

Units	Literary Genre Focus/ Anchor Texts	Big Ideas/ Essential Questions	Linking Texts/Themes Media/ Resources	Assessments For and Of Learning	Text Features: Narrative / Informational Text	Reading, Listening/Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	Power Benchmarks
<p align="center">Becoming Critical Readers and Writers (13 weeks)</p>	<p>NI: MEAP Prototype piece Jackie Robinson The Noble Experiment from <i>I Never Had it Made</i> p. 274</p> <p>IT: MEAP Prototype piece</p>	<p>Essential Questions:</p> <p>How do I demonstrate my reading, writing and thinking skills and knowledge on an assessment?</p> <p>How do I use strategies to understand what I'm reading, no matter what I'm reading?</p> <p>What strategies can I use when I don't understand what I'm reading and/or writing about?</p> <p>What are the various genre of narrative writing (mystery, memoir, drama, poetry, myths and legends) and what are the characteristics of each category?</p> <p>How can I use memoir to share a significant part of my life?</p>	<p>Essential Resources Provided by the district to teachers:</p> <p>The First 10 Days of School materials provided by Oakland Schools</p> <p>The Second 10 Days of School materials provided by Oakland Schools</p> <p>List of Picture Books that tie to comprehension Strategies</p> <p>Selections from the anthology that tie to the theme of this unit:</p> <p>Jackie Robinson The Noble Experiment from <i>I Never Had it Made</i> p. 274</p> <p>From the <i>Autobiography of Malcolm X</i> p. 63</p> <p>From <i>Boy: Tales of Childhood</i> p. 473</p> <p>Write Source</p> <p>Video Clips:</p> <p>Bill Cosby Himself dentist clip</p> <p>Scooby Do Formula to showcase beginning, middle and end (mystery)</p>	<p>Possible Assessment Opportunities to monitor student learning to and to inform instruction (Assessments FOR Learning):</p> <ul style="list-style-type: none"> Sticky notes, graphic organizers, personal reflections to monitor strategy use Individual student conferences District Writing Prompt Gates McGinittie <p>Common Assessment:</p> <ul style="list-style-type: none"> Reading Response Journal: Students will apply strategy use in their independent reading (school/home) within reading response journals/notebooks (sticky notes, self reflection of strategies, etc.). The district reading strategy rubric will be used to assess student strategy use. MEAP 	<p>Teachers make thinking visible as they identify the following:</p> <ul style="list-style-type: none"> Sub Headings Bold Face Print Italics Title Text format (MEAP) 	<p>Teaching Points:</p> <p>Teachers will make their thinking visible as they model how writers make intentional decisions to effectively communicate their thinking. They will focus on the following:</p> <ul style="list-style-type: none"> Planning and Developing an idea Incorporating details to support their ideas Organizing details (using a variety of graphic organizers and prewriting strategies) Impromptu writing strategies for cross text comparison, personal narrative and peer critique writing Cross text comparison writing <p>Test Taking Skills:</p> <ul style="list-style-type: none"> Understanding the three elements of writing text and what is expected (personal narrative, analyzing a piece of writing and answering questions relating to genre, craft, revising and editing) Using Rubrics to analyze someone else's writing and to provide feedback in writing Determining how to improve a piece of writing Writing to a prompt (choosing something to write about that focuses on the topic and demonstrate their skills as a writer) Citing specific examples from text to support your thinking (cross textual writing, peer response) <p>Anchor writing:</p> <p>Students will write a personal memoir that highlights a significant event in their life. A common rubric will be created to assess this piece of writing.</p>	<p>R.WS.07.01</p> <p>Explain and use word structure, sentence structure and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p>R.NT.07.02</p> <p>Analyze the structure, elements, style and purpose of narrative genre including mystery, poetry, memoir, drama, myths and legends.</p> <p>R.MT.07.01</p> <p>Self monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing and engaging in interpretive discussions.</p> <p>W.GN.07.01</p> <p>Write a cohesive narrative piece, such as a memoir, drama, legend, mystery, poetry or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification)</p>	

