

# Sept. Gr. 7: Reading: Launching

Content Area: **English**  
Course(s):  
Time Period: **September**  
Length: **6-8 Weeks**  
Status: **Published**

## Unit Overview

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This unit introduces the structure of Reading workshop.

## Enduring Understandings

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Readers Workshop allows us to practice and improve our reading and comprehension skills as a group and on our own.

## Essential Questions

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How does the structure of reading workshop help us to improve our reading and comprehension skills?

## Instructional Strategies & Learning Activities

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Launching Grade 7

Overview

Interactive Read-Aloud Lessons

Lesson 1: What Is Reading Workshop?

uses *Knucklehead* by Jon Scieszka and *Quilting the Black-Eyed Pea* by Nikki Giovanni.

Rationale: Reading workshop is a time to learn and grow as readers. Students will reflect on their own reading histories to understand their reading identities and begin to build a reading community.

Common Core State Standards: SL.7.1, RL.7.1, RI.7.1

Skills and Strategies: Using Schema, Making Inferences, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Readers Are Active Thinkers

uses “Pulling Up Stakes” by David Lubar from *First Crossing: Stories About Teen Immigrants* by Donald R. Gallo (Ed.).

Rationale: Readers are active thinkers as they read, using a variety of comprehension strategies to support understanding. Students will learn to synthesize their thinking in order to make inferences and comprehend texts as they read.

Common Core State Standards: RL.7.1, RL.7.3, RL.7.10, SL.7.1, W.7.10

Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Questioning, Making Inferences, Synthesizing, Engaging in Discussion/Collaborating

Lesson 3: Crafting a Reading Life

uses “Pulling Up Stakes” by David Lubar from *First Crossing: Stories About Teen Immigrants* by Donald R. Gallo (Ed.).

Rationale: Readers are individuals with various strengths, challenges, and interests, and they choose books at different times for different purposes.

Students will begin crafting their reading lives by using their own identities as readers to select well-matched texts across genres.

Common Core State Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.10, SL.7.1

Skills and Strategies: Text and Genre Features/Structure, Monitoring and Repairing Comprehension, Using Schema, Making Inferences, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary)

Lesson 4: Building Reading Stamina

uses Phineas Gage by John Fleischman and “If It Sucks Like a Vampire . . .” by Pamela D. Toler from *CALLIOPE*

Magazine from the *Launching Shared Texts*.

Rationale: Readers cultivate habits that help them overcome obstacles as they are reading. Students will notice and react to new information as they read to help them understand their reading more deeply and stay focused.

Common Core State Standards: RI.7.1, RI.7.3, RI.7.4, RI.7.10

Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Questioning, Making Inferences,

Visualizing, Text and Genre Features/Structure

Lesson 5: Using Strategies to Understand Complex Text

uses Phineas Gage by John Fleischman.

Rationale: Readers know what it feels like to understand what they read. Students will pay attention when meaning

breaks down and use strategies to help clarify their understanding, especially with complex text.

Common Core State Standards: RI.7.1, RI.7.2, RI.7.4, RI.7.10, L.7.4, W.7.10

Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Visualizing, Making Inferences,

Finding Word Meaning (Vocabulary)

Lesson 6: Combining What You Know With the Text

uses “All Summer in a Day” from *A Medicine for Melancholy and Other Stories* by Ray Bradbury and “The Gift of the

Magi” by O. Henry from the *Launching Shared Texts*.

Rationale: Readers bring what they know or have experienced to their reading. Students will activate their prior

knowledge about the genre, author, and topic before reading and combine their prior knowledge with the clues in

the text to infer meaning as they read.

Common Core State Standards: RL.7.1, SL.7.1, RL.7.10

Skills and Strategies: Using Schema, Making Inferences, Text and Genre Features/Structure, Engaging in Discussion/Collaborating

Lesson 7: Growing Ideas Through Conversation

uses “All Summer in a Day” from *A Medicine for Melancholy and Other Stories* by Ray Bradbury.

Rationale: Readers synthesize how their thinking develops from the beginning to the end of a text to infer

themes

or big ideas. Students will grow ideas by talking with other readers and using evidence from the text.

