

Standards	Content	Skills/Practices	Materials/Resources	Assessments Used
<p>Start the Year and Reflect on Independent Reading Timeline: 7 weeks-September through October</p>				
<p>Essential Standards: R2, R4, R5 W4,</p> <p>Additional Standards: R1, R3, R5, R9, W2</p> <p>SL1, SL2, SL6</p> <p>L3, L4, L6</p>	<ul style="list-style-type: none"> ● Understanding Genre ● Identification of Literary Terms ● Identification of Theme ● Characterization in Narrative Writing ● Summary of Narrative Writing ● Writing About Reading ● Use of the Writing Process ● Reader Choice and Independence ● Protocols for Class Discussion & Partnerships. 	<p>Reading:</p> <ul style="list-style-type: none"> ● Annotate text to support understanding ● Identify character traits ● Identify the best possible theme of a story and support it with relevant text evidence. ● Summarize narrative writing ● Establish successful reading habits ● Evaluate literary elements of books read independently ● Read independently ● Respond to a text read aloud and independently ● Establish time management skills for independent reading <p>Writing:</p> <ul style="list-style-type: none"> ● Make a claim and support it with relevant text evidence ● Use content-specific vocabulary and precise language to support a claim ● Summarize and analyze independent reading ● Make effective choices as a writer about conventions and language <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Establish protocols to participate in partner discussions ● Discuss reading with peers and adults 	<p>Scholastic Short Read Selections: <i>Maniac in Milwaukee (NF)</i> <i>The Three Tasks (F)</i> <i>The Great Green Heist (F)</i></p> <p>Independent Reading: Student-chosen books from school and classroom libraries.</p> <p>Teacher Resources: <i>Notice and Note Signposts: Strategies for Close Reading</i> by Kyleen Beers and Robert E Probst (Parts 2 and 3)</p> <p><i>A Novel Approach: Whole Class Novels, Student-Centered Teaching, and Choice</i> by Kate Roberts (Chapters 2 and 5)</p> <p><i>Narrative Reading Learning Progressions from Units of Study for Teaching Reading with Fountas & Pinnell Benchmark Learning Questions</i></p> <p>Released Questions and Sample Answers from the New York State 3-8 ELA Exam, EngageNY</p> <p><i>Units of Study in Writing, Unit 2, Grade 7, Writing About Reading: From Reader’s Notebooks to Companion Books</i></p>	<ul style="list-style-type: none"> ● Pre-Assessment (Writing About Reading) and Quarterly Reading Checks ● Baseline Reading Check ● Constructed responses based on student IR books ● Reading Comprehension Quizzes/Tests ● Reading notebook entries ● Student Self-Assessments ● Teacher-Student conferences ● Formative “Ticket Out the Door” questions <p>Final Unit Assessment: Independent Reading Reflection Portfolio</p>