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<p align="center">Looking Within to Face Adversity (6 – 8 weeks)</p> <p align="center">3</p>	<p>NT: "Intimidation" by Albert Michael Ward from Patches on Mainstreet</p> <p>IT: Homeless by Anna Quindlen (page 122 in Anthology) Burns in the Attic from The House on Mango Street (page 125 in Anthology)</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do I decide what is important to me? How do I change from within? How do I find the courage to face challenges and adversity? How does the development of characters impact the plot/theme? How do authors use craft to make their writing effective? 	<p>The following selections are found in the anthology and tie well to this unit:</p> <p>The War of the Wall, p. 83 Charles, p. 593 A Man With No Eyes, p. 6 From The Autobiography of Malcolm X, p. 63 Aardvark, p. 67 From Immigrant Kids, p. 55 From Boy: Tales of Childhood, p. 473 Choices, p. 193 I'll Walk the Tightrope, p. 444 The Fitting of the Slipper, p. 684 Phaeton, p. 706 I Was Born Today, p. 328 The Noble Experiment, from <i>I Never Had It Made</i>, p. 274 Rikki, Tikki, Tavi, p. 387</p> <p>Reader's Workshop Novels provided by the District:</p> <p align="center">High</p> <p><i>Touching Spirit Bear</i> by Ben Mikaelson</p> <p><i>The Single Shard</i> by Linda Sue Park</p> <p align="center">Medium</p> <p><i>Stargirl</i> by Jerry Spinelli</p> <p><i>Year of Impossible Goodbyes</i> by</p>	<p>Possible Assessment Opportunities to monitor student learning to and to inform instruction (Assessments FOR Learning):</p> <ul style="list-style-type: none"> Students will use journals to experiment with various forms of author's craft as they refine their technique. Students will analyze and make connections between characters across texts within the theme through the use of story maps, response journals, literary critiques, and literature discussion groups. Students will use a journal or graphic organizer to analyze the protagonist, antagonist, conflicts and themes found within their novel. Students will share their writing with a small group or the class. Students will analyze the themes within the novels and short stories they are reading within their response journals and literature discussion groups. <p>Common Assessment:</p> <p>Reading and Writing:</p> <p>Character Study project of choice. Use the common district graphic organizer and rubric to complete and assess this task.</p>	<p>Teaching Points: Teachers make thinking visible as they identify the following:</p> <p>Elements of Craft/ Plot</p> <ul style="list-style-type: none"> ✓ Protagonist ✓ Antagonist ✓ Theme ✓ Exaggeration 	<p>Teaching Points: Teachers will model comprehension strategies and test through think-alouds and other appropriate methods while focusing on the following:</p> <ul style="list-style-type: none"> ✓ Character analysis ✓ Identifying and analyzing types/elements of effective leads 	<p>Teaching Points: Teachers will demonstrate how writers make intentional decisions to effectively communicate their thinking. We will focus on the following:</p> <ul style="list-style-type: none"> ✓ Developing effective purpose and intended audience ✓ Weaving voice and personal style into our writing <p>Suggested Writing:</p> <ul style="list-style-type: none"> Character Analysis (we need choices) <i>How character has changed (keep thinking about this)</i> Students may use strategies of description to write a character analysis or a humorous anecdote Weave craft and leads into a piece of their writing 	<p>R.NT.07.01 Identify how the tensions among characters, communities, themes and issues are related to their own experiences in classic, multicultural and contemporary literature recognized for quality and literary merit</p> <p>R.NT.07.03 Analyze the role of antagonists, protagonists, internal and external conflicts and abstract themes</p> <p>R.NT.07.04 Analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement and exaggeration.</p> <p>R.MT.07.02 Plan, monitor, regulate and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides</p> <p>W.PR.07.01 Set a purpose, consider audience and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.07.02 Apply a variety of pre-writing strategies for narrative writing (e.g., graphically depict roles of antagonist/ protagonist, internal/ external conflict)</p>

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			<p>Low</p> <p><i>Sahara Special</i> by Esme Raji Codell</p> <p><i>Bearstone</i> by Will Hobbs</p> <p><i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor</p> <p><i>Let the Circle be Unbroken</i> by Mildred Taylor</p> <p><i>The Well</i> by Mildred Taylor</p> <p><i>The Watson's Go To Birmingham</i> by Robert Christopher Paul Curtis</p> <p>Suggested Reader's Workshop Novel:</p> <p><i>Holes</i> by Louis Sachar</p> <p>Video Clips - TBD</p>					<p>W.PR.07.04 Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions</p> <p>W.PS.07.01 Exhibit individual style and voice to enhance the written message in narrative writing (e.g., personification, humor, element of surprise)</p>