

Unit 01: Reading and Writing with a Purpose

Content Area: **English**
Course(s): **ELA 7**
Time Period: **Marking Period 1**
Length: **5 weeks**
Status: **Published**

Summary

Students will be introduced to close reading strategies used throughout the year to strengthen reading comprehension. This unit will focus on active reading by applying close reading strategies, highlighting text, asking questions, evaluating text by forming opinions, visualizing, making inferences, identifying main ideas, and making connections as readers. This unit will also focus on writing strategies such as RACECES which instructs students to utilize evidence to support their claims.

Standards

Priority Content Standards

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|----------------|---|
| ELA.RL.CR.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. |
| ELA.RI.CR.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. |
| ELA.RL.CI.7.2 | Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| ELA.W.AW.7.1.A | Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
| ELA.W.IW.7.2.E | Establish and maintain a formal style/academic style, approach, and form. |
| ELA.W.IW.7.2.F | Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented. |

Supplemental Content Standards

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| ELA.L.VL.7.3.A | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| ELA.L.VL.7.3.C | Analyze the impact of a specific word choice on meaning and tone. |
| ELA.L.VL.7.3.D | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |

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| ELA.W.AW.7.1 | Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. |
| ELA.SL.PE.7.1.B | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| ELA.SL.ES.7.3 | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |

Interdisciplinary Connections (Standards)

Please select relevant math practice standards, science and engineering practice standards, ELA anchor standards, social studies practice standards. (3-6 total are suggested)

Career Readiness, Life Literacies, and Key Skills PRACTICES

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| WRK.K-12.P.1 | Act as a responsible and contributing community members and employee. |
| WRK.K-12.P.2 | Attend to financial well-being. |
| WRK.K-12.P.3 | Consider the environmental, social and economic impacts of decisions. |
| WRK.K-12.P.4 | Demonstrate creativity and innovation. |
| WRK.K-12.P.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| WRK.K-12.P.6 | Model integrity, ethical leadership and effective management. |
| WRK.K-12.P.7 | Plan education and career paths aligned to personal goals. |
| WRK.K-12.P.8 | Use technology to enhance productivity increase collaboration and communicate effectively. |
| WRK.K-12.P.9 | Work productively in teams while using cultural/global competence. |

Climate Change Standards

Stage I: Desired Results

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| STAGE I Desired Results |
| <i>Objective (Transfer)</i> |

Students will be able to independently use their learning to...

- Identify the author's purpose while reading a text and cite specific evidence to prove their choice.
- highlight important information as it pertains to specific questions within a text to demonstrate how different questions will elicit different informational responses such as setting a purpose for reading.
- Close read documents using reading strategies such as inferring, visualizing, making connections, questioning, finding main ideas, evaluation.
- Respond to text-dependent questions using textual evidence to support their claim.
- Develop responses using appropriate and varied sentence structure.

Mastery

Big Ideas/Enduring Understanding

Students will understand that...

- There are six reading strategies: infer, question, connection, main idea, visualize, and evaluate.
- Utilizing reading strategies can provide a deeper understanding, increase reader engagement, and strengthen reader interest.
- There is a specific writing structure that ensures clarity when addressing text-dependent questions.
- Providing textual evidence to support a claim strengthens one's argument.
- Strong explanations are needed to ensure that a claim is true.

Essential Questions

- What strategies can strengthen a reader's understanding of the text?
- What does it mean to close read a text and how is this strategy beneficial to my learning?
- How does the structure of writing help communicate important ideas?
- How does one determine strong evidence and provide clear explanations to prove a claim?

Acquisition

Students will know...

- How to analyze the text to formulate inferences.
- Utilize text evidence to support inferences.
- Ways to create relevance in their reading by forming connections between what they are reading and themselves, other texts, and the outside world.
- How to construct thought-provoking questions to encourage critical thinking.
- How to recognize important information that is relevant to the main idea of the text.
- Form opinions that are supported with reasoning and explanation.
- How imagery allows readers to visualize the descriptive details of the text.
- That proper writing structure encourages organization and fluidity in writing.
- Strong claims need to be supported with textual evidence.
- Explanation is needed to make the connection between the claim and the evidence.

Students will be skilled at...

- Utilizing reading strategies to deepen their understanding by annotating a text.
- Using textual evidence to develop strong inferences.
- Identifying the main idea of a text by recognizing pertinent information in a text.
- Forming opinions with supported reasoning.
- Identifying textual evidence to support elements of imagery.
- Structuring written responses using the RACECES writing strategy.
- Utilizing textual evidence and clear explanation to make a claim clear.

Stage II: Assessment Evidence

| STAGE II Assessment Evidence | |
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| Practice | Assessments |
| <ul style="list-style-type: none">• Reading Strategy Guided Notes• Close Read Graphic Organizers• Annotated Texts• Writing Strategies Guided Notes• RACECES Graphic Organizers• RACECES Revisions• OnCourse Pre-Assessment | <ul style="list-style-type: none">• RACECES Final Draft Response• Reading Strategies Assessment |

Modifications

| Practice | Assessments |
|---|--|
| <ul style="list-style-type: none"> • Reading Strategy Guided Notes--Bold Key words • Graphic Organizers/Guided notes with fill in the blank • Sentence Variety Assignments • GimKit/Blooket Review Games • RACECES guided rubric with exemplar examples • Color coding key materials • Rephrasing or rewording questions. • Read material aloud as needed • Modified study guides • Alternate text versions if applicable | <ul style="list-style-type: none"> • Fewer multiple choice options • Use of word banks for vocabulary • Drop down menu if completing on computer • Graphic Organizer for student input on assessment • Use of color separation where possible |