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<p>Writing About Reading: Historical Fiction Book Clubs Timeline: 4 Weeks-Late October through End of November</p>				
<p>Essential Standards: R1,R2, R3 W1, SL1</p> <p>Additional Standards: R4, R5, R9, W2</p> <p>SL1, SL2, SL3, SL6</p> <p>L1, L2, L3, L4,L5, L6</p>	<ul style="list-style-type: none"> ● Understanding the Historical Fiction Genre ● Textual Evidence and Inferences ● Development of Theme ● Influence of Setting ● Reader Choice and Independence ● Writing About Reading ● Protocols for Group Work 	<p>Reading:</p> <ul style="list-style-type: none"> ● Analyze how setting can contribute to overall meaning and author’s purpose ● Identify significant details and literary elements independently ● Identify claims, text evidence, and analysis to link evidence to claim ● Identify character traits/make inferences ● Analyze the development of the theme of a story. ● Respond to a text read independently ● Evaluate written responses to reading, based on established criteria ● Develop and monitor time management skills for reading <p>Writing:</p> <ul style="list-style-type: none"> ● Make a claim and support it with relevant text evidence, demonstrating an understanding of the topic or text ● Use content-specific vocabulary and precise language to support a claim ● Cite reliable sources ● Make effective choices as a writer about conventions and language <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Establish protocols to participate in small group discussions with peers ● Discuss reading with peers and adults 	<p>Book Club Options: <i>Chains</i> by Laurie Halse Anderson <i>Sophia’s War</i> by Avi <i>My Brother Sam is Dead</i> by James L Collier <i>Woods Runner</i> by Gary Paulsen <i>I Survived the American Revolution</i> by Lauren Tarshis <i>Johnny Tremain</i> by Esther Forbes</p> <p>Scholastic Short Read Selections: <i>Before We Were Free (F)</i> <i>Address Delivered at the Dedication of the Cemetery at Gettysburg (NF)</i></p> <p>Mentor Text: <i>Hamilton and Peggy!</i> by LM Elliot</p> <p>Additional Selections: “Paul Revere’s Ride” by Henry Wadsworth Longfellow “Drummer Boy of Shiloh” by Ray Bradbury</p> <p>Teacher Resources: <i>A Novel Approach: Whole Class Novels, Student-Centered Teaching, and Choice</i> by Kate Roberts (Chapter 9)</p> <p>Released Questions and Sample Answers from the New York State 3-8 ELA Exam, EngageNY</p>	<ul style="list-style-type: none"> ● Refer to Pre-Assessment (Writing About Reading) and Quarterly Reading Checks ● Constructed responses based on <ul style="list-style-type: none"> ○ Book club books ○ Shared Reading Passages ● Reading Comprehension Quizzes/Tests ● Reading notebook entries ● Student Self-Assessments ● Teacher-Student conferences ● Formative “Ticket Out the Door” questions <p>Final Unit Assessment:</p> <ul style="list-style-type: none"> ● Post- Assessment (Writing About Reading)

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Mini Unit: Reading Social Media Timeline: 3 Weeks-December				
<p>Essential Standards: R8, W2, W6, SL2</p> <p>Additional Standards: R1,R2, R3</p> <p>SL1, SL3, SL4, SL5, SL6</p> <p>L1, L2, L5, L6</p>	<ul style="list-style-type: none"> ● Research skills ● Nonfiction Text Features ● Supporting a Claim with Valid Evidence ● Rhetorical Devices ● Writing to persuade 	<p>Reading:</p> <ul style="list-style-type: none"> ● Use features of non-fiction texts/media to support understanding of current issues ● Determine importance of details ● Use features of non-fiction texts/media to support understanding ● Delineate and evaluate the claims in a text, assessing whether the reasoning is valid ● Monitor time management skills for independent reading <p>Writing:</p> <ul style="list-style-type: none"> ● Make a claim and support it with relevant text evidence, demonstrating an understanding of the topic or text ● Use content-specific vocabulary and precise language to support a claim ● Make effective choices as a writer about conventions and language <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Develop and monitor protocols to participate in collaborative discussions ● Discuss reading and writing with peers 	<p>Student Resources: Nonfiction texts from <i>Scope</i> magazine & Online news sources</p> <p>Digital Citizenship Curriculum, Common Sense Education www.commonsense.org/education</p> <p>Teacher Resources: <i>Up the Ladder: Accessing Grades 3–6 Writing Units of Study</i> by Lucy Calkins</p>	<ul style="list-style-type: none"> ● Refer to Pre-Assessment (Argument) and Quarterly Reading Checks ● Formative “Ticket Out the Door” questions ● Reading Comprehension Quizzes/Tests ● Student Self-Assessments ● Teacher-Student conferences <p>Final Unit Assessment: Social Media Project</p>

