

ACKNOWLEDGEMENT PAGE

These three District 75 Units of Study were produced under the auspices of Superintendent Gary Hecht and Deputy Superintendent Barbara Joseph.

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“It is only through raising expectations and striving for excellence that our children can reach their full potential”. (Brad Henry)

Dear Administrators and Teachers,

In response to Chancellor Dennis Walcott, and in keeping with the 2012-2013 Citywide Expectations, the District 75 Literacy Department is pleased to provide schools with three units that have been aligned with the Common Core Standards. The Common Core Standards call for an increase and recalibrating of reading informational material and a prioritizing of argument and informational writing. These District 75 Units reflect a focus on the development of students' skills of reading and understanding informational texts, as well as informational and opinion/argumentative writing.

To facilitate the skill development in informational reading and writing, three units of study are provided for Grades 1, 4 and 7. Each unit includes: common core learning standards; assessment tasks; enduring understandings and essential questions; and suggested grade level exemplar texts. A four-week sequence of teaching points curriculum map serves as a guide in reading and writing to progressively build skills in the targeted grades. Flexibility is given to the pacing of the units as teachers can plan and schedule instruction to extend to six weeks.

Undergirding the work of the District 75 Units of Study are the instructional shifts central to instructional practices as demanded by the Common Core Learning Standards. As part of these units, we included a summary of the instructional shifts in English Language Arts, a brief description of how the units are connected to these shifts, the instructional implications and self-reflection questions for teachers. The self-reflection questions may be used as the basis of conversations and inquiry work during teacher-team meetings.

It is our hope that as you implement these units, you share your successes and challenges with us. We especially hope that you will send us student work samples, which will help inform our next units.

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GRADE ONE UNIT



GRADE ONE ELA COMMON CORE INSTRUCTIONAL SHIFTS

| Instructional Shifts (www.engageny.org) | | Instructional Implications | Self-Reflection Questions |
|---|---|--|--|
| Shift 1 | <p>PK-5, Balancing Informational & Literary Texts: Students read a balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.</p> <p><i>NOTE: This Unit of Study is designed to include a robust variety of informational texts. Topics chosen by students may be based in part on resources teachers have in their classrooms, but may include additional texts for a coherent learning progression.</i></p> | <ul style="list-style-type: none"> • Provide students with balance of information and literary texts • Provide scaffolding for informational texts • Explicitly teach strategies to access informational text • Explicitly teach comprehension skills in a similar manner across informational texts • Build background knowledge to support students in accessing informational text | <ul style="list-style-type: none"> • What is meant by a “balance of informational and literary texts?” • How do I ensure that I provide students with a balance of informational and literary texts? |
| Shift 2 | <p>6-12, Knowledge in the Disciplines: Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.</p> | Not applicable to Grade 1 | Not applicable to Grade 1 |

| | | | |
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| <p>Shift 3</p> | <p>Staircase of Complexity: In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.</p> <p><i>NOTE: The texts identified in this Unit of Study were chosen to reflect Lexile levels, complexity of the topic and the appropriateness of the text considering the assessment tasks. Demonstration of teaching points should use mentor texts that provide cognitive struggle for the students, often across multiple days. Students are provided with opportunities to work with texts independently, after the teacher models comprehension strategies.</i></p> | <ul style="list-style-type: none"> • Provide increased time for read-alouds of complex texts in the early grades • Use leveled texts to support independent reading but do not supplant exposure of students to Grade 1 level complex text • Engage students in rigorous conversation based on Grade 1 texts • Study what makes the text challenging: structure, meaning, vocabulary, knowledge required, complex features | <ul style="list-style-type: none"> • How do I consider qualitative dimensions, quantitative dimensions, and reader and task as I consider the complexity of informational texts? • What role do leveled texts play in instruction? • How will I ensure that the mentor texts I use in this unit of study make it possible for all learners to access the text and gain self-confidence with this genre? • How will I use Appendix A of the Common Core Standards to help select appropriate texts for Grade 1? • How will I use the District 75 Text Complexity rubric to ensure that the needs of all students are addressed? |
|-----------------------|---|--|---|