Acceleration

Stage III: Learning Plan

Weekly, students may be assigned:

- Everyday Edits that correspond to events on the calendar or anniversaries of historical events.
 - Journals that will be assigned and collected in a portfolio-style manner.
 - Nonfiction articles of current events or student choice.
 - Sustained silent reading.
 - Prefix, Suffix, and Root Word Exploration.
 - Assessments based on Content Relevant Vocabulary.
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- Week 1A: "The House" Highlighting Activity (Setting a Purpose)
 - Week 1B: Introduce Reading Strategies (Guided Notes Resource & Graphic Organizer)
 - Week 1C: Read "The First Day of School" by Sheri M. Bestor or "Seventh Grade" by Gary Soto
 - Week 2A: Read December Stillness & close reading graphic organizer
 - Week 2B: "Priscilla and the Wimps" & close reading graphic organizer
 - Week 3A: Intro Text-Dependent Writing Strategies (RACECES) - Guided Notes Resource
 - Week 3B: Model RACECES Writing Format
 - Week 3C: RACECES Station Activity - Restate Practice, Evidence ID, Rearrange RACE
 - Week 4-5: RACECES First Draft - Student Choice: Yertle the Turtle, The Sneeches, The Zax
 - Week 4A: RACECES Revision - Amelia Earhart
 - Week 5B: RACECES Revisions and Teacher Conferences

Modifications

- Differential instructional methods
- Rephrasing content
- Demonstrating (modeling) desired outcomes
- Checking understanding
- Alternative forms of assessing knowledge and skill acquisition (verbal)
- Color coding and spatial separation of question items.
- Modified timeline and rubric for writing assessment

Week 1A “The House” Highlighting Activity (Setting a Purpose)

- Introduce Reading Strategies based on "The House."
- Read aloud story to students.
- "The House" Scavenger Hunt.
- Reduce the number of responses on written answers for students to complete.

Week 1B: Introduce Reading Strategies (Guided Notes Resource & Graphic Organizer)

- Provide Guided Notes Resource, available during testing.
- Gimkit, Kahoot or similar game for review.
- Create quizlet “Reading Strategies.”

Week 1C: Read “The First Day of School” by Sheri M. Bestor or “Seventh Grade” by Gary Soto

- Powerpoint on Reading Strategies as a reminder for material to be discussed.
- Read story aloud to students.
- Analyze story "Making Connections, Visualize, Questions."
- Create quizlet “POV.”

Week 2A: Read December Stillness

- Practice POV through reading and analysis.
- Flocabulary POV activities.
- Review Close Reading Strategies before reading.
- Read aloud story to students.
- Break down each reading strategy box together as a class.
- Create Plot quizlet and elements of Plot Resource.

Week 2B: "Priscilla and the Wimps"

- Review elements of plot with students before reading.
- Read story aloud to students.
- Provide students with sentence starters if necessary, discuss each selection of GO separately as a class.

- Have students watch “Partly Cloudy” for plot analysis, discuss individual findings as a group for analysis.
- Flocabulary for PLOT activities.

Week 3A: Intro Text-Dependent Writing Strategies (RACECES) - Guided Notes Resource

- Provide students with guided notes resource on RACECES.
- RACECES rearrange activity.
- Study Blooket/Gimkit/Kahoot for Unit 1 assessment.
- Unit 1 Reading Strategies ASMT.

Week 3B: Model RACECES Writing Format

- Provide students with models of exemplar RACECES for models.
- Provide students with poorly written RACECES responses and discuss editing choices.

Week 3C: RACECES Station Activity - Restate Practice, Evidence ID, Rearrange RACE

- Have students work together for restate practice.
- Reduce the number of responses students should provide.
- Graphic organizers.
- Conferences with students as they work.

Week 4-5: RACECES First Draft - Student Choice: Yertle the Turtle, The Sneeches, The Zax

- Have students work together for restate practice.
- Reduce the number of responses students should provide.
- Graphic organizers.
- Conferences with students as they work.

Week 4A: RACECES Revision - Amelia Earhart

- Graphic Organizers.
- Read aloud information to the students.
- Reduce the number of responses students should provide.
- Conferences with students as they work.

Week 5B: RACECES Revisions and Teacher Conferences

- Reduce the number of responses students should provide.
- Graphic Organizers for student assistance with writing.
- Conferences with students as they work.
- Visual diagrams.

Diversity, Equity, & Inclusion

- **"The First Day of School"** by **Sheri M. Bestor** explores the theme of belonging, the challenges students face on their first day, and the importance of inclusivity in a school environment.
- **"Seventh Grade"** by **Gary Soto** depicts the experiences of a Latino middle school student navigating identity and peer relationships. It showcases the complexities of adolescence and the importance of understanding different cultural backgrounds.
- **"Priscilla & The Wimps"** by **Richard Peck** tackles bullying and the dynamics of power in school settings. It advocates for the inclusion of marginalized individuals and the importance of standing up against injustices.
- **December Stillness (excerpt)** by **Mary Downing Hahn** explores themes of grief and connection. It addresses different emotional experiences and the importance of empathy across varied backgrounds and situations.

Specific Resources for Unit

- ["The First Day of School" by Sheri M. Bestor](#)
- ["Seventh Grade" by Gary Soto](#)
- ["Priscilla & The Wimps" by Richard Peck](#)
- [The House \(Uncredited/ Anonymous\)](#)
- [December Stillness \(excerpt\) by Mary Downing Hahn](#)

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.