Common Core State Standards: RL.7.1, RL.7.2, SL.7.1, RL.7.3, RL.7.4, RL.7.10, W.7.10

Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Text and Genre

Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in

Discussion/Collaborating

Lesson 8: Engaging With Complex Text Through Conversation

uses *The Tree That Time Built* by Mary Ann Hoberman and Linda Winston (Eds.).

Rationale: Readers read complex texts closely, inferring meaning from the writer's language choices and analyzing

ideas across texts. Students will benefit from building on each other's thinking to take meaning to a deeper level.

Common Core State Standards: RL.7.1, RL.7.2, RL.7.4, SL.7.1, RL.7.5, RL.7.10, W.7.10

Skills and Strategies: Making Inferences, Synthesizing, Using Schema, Engaging in Discussion/Collaborating

### Mini-Lessons

Lesson 1: Setting Goals for Ourselves as Readers

uses students' individual reading goals and a mentor text and anchor chart from a previous lesson for modeling strategies.

Rationale: Readers set goals to support their individual growth. Students will reflect on their learning in order to set

goals and make plans for themselves.

Common Core State Standards: RL.7.10, RI.7.10, SL.7.1

Skill and Strategy: Monitoring and Repairing Comprehension

Lesson 2: Making Reading Plans

uses *Knucklehead* by Jon Scieszka.

Rationale: Readers are always prepared with books to read next; they have a plan for keeping new reading ideas

at hand. Students will consider how to generate ideas for reading.

Common Core State Standards: RL.7.10, RI.7.10

Skill and Strategy: Text and Genre Features/Structure

Lesson 3: Expanding Our Reading Worlds

uses "Pulling Up Stakes" by David Lubar from *First Crossing: Stories About Teen Immigrants* by Donald R. Gallo

(Ed.) or a teacher-chosen favorite text.

Rationale: Readers share books they love and expect to get recommendations from other readers. Students will understand the importance of book recommendations and create meaningful book talks.

Common Core State Standards: RL.7.2, SL.7.1, RL.7.10, RI.7.10

Skills and Strategies: Determining Importance, Synthesizing, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding

Lesson 4: Using Plot Structure to Understand Fiction

uses "Pulling Up Stakes" by David Lubar from *First Crossing: Stories About Teen Immigrants* by Donald R. Gallo

(Ed.), "The Gift of the Magi" by O. Henry from the *Launching Shared Texts*, and "All Summer in a Day" from *A*

*Medicine for Melancholy and Other Stories* by Ray Bradbury.

Rationale: Readers of fiction recognize how plots are structured and use their understanding to navigate through

the text. Students will create a plot diagram to visually represent the structure of a story.

Common Core State Standards: RL.7.2, RL.7.3, RL.7.1, RL.7.10, W.7.10

Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Text and Genre Features/Structure

Lesson 5: Talking About Fiction

uses “All Summer in a Day” from *A Medicine for Melancholy and Other Stories* by Ray Bradbury.

Rationale: Readers of fiction notice characters, setting, plot, and themes as they read. Students will deepen their understanding of fiction by sharing their thinking about these elements through discussions with each other.

Common Core State Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, SL.7.1, RL.7.10

Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Questioning, Making Inferences,

Determining Importance, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Meeting Challenges in Reading Nonfiction

uses *Phineas Gage* by John Fleischman and an excerpt of “It’s True! Time Flies When You’re Having Fun and a

Watched Pot Never Boils” by Vicki Oransky Wittenstein from *ODYSSEY Magazine* from the Launching Shared Texts.

Rationale: Readers expect challenges when reading in order to learn new information. Students will carefully examine all the clues that writers provide to help them gain knowledge.

Common Core State Standards: RI.7.1, RI.7.4, RI.7.10, L.7.4

Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Visualizing, Making Inferences,

Finding Word Meaning (Vocabulary)

Lesson 7: Determining What’s Important in Nonfiction

uses *Phineas Gage* by John Fleischman and “Am I Crazy to Search for E.T.?” by Seth Shostak from *ODYSSEY Magazine* from the Launching Shared Texts.

Magazine from the Launching Shared Texts.

Rationale: Readers sift and sort through the information in nonfiction texts to understand how important ideas are

developed. Students will determine important ideas and details that support major concepts.