| | | | |
|-----------------------|--|--|--|
| <p>Shift 4</p> | <p>Text-based Answers: Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.</p> <p><i>NOTE: By providing opportunities throughout the Unit of Study for focused conversation, students discuss texts with their peers to ask and answer questions about topics and to synthesize new information.</i></p> | <ul style="list-style-type: none"> • Engage students in conversations around text-based questions • Ask and identify questions that are text-dependent • Teach students how to find evidence in the texts and to use evidence from texts to support their writing | <ul style="list-style-type: none"> • How do I ensure that the physical environment in my classroom allows for purposeful talk? • How do I engage students in meaningful conversations that are grounded in information that is in the text and <i>not</i> from students' prior knowledge? • How do I move students from making easy connections with the text to making deeper connections with the text? |
| <p>Shift 5</p> | <p>Writing from Sources: Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualization. While the narrative still has an important role, students should develop skills through written arguments that respond to ideas, events, and facts that are presented in the texts they read.</p> | <ul style="list-style-type: none"> • Spend less time on writing personal narratives • Present ample opportunities to write from multiple sources • Develop students' ability to argue a point of view with evidence | <ul style="list-style-type: none"> • How do I model the expectations for informational writing? • What checklists and rubrics will I use with students to help them self-evaluate their writing? • How do I support students in building their knowledge on a subject through research and exposure to |

| | | | |
|-----------------------|---|---|--|
| | <p>NOTE: <i>Throughout the Unit of Study, students engage in daily writing; their writing requires students to use texts for information about their topic. The final performance task focuses on informational writing.</i></p> | <ul style="list-style-type: none"> • Model expectations for writing • Provide students with rubrics so that they can self-assess writing | <p>different texts?</p> <ul style="list-style-type: none"> • How do I present opportunities for students to write from multiple sources about a single topic? • How will I use Appendix B as a resource for student exemplars of writing? |
| <p>Shift 6</p> | <p>Academic Vocabulary: Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse”, “generation,” theory” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.</p> <p>NOTE: <i>Throughout the Unit of Study, students are expected to engage in independent reading on their topic of study. Reading a high volume of text supports vocabulary development. Teaching points may include figuring out words in context. Students are required to make a glossary as part of their performance assessment.</i></p> | <ul style="list-style-type: none"> • Teach Tier 2 words (academic vocabulary) before, during and after reading. Teach Tier 3 words in the context of the different disciplines • Explicitly teach vocabulary strategies that can be used across different content areas • Help students develop strategies to access phrases and words that appear in their texts but may be slightly out of reach | <ul style="list-style-type: none"> • How do I strategically select vocabulary words (Tier 2 and Tier 3 words) that promote student access to informational texts? • How do I ensure that students use multiple strategies to learn and use new vocabulary? • How can I use the Word Wall (and/or Alphaboxes) to support students in using robust vocabulary in their writing? |

COMMON CORE LEARNING STANDARDS ADDRESSED

- **RI.1.1:** Ask and answer questions about key details in a text.
- **RI.1.2:** Identify the main topic and retell key details of a text.
- **RI.1.5:** Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- **RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.1.7:** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.10:** With prompting and support, read informational texts appropriately complex for grade 1.
- **W.1.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions and details.
 - c. Use linking words and phrases (e.g. *also, another, and, more, but*) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.
- **W.1.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on other's talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
 - d. Seek to understand and communicate with individuals from different cultural backgrounds.
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **L.1.2:** Demonstrate command of the conventions of Standard English: capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - a. Use end punctuation for sentences.
 - b. Use commas in dates and to separate words with common spelling patterns and for frequently occurring irregular words.
 - c. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - d. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- **L.1.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal relationships.

ASSESSMENT

Teachers are encouraged to administer three assessments across this unit inclusive of the culminating assessment task. The assessments help inform teachers of gaps between what the students know and are able to do and what the standards expect students to know and be able to do.

Formative Assessment Task 1 provides teachers with baseline information about students' ability to generate ideas and write about familiar topics.

The task: Students are asked to write a book to teach others about what they know. Students are asked to name a topic, write facts about the topic, add drawings to help teach the topic, and write a concluding thought.

Standards Assessed:

W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions and details.
- c. Use linking words and phrases (e.g. *also, another, and, more, but*) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

RI.1.5: Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

What do you know a lot about? Write a book to teach others about what you know:

- Name your topic
- Write facts about the topic
- You may use headings to organize your facts
- You may add drawings to teach about the topic
- Write a concluding thought.

Formative Assessment Task 2 assesses what students are learning and how students are applying the skills taught. This assessment should be administered after 2 to 3 weeks of instruction. Based on the results of the assessment, the teacher may revise next instructional steps to ensure that students meet expectations of the standards.

The task: Students are asked to name a topic in one of the books they have read. They are asked to provide a detail from the text and a different detail from an illustration or photograph in the text. They are asked to write a reaction to one of the facts they have identified.

Standards Assessed:

RI.1.2: Identify the main topic and retell key details of a text.

RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

NOTE: This assessment provides information to teachers, addressing how they need to support their students in meeting the expectations of **W.1.2** (Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.)

You have been reading books about a topic you chose. You have learned different details about your topic from these books.

- Name your topic.
- Retell one detail from one of the texts you have read and a different detail from a picture or illustration in the text.
- Write your reaction to one of the details that you have retold.

You may choose to use the graphic organizer to complete this task.

The **Culminating Assessment Task** measures to what extent students have acquired and are able to apply the skills taught throughout the unit.

The task: Students are asked to write an informative text in which they name a topic, supply facts about the topic, and provide a sense of closure. Demonstrate knowledge of vocabulary learned by including a glossary.

Standards Assessed:

- **RI.1.2:** Identify the main topic and retell key details of a text.
- **RI.1.5:** Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- **RI.1.10:** With prompting and support, read informational texts appropriately complex for grade 1.
- **W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions and details.
 - c. Use linking words and phrases (e.g. *also, another, and, more, but*) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.
- **L.1.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate words with common spelling patterns and for frequently occurring irregular words.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- **L.1.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal relationships.

You are an expert. You have read a lot about a topic you chose. You have asked questions about your topic. You have found answers in your books. Now it is time for you to share what you know with your classmates.

Write an informational book to help your classmates learn about the topic you chose.

- Name your topic.
- Retell at least two facts from two different books you have read about your topic.
- Include headings to help organize your information and to help other students find information in your book.
- Include a Table of Contents to help other students find information in your book.
- Include a glossary of at least 3 words that are new or important to the topic.
- Include a final comment about your topic.
- Remember to use correct capitalization, punctuation, and spelling.

GRADE ONE RUBRIC INFORMATIONAL TEXT: TOPICS OF EXPERTISE

Culminating Task Rubric: Create an Informational Book

| Indicators | 4 Exceeding Standards | 3 Meeting Standards | 2 Approaching Standards | 1 Not Yet Meeting Standards |
|--|---|---|--|--|
| <p>Purpose Topic</p> <p>Facts</p> <p>Details</p> | <ul style="list-style-type: none"> Names the topic Provides 3 or more facts about the topic Includes 2 or more details | <ul style="list-style-type: none"> Names the topic Provides 3 facts about the topic Includes 2 details | <ul style="list-style-type: none"> Name of topic is unclear Presents fewer than 3 facts about the topic Includes fewer than 2 details | <ul style="list-style-type: none"> Name of topic is unclear Facts are not presented Details are not included |
| <p>Organization Text Features (Headings)</p> <p>Closure</p> | <ul style="list-style-type: none"> Most ideas are organized under headings Includes 2 or more text features Includes a thought that adds voice to provide a sense of closure | <ul style="list-style-type: none"> Many ideas are organized under headings Includes 2 text features Includes a thought to provide a sense of closure | <ul style="list-style-type: none"> Some ideas are organized under headings. Includes fewer than 2 text features. Includes some sense of closure | <ul style="list-style-type: none"> Ideas are not organized under headings. Text features are not included. A sense of closure is not included |
| <p>Elaboration Details/ Illustrations Graphics</p> <p>Opinion or thoughts about topic</p> <p>Labels and text features</p> <p>Use precise and domain-specific language</p> | <ul style="list-style-type: none"> Includes many details that match the information (illustrations/graphics) Includes many vocabulary words relevant to the topic Presents many additional thoughts on the topic. | <ul style="list-style-type: none"> Includes some details that match the information (illustrations/graphics) Includes some vocabulary words relevant to the topic Presents some additional thoughts on the topic. | <ul style="list-style-type: none"> Includes few details that match the information (illustrations/graphics) Includes few vocabulary words relevant to the topic Presents few additional thoughts on the topic. | <ul style="list-style-type: none"> Does not yet include details that match the information (illustrations/graphics) Vocabulary words are not connected to the topic Does not yet include additional thoughts on the topic. |
| <p>Conventions of Standard English Writing Mechanics: (Capitalization, Punctuation & Spelling)</p> | <ul style="list-style-type: none"> Demonstrates correct use of capitalization and punctuation most of the time Uses the correct spelling for common words most of the time | <ul style="list-style-type: none"> Demonstrates correct use of capitalization and punctuation some of the time Uses the correct spelling for common words some of the time | <ul style="list-style-type: none"> Rarely demonstrates correct use of capitalization and punctuation Rarely uses the correct spelling for common words | <ul style="list-style-type: none"> Does not demonstrate correct use of capitalization and punctuation Does not use the correct spelling for common words |