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<p><i>UOSW: Unit 3, The Art of Argument: Research-Based Essays</i> Timeline: 4 Weeks-January</p>				
<p>Essential Standards: W1, W5, W7, R8</p> <p>Additional Standards: R1, R2, R8</p> <p>SL1, SL2, SL3, SL6</p> <p>L1, L2, L3, L4, L5, L6</p>	<ul style="list-style-type: none"> ● Traits and Structure of an Argument ● Supporting a Claim with Valid Evidence ● Writing to Elaborate ● Use of the Writing Process ● Writing Choice and Independence ● Writing About Reading ● Protocols for Group and Partner Work 	<p>Reading:</p> <ul style="list-style-type: none"> ● Research current issues ● Determine importance of details ● Annotate text to support understanding ● Evaluate an argument and specific claims in a text ● Identify a counterclaim and analyze its validity ● Monitor time management skills for independent reading <p>Writing:</p> <ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence. ● Elaborate to support claims with relevant details ● Make effective choices as a writer about conventions and language <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Develop and monitor protocols to participate in collaborative discussions ● Present and listen to persuasive arguments, stating and analyzing supporting fact 	<p><i>UOSW: Unit 2, Argumentative Writing—The Literary Essay: From Character to Compare and Contrast</i></p> <p>Digital Citizenship Curriculum, Common Sense Education www.commonsense.org/education</p> <p>Scholastic Short Read Selections: <i>Recycling: A System That Works (NF)</i> <i>Endangering Wildlife Habitats (NF)</i></p>	<ul style="list-style-type: none"> ● Refer to Pre-Assessment (Argument) and Quarterly Reading Checks ● Argument Project ● Formative “Ticket Out the Door” questions ● Reading Comprehension Quizzes/Tests ● Reading notebook entries ● Student Self-Assessments ● Teacher-Student conferences <p>Final Unit Assessment:</p> <ul style="list-style-type: none"> ● Post Assessment Argument Essay

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<p>Reading and Writing Realistic Fiction Timeline: 5 weeks February to early March</p>				
<p>Essential Standards: R2, R3, R6, W3</p> <p>Additional Standards: R1, R4</p> <p>SL1, SL2, SL3, SL6</p> <p>L1, L2, L3, L4, L5, L6</p>	<ul style="list-style-type: none"> ● Short Story Genre ● Point of View and Perspective ● Mood and Tone ● Author’s Craft ● Characterization in Narrative Writing ● Development of Narrative Plot ● Use of the Writing Process ● Writing Choice and Independence 	<p>Reading:</p> <ul style="list-style-type: none"> ● Recognize structure, and purpose, and elements of short stories ● Recognize and analyze the development of a character ● Analyze how elements of plot are related ● Analyze how point of view and perspective affect mood, tone, and plot ● Emulate author’s craft of established writers <p>Writing:</p> <ul style="list-style-type: none"> ● Write, edit and revise an original piece of realistic fiction ● Use effective transitions to link and provide context ● Use a writing process to create a story that utilizes standard plot features <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Participate in collaborative discussions with peers and adults 	<p>Texts: “Papa’s Parrot,” Cynthia Rylant “Seventh Grade” by Gary Soto “Thirteen-and-a Half” by Rachel Vail Poem: “On Turning Ten” by Billy Collins</p> <p>Scholastic Short Read Selections: <i>Zen and the Art of Faking it (F)</i></p> <p>Independent Reading: Student-chosen books from school and classroom libraries.</p> <p>Teacher Resources: <i>UOSW: Unit 1, Writing Realistic Fiction: Symbolism, Syntax, and Truth</i></p>	<ul style="list-style-type: none"> ● Refer to Pre-Assessment (Narrative) and Quarterly Reading Checks ● Narrative Project ● Formative “Ticket Out the Door” questions ● Reading notebook entries ● Student Self-Assessments ● Reading Comprehension Quizzes/Tests ● Teacher-Student conferences <p>Final Unit Assessment Post-Assessment Narrative Essay</p>

