring text and story helps us understand ourselves and make connections to others and the world  Exploring and sharing multiple perspectives extends our thinking  Developing our understanding of how language works allows us to use it purposefully  Texts are created for different purposes and audiences  Synthesizing 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 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 texts  features of written text literary elements  literary devices  elements of non-fiction texts  Strategies and processes:  reading strategies  oral language strategies  meta-cognitive strategies  Language features, structures, and conventions:  features of oral language  language varieties  syntax and sentence fluency  conventions | Pre-reading activities (brainstorm, introduction, vocabulary)  During reading  Post-reading activities (Questions and debrief)  Daily extended reading 15-30 minutes  Shared reading & independent reading  Literacy Pro library reading and monitoring of levels & comprehension  Group 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 28th  Literacy Pro library reading and monitoring of levels & comprehension  Group reading of articles (NewsELA & Readworks)  PM and Fontas & Pinnell Assessments  Self-reflection  Conferencing  Comprehension Quizzes | Introduction/Exposition  Rising Action  Climax  Falling Action  Conclusion/  Resolution  Fiction/Non-fiction  Genre: 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 thinking  Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences  Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message  Use an increasing repertoire of conventions of English spelling, grammar, and punctuation | Elements of non-fiction texts  Oral language strategies  Meta-cognitive strategies  Writing processes  Features of oral language  Language varieties  Syntax and sentence fluency  Conventions | **Writing Workshop:**  **Instructional Writing**  Analyze different types of instructions in small groups  Have students discuss different parts of the instructions they have looked at  As a class discuss must haves in instructions  Discuss Audience for Instructions  Have students collect instructions from their homes to discuss  Tablet Time- Use internet to research how-to videos for something of students choice  Students plan their instructions, including title, diagrams, detailed steps  Follow 6+1 Traits of writing  Draft 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 group  Present the paragraphs to the class  Compare and contrast iPhone and Android phones  Show students examples and write with them with promethean board  Begin with graphic organizer  Write a paragraph  Focus: Transition words  Have 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 Books  T | *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 Writing  Essays February 10th, 11th, 13th, 14th  \*How to  \*Compare/  Contrast  \*Response to Literature | Audience  Purpose  Clarity  Concise  Word choice  Voice  Meaning  Style  Form  Conventions |
| **Unit 2: Reading** | Language and text can be a source of creativity and joy  Exploring text and story helps us understand ourselves and make connections to others and the world  Exploring and sharing multiple perspectives extends our thinking  Developing our understanding of how language works allows us to use it purposefully  Texts are created for different purposes and audiences  Synthesizing 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 texts  features of written text literary elements  literary devices  elements of non-fiction texts  Strategies and processes:  reading strategies  oral language strategies  meta-cognitive strategies  Language features, structures, and conventions:  features of oral language  language varieties  syntax and sentence fluency  conventions | Pre-reading activities (brainstorm, introduction, vocabulary)  During reading  Post-reading activities (Questions and debrief)  Daily extended reading 15-30 minutes  Shared reading & independent reading  Literacy Pro library reading and monitoring of levels & comprehension  Group 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 10th  Literacy Pro library reading and monitoring of levels & comprehension  Group reading of articles (NewsELA & Readworks)  PM and Fontas & Pinnell Assessments  Self-reflection  Conferencing  Comprehension Quizzes | Novel Study Vocabulary  Parts of a Story  Characterization  Setting: Tone & atmosphere  Theme  Individual 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 purposefully  Synthesizing the meaning from different texts and ideas helps us create new understandings  Language and text can be a source of creativity and joy | Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking  Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences  Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message  Use an increasing repertoire of conventions of English spelling, grammar, and punctuation | Elements of non-fiction texts  Oral language strategies  Meta-cognitive strategies  Writing processes  Features of oral language  Language varieties  Syntax and sentence fluency  Conventions | Discuss Audience for Poetry  Brainstorm poetry they have seen/experienced  Show 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 poetry  Draft 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 | Audience  Purpose  Literary terms for poetry: simile, metaphor, alliteration, onomatopoeia, imagery, rhyme, rhyme scheme  Types of poems:  Haiku  Cinquain  Narrative  Sonnet  Rhyming |
| **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 purposefully  Synthesizing the meaning from different texts and ideas helps us create new understandings  Language 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 texts  features of written text literary elements  literary devices  elements of non-fiction texts  Strategies and processes:  reading strategies  oral language strategies  meta-cognitive strategies  Language features, structures, and conventions:  features of oral language  language varieties  syntax and sentence fluency  conventions | Pre-reading activities (brainstorm, introduction, vocabulary)  During reading  Post-reading activities (Questions and debrief)  Daily extended reading 15-30 minutes  Shared reading & independent reading  Literacy Pro library reading and monitoring of levels & comprehension  Group 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 26th  Literacy Pro library reading and monitoring of levels & comprehension  Group reading of articles (NewsELA & Readworks)  PM and Fontas & Pinnell Assessments  Self-reflection  Conferencing  Comprehension Quizzes | Audience  Purpose  Literary terms for poetry: simile, metaphor, alliteration, onomatopoeia, imagery, rhyme, rhyme scheme  Types of poems:  Haiku  Cinquain  Narrative  Sonnet  Rhyming  Individual vocabulary in vocabulary books |