GRADE 1 UNIT OF STUDY: INFORMATIONAL TEXT

Unit Overview:

In this unit, first grade students are reading a range of informational texts. They are learning how to use text features to support their understanding of the text. Students are engaging in work that furthers their understanding of main idea and details. They are provided opportunities to compare and contrast books of similar topics. Students are also using their knowledge of informational text to write their own books on a topic they are passionate about. The unit culminates in a celebration of their efforts. It is expected that throughout the unit, students will have the opportunity to share with their reading partners things that they have learned as well as drafts and revisions of their ongoing writing.

| | |
|---|---|
| <p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Informational text is the genre that teaches about the real world around us. • Reading and learning about new things in the world stirs our curiosity and makes us want to learn more about a topic. • Readers and writers of informational text learn and use new words about their topic. • Writers can teach others about their expertise through informational formats. | <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How do we generate a sense of wonder and interest in a topic? • How do writers share information about a topic? • How does asking students to be experts and teach a topic help them to understand the information? • How do authors of informational texts organize their information? • How do text features help us better understand what we are reading? • How does sharing what you read and write help you better understand your topic? |
| <p>CONTENT Students will know</p> <ul style="list-style-type: none"> • Strategies for selecting topics • Features of informational texts • Key ideas and details • Academic vocabulary | <p>SKILLS Students will be able to</p> <ul style="list-style-type: none"> • Explore and investigate topics by reading informational texts. • Make meaning of information read. • Identify and use text features to build comprehension. • Elaborate on topic using relevant details. • Provide a concluding statement. • Build academic and domain specific vocabulary. • Revise work using a checklist. |
| <p>VOCABULARY and KEY TERMS:</p> <ul style="list-style-type: none"> • Text features: table of contents, label, caption, heading, glossary • Compare, contrast, topic, illustration, expert, elaborate, main topic, response • NOTE: Include academic and domain specific vocabulary to support comprehension of the texts and topic of study. | |

INTRODUCTION TO THE FOUR WEEK CURRICULUM MAP

The following curriculum maps outline teaching points for twenty instructional days.

The teaching points presented in this unit do not stand alone. It is expected that the teacher embed the teaching points within a framework that includes a connection to previous learning, as well as opportunities for guided and independent practice.

(Sample Mini Lesson Chart)

Unit of Study:

Date: _____

Title of Mini Lesson:

Intention:

| |
|---------------------------|
| Connection: |
| Teaching: |
| Active Engagement: |
| Link: |
| Share: |

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GRADE ONE TEACHING POINTS: READING AND WRITING

The following pages include teaching points presented in two formats. There is a month at a glance overview of reading teaching points and one of writing teaching points. Additionally, there are reading and writing teaching points presented together for weeks one through four. This provides teachers an opportunity to see the month at an overview, as well as to see an inter-relationship of reading and writing instruction each week.

Examination of the teaching points outlined in the next pages will reveal a progression of student learning targets culminating in the final performance assessment. As necessary, based on the needs of their students, teachers may find it necessary to include additional teaching points. Therefore, we have included several additional teaching points following this four week curriculum map.

READING INFORMATIONAL TEXT: Teaching Points
Grade 1

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|---|--|---|--|---|
| Week 1 | Before good readers start a new book, they think about what they know about a topic. They use what they know to ask questions about that topic. | Good readers use the title and the cover of the book and take a picture walk to help them figure out what the book is mainly about. | Good readers study how informational books are organized to help them learn about the world around them. | Good readers use the Table of Contents to identify and find information they want to know about a topic. | Good readers use section headings to identify and predict what information will come in the next sections |
| Week 2 | Good readers can hold their information by writing on a post-it or graphic organizer what a section is mostly about and what details support the main idea. | After good readers read a chunk, they can say what they have read in their own words to make sure they can explain it to others. | Good readers work with partners to identify key words and phrases that are important to the topic by marking them with sticky notes. They know that sometimes authors use bold print to show that a word is new or is important to the topic. | Good readers use their notes to retell what they have read in their own words. | Good readers look closely at pictures and think about how the pictures help them understand what the section or page is teaching them. |
| Week 3 | Good readers show where in the text they found answers to their questions. They can use post-its to help them keep track of where they found their answers. | Good readers think about the information they have read and look for different books on the same topics to give them more knowledge about their topic. | Good readers remember what they learned in one book when they read a new book. They look for how the same information is presented differently in new books. | Good readers read different texts to gather examples of great beginnings. | Good readers learn to reread and check their understanding, asking themselves if it makes sense and sounds right. |
| Week 4 | Good readers react to what they read about a topic and can show others the part of the text that caused them to react in that way. | Good readers pay attention to how different authors end their books. | Good readers prepare for reading informational text to their classmates by practicing using their voice to emphasize the important parts. | Good readers can use an illustration to share key details with their classmates about their selected topics. | Good readers come to the reading celebration not only to share what they have learned but to learn new things from their classmates by listening with their eyes, ears, and bodies. |