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Mythology: On-Demand Reading and Writing Timeline: 5 Weeks-Mid-March through April				
<p>Essential Standards: R3, R4, R5</p> <p>Additional Standards: R1, R2, R8, R9, W1, W2, W4, W5, SL1, SL2, SL6</p> <p>L1, L2, L3, L4, L5, L6</p>	<ul style="list-style-type: none"> ● Application of Reading Comprehension Skills ● Development of Setting ● Criteria for On-demand Writing ● Test-Taking Strategies ● Vocabulary Strategies ● Reader Choice and Independence ● Writing About Reading 	<p>Reading:</p> <ul style="list-style-type: none"> ● Identify claims, text evidence, and analysis that links evidence to the claim ● Identify and analyze characteristics of a specific genre ● Identify the best possible theme of a story and support it with relevant text evidence. ● Recognize and evaluate the effect of author’s craft and decisions ● Determine the meaning of words and phrases as they are used in a text ● Develop criteria in order to evaluate the quality of texts ● Develop strategies for answering test questions based on format and text type <p>Writing:</p> <ul style="list-style-type: none"> ● Write arguments to support claims ● Write in response to reading <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Participate in collaborative discussions with peers and adults 	<p>Texts: “Arachne” by Olivia Coolidge “Apollo’s Tree” by Mary Pope Osborne “Icarus and Daedalus”</p> <p>Scholastic Short Read Selections: <i>Ulysses and Telemachus (F)</i> <i>Great Pyramid at Giza (NF)</i></p> <p>Additional Texts: New York State ELA Released Questions and Passages</p>	<ul style="list-style-type: none"> ● Refer to Writing Pre-Assessments and Quarterly Reading Checks ● Constructed responses based on Shared Reading Passages and myths ● Formative “Ticket Out the Door” questions ● New York State ELA exam and practice exams ● Teacher-Student conferences

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Science Fiction and <i>The Giver</i> Timeline: 4 Weeks-May and June				
<p>Essential Standards: R3, R5, R7, W1, W2</p> <p>Additional Standards: R1, R2, R3, R4, R5, W5</p> <p>SL1, SL2, SL3, SL6</p> <p>L1, L2, L3, L4, L5, L6</p>	<ul style="list-style-type: none"> ● Genre: Novel, Drama, and Science Fiction Genre ● Development of themes ● Characterization in Narrative Writing ● Reader Choice and Independence ● Writing About Reading ● Protocol 	<p>Reading:</p> <ul style="list-style-type: none"> ● Identify and analyze characteristics of a specific genre ● Identify the best possible theme of a story and support it with relevant text evidence. ● Compare and contrast a written text with audio, filmed, staged, or digital versions ● Respond to a text read with peers ● Understand development and relevance of setting ● Recognize and evaluate the effect of author’s craft and decisions <p>Writing:</p> <ul style="list-style-type: none"> ● Make a claim and support it with relevant text evidence in a literary essay ● Use precise language and content-specific vocabulary to support a claim ● Cite reliable sources ● Emulate author’s craft of established writers <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Establish protocols to participate in collaborative discussions with peers and ● Speak fluently and articulately when reading scenes in a play 	<p>Texts: <i>The Giver</i> by Lois Lowry Excerpts from <i>The Giver</i> (film)</p> <p>“All Summer in a Day” by Ray Bradbury “Kid Brother” by Isaac Asimov “Examination Day” by Henry Slesar</p> <p>Student Resources: Nonfiction texts from <i>Scope</i> magazine & Online news sources</p> <p>“The Monsters Are Due on Maple Street” (Twilight Zone episode)</p>	<ul style="list-style-type: none"> ● Refer to Pre-Assessment (Writing About Reading) and Quarterly Reading Checks ● Constructed responses based on the novel ● Reading Comprehension Quizzes/Tests ● Reading notebook entries ● Student Self-Assessments ● Teacher-Student conferences ● Formative “Ticket Out the Door” questions <p>Final Unit Assessment: Final Exam: Literary Analysis Questions based on the novel</p>