Common Core State Standards: RI.7.1, RI.7.2, RI.7.10, W.7.10

Skills and Strategies: Determining Importance, Questioning, Making Inferences, Using Schema, Visualizing

Lesson 8: Expanding Content Knowledge Using Other Media

uses *Phineas Gage* by John Fleischman and online video segments related to brain science.

Rationale: Readers gain information from multiple sources, including visual texts. Students will identify additional

information needed and use multimedia sources to supplement understanding derived from written texts.

Common Core State Standards: RI.7.1, RI.7.7, RI.7.10

Skills and Strategies: Visualizing, Text and Genre Features/Structure, Using Schema, Questioning

Lesson 9: Relating Form and Content in Poetry

uses *The Tree That Time Built* by Mary Ann Hoberman and Linda Winston (Eds.) and *Quilting the Black-Eyed Pea* by

Nikki Giovanni.

Rationale: Readers of poetry recognize how poets use different structures to convey their thoughts and emotions.

Students will notice how the structure of a poem impacts the feelings and ideas that are conveyed.

Common Core State Standards: RL.7.1, RL.7.2, RL.7.5, RL.7.10

Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Visualizing

Lesson 10: Reflecting on Reading Goals and Habits

uses all of the mentor texts from the unit, sample student work, and students’ reflections on their reading work

and  
goals.

Rationale: Readers reflect on their goals in order to gain insight into their habits and behaviors as readers.  
Students

will present evidence to support their reflections and then set new goals.

Common Core State Standards: RL.7.10, RI.7.10

Skills and Strategies: Monitoring and Repairing Comprehension, Synthesizing

## **Integration Career Readiness, Life Literacies and Key Skills**

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WRK.9.2.8.CAP	Career Awareness and Planning
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
TECH.9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
TECH.9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
TECH.9.4.8.GCA	Global and Cultural Awareness
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.  Multiple solutions often exist to solve a problem.  An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

## **Technology and Design Integration**

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Students will interact with the unit using the Smartboard, Google Classroom, document camera and Chromebooks for reading and writing.

CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.
CS.6-8.ITH	Interaction of Technology and Humans

## **Interdisciplinary Connections**

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Reading instruction connects to all disciplines.

## **Differentiation**

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- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.
  - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

### **Differentiation occurring in this unit:**

Students will be encouraged to challenge themselves when writing. Struggling students will receive additional instruction and modifications

## **Modifications & Accommodations**

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Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

### **Modifications and Accommodations used in this unit:**

504 and IEP accommodations will be utilized.

## **Benchmark Assessments**

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**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

### **Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

### **Additional Benchmarks used in this unit:**

Writing Samples

## **Formative Assessments**

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Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

### **Formative Assessments used in this unit:**

Quizzes

Rough drafts

discussion

## **Summative Assessments**

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**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally

graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

### **Summative assessments for this unit:**

Assessments from Schoolwide unit.

Teacher made assessments

Benchmark assessments

## **Instructional Materials**

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Mentor Texts

First Crossing: Stories About  
Teen Immigrants

by Donald R. Gallo (Ed.)

Knucklehead: Tall Tales &  
Mostly True Stories About  
Growing up Scieszka

by Jon Scieszka

A Medicine for Melancholy  
and Other Stories

by Ray Bradbury

Phineas Gage: A Gruesome  
but True Story About Brain  
Science

by John Fleischman

Quilting the Black-Eyed Pea:  
Poems and Not Quite Poems

by Nikki Giovanni

The Tree That Time Built: A  
Celebration of Nature,  
Science, and Imagination

by Mary Ann Hoberman  
and Linda Winston (Eds.)

Launching Shared Texts

“Am I Crazy to Search for  
E.T.?”

by Seth Shostak from

ODYSSEY Magazine (Lexile  
Level: 990L)

“The Gift of the Magi”

by O. Henry (Lexile Level:  
880L)



“If It Sucks Like a Vampire . . .”

by Pamela D. Toler from  
CALLIOPE Magazine (Lexile  
Level: 1190L)

Excerpt of “It’s True! Time  
Flies When You’re Having Fun  
and a Watched Pot Never  
Boils”

by Vicki Oransky Wittenstein  
from ODYSSEY Magazine (lexile level 960L)

## Standards

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LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LA.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.7.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Comprehension and Collaboration
LA.SL.7.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

