

Writing Workshop - (a) steps of the process, (b) revision, especially peer-review and commenting, (c) grammar & conventions, (d) abstract/figurative language

Reading Analysis: Signposts - Again & Again, Aha Moment, Contrasts & Contradictions, Words of the Wiser, Memory Moment, Tough Questions

Unit 1: Intro/Letter	Time Frame:	Power Standards:
<u>Writing Workshop Focus:</u> - Knowledge of steps in the writing process - How do you brainstorm? - Organize? Draft? - Revise? How do you know when it's good?	<u>Reading Analysis Focus:</u> - Idea Development & Organization - How the text is structured; how the details "develop" the main idea	Individual Needs:
Primary Texts: • Sample letters from last year • Newly drafted letters	Secondary Texts:	Other Tools: * Write Tools outlining format
- Read last year's letters - 1st for idea (similarities/differences) - Read last year's letters - deconstruct & critique writing - Independently move through process to write letters to this year's sixth graders - Use chart to track where each student is - If need inspiration/finished early - - https://www.theodysseyonline.com/letter-to-an-incoming-high-school-freshman - https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/512/A-Letter-To-My-Eighth-Graders.aspx - http://www.riseupforstudents.org/blog/a-mothers-letter-to-her-son-starting-middle-school - https://www.theodysseyonline.com/letter-to-my-sixth-grade-self - Write additional letter of advice to former self or future self - Write additional letter of thanks to previous teacher or mentor - DUE DATE: - SCORING:		

Unit 2A: Bold Actions (Collection 1) <i>How can people be bold and courageous?</i>	Time Frame:	Power Standards:
<u>Writing Workshop Focus:</u> - Characterization (direct & indirect) - Imagery (describing setting)	<u>Reading Analysis Focus:</u> - Plot review (conflict, suspense) - Characterization (direct & indirect) - Compare & contrast re. Theme - Author's purpose (see Abby Sunderland)	Individual Needs:
Primary Texts: • "Rogue Wave" - book • "Big Things..." - CR	Secondary Texts: • Abby Sunderland trio	Other Tools: -Signposts - Again & Again; Aha Moment; Contrasts & Contradictions
- Read & analyze "Rogue Wave" (review 3 signposts) - Selection Test - Read "Big Things" (evaluate students' proficiency with Close Reader tasks) - Narrow focus to characterization (direct & indirect) - Divide and conquer to label both stories - Abby Sunderland trio - Look for descriptors; compare and contrast purposes of each text (based on connotation of descriptors)		

Unit 2B: Bold Actions - novel study	Time Frame:	Power Standards:
<u>Writing Workshop Focus:</u> - Point of view (re-write scenes from different points of view) **Personal Narrative - overcoming an obstacle	<u>Reading Analysis Focus:</u> ** All SIGNPOSTS	Individual Needs:
Primary Texts: - <i>Peak</i>	Secondary Texts: - "Finding Your Everest" - CR (**use as hook) - Materials from novel study in Team Drive (vocab, fig language, etc.)	Other Tools:
- Intro to Everest - Read novel - Write short personal narrative (focus on characterization, imagery)		

Unit 3: Risk & Exploration (Collection 4) <i>How much risk is worth the cost?</i>	Time Frame:	Power Standards:
<u>Writing Workshop Focus:</u> • ARGUMENT! (Should the number of climbers on Everest be curtailed?)	<u>Reading Analysis Focus:</u> - Organization - Idea Development - Use of supporting details • Citing Evidence	Individual Needs:
Primary Texts (RESEARCH): *Nat Geo materials from last year's unit *The New York Times, etc. articles re. Everest deaths	Secondary Texts (MODELS): - Performance Task book?? - "Exploring the Oceans" - book - Kennedy's "Remarks" - book - "Space Exploration Worth Cost" - CR - Kennedy's "Space Race" - old green book	Other Tools:
- Begin with models as hinge - deconstruct & analyze the argument structure - Read samples - Practice with "Should the US invest more in space exploration?" - Shift into Everest; research problem - Construct argument		

Unit 4: Nature at Work (Collection 3) <i>How does nature enhance the lives of humans?</i>	Time Frame:	Power Standards:
<u>Writing Workshop Focus:</u> • Memoir	<u>Reading Analysis Focus:</u> • Figurative Language • Word Choice • Poetic Forms	Individual Needs:
Primary Texts: - Poems in CR & book - “Mississippi Solo” - book - “Polar Dream” - CR	Secondary Texts: - Rock texts in CR - Student samples of memoirs - “American Childhood”, “Cake”, etc.	Other Tools:
- Begin with description of students’ favorite places (creative prompts) - Poems - Memoir samples - Plot own memoir - Ideas: non-sequential time lines; different points of view;		

Unit 5A: Guided by a Cause - Novel Study <i>Are “change-makers” born or made?</i>	Time Frame:	Power Standards:
<u>Writing Workshop Focus:</u>	<u>Reading Analysis Focus:</u> **** All SIGNPOSTS	Individual Needs:
Primary Texts: <i>The Giver</i>	Secondary Texts:	Other Tools:
- Who has changed our world? How? Why? - Read novel - Revisit question		

Unit 5: Guided by a Cause (Collection 6)	Time Frame:	Power Standards:
<u>Writing Workshop Focus:</u>	<u>Reading Analysis Focus:</u>	Individual Needs:
Primary Texts:	Secondary Texts:	Other Tools:

7th Grade - English/Language Arts
Unit Overviews

I. Letter Writing

- A. Focus on idea development (use of supporting details)
- B. Practice writing process with emphasis on peer-reviewing

II. Bold Actions

- A. Focus on literary devices such as characterization and imagery
 - a. Variety of fictional short stories
- B. Novel Study - *Peak*
- C. Personal narrative

III. Risk and Exploration

- A. Focus on argumentative writing
 - a. Mentor texts to model structure
 - b. Expository texts to inform argument
 - c. Construct research-based argument

IV. Nature at Work

- A. Focus on figurative language
 - a. Variety of poems
 - b. Variety of non-fiction stories
- B. Place-based memoir

V. Guided by a Cause

- A. Focus on literary inferences, author's craft
- B. Novel Study - *The Giver*
- C. Writing: Student Choice (biography on historical figure, creative fiction, argument for societal change, etc.)

VI. End of Year Prompt: *How do our environmental circumstances (physical location, time period, family, etc.) impact our personalities and our actions?*