WRITING INFORMATIONAL TEXT: Teaching Points
Grade 1

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|--|--|--|---|--|
| Week 1 | Before good writers start writing, they think about the topics they know and care a lot about. | Good writers plan what they are going to write about by talking to their classmates about their topics. | Good writers study how informational books are organized so they can write their own books to teach readers about a topic. | Good writers use the Table of Contents to plan what they want to teach their readers about the topic. | Good writers use section headings to add details about their topic. |
| Week 2 | Good writers use subheadings to add details about their topic. | Good writers ask each other questions to get more ideas about their topic. | Good writers use vocabulary words they have collected in their own reading to teach others information about a topic. Good writers can include a glossary to help their readers understand important vocabulary. | Good writers use their own words to teach about a topic. | Good writers place labels on illustrations in their books to help readers understand information. |
| Week 3 | Good writers make sure that the information they include in their books is really true. | Good writers use many different books on the same topic for ideas and details they can include in their own writing. | Good writers use linking words (more, another, but) to help them connect ideas and details in their writing. | Good writers try out different beginnings and choose the beginning they think best grabs the reader's attention. | Good writers reread their writing and think about the questions readers will have. They can revise their writing to make sure readers' questions will be answered. |
| Week 4 | Good writers add a concluding thought to what they have written about a topic. | Good writers try out different endings and choose the ending they think is the strongest. | Good writers prepare for publication by designing a cover for their book that has a title, an illustration, the author and illustrator. | Good writers use an editing checklist to help make sure their work is ready to share with their classmates. They check for punctuation, capitalization and spelling of word wall words. | Good writers share their work by teaching their classmates new information. They celebrate the publication of their own work and their classmates' work. |

INFORMATIONAL TEXT: Teaching Points Week by Week

Week 1: Grade 1

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|--|--|---|---|---|
| Week 1 | READING: Before good readers start a new book, they think about what they know about a topic. They use what they know to ask questions about that topic. | READING: Good readers use the title and the cover of the book and take a picture walk to help them figure out what the book is mainly about. | READING: Good readers study how informational books are organized to help them learn about the world around them. | READING: Good readers use the Table of Contents to identify and find information they want to know about a topic. | READING: Good readers use section headings to identify and predict what information will come in the next sections. |
| Week 1 | WRITING: Before good writers start writing, they think about the topics they know and care a lot about. | WRITING: Good writers plan what they are going to write about by talking to their classmates about their topics. | WRITING: Good writers study how informational books are organized so they can write their own books to teach readers about a topic. | WRITING: Good writers use the Table of Contents to plan what they want to teach their readers about the topic. | WRITING: Good writers use section headings to add details about their topic. |

ADDITIONAL NOTES:

INFORMATIONAL TEXT: Teaching Points Week by Week

Week 2: Grade 1

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|--|---|--|---|---|
| Week 2 | <p>READING: Good readers can hold their information by writing on a post-it or graphic organizer what a section is mostly about and what details support the main idea.</p> | <p>READING: After good readers read a chunk, they can say what they have read in their own words to make sure they can explain it to others.</p> | <p>READING: Good readers work with partners to identify key words and phrases that are important to the topic by marking them with sticky notes. They know that sometimes authors use bold print to show that a word is new or is important to the topic.</p> | <p>READING: Good readers use their notes to retell what they have read in their own words.</p> | <p>READING: Good readers look closely at pictures and think about how the pictures help them understand what the section or page is teaching them.</p> |
| Week 2 | <p>WRITING: Good writers use subheadings to add details about their topic.</p> | <p>WRITING: Good writers ask each other questions to get more ideas about their topic.</p> | <p>WRITING: Good writers use vocabulary words they have collected in their own reading to teach others information about a topic. Good writers can include a glossary to help their readers understand important vocabulary.</p> | <p>WRITING: Good writers use their own words to teach about a topic.</p> | <p>WRITING: Good writers place labels on illustrations in their books to help readers understand information.</p> |

ADDITIONAL NOTES:

READING INFORMATIONAL TEXT: Teaching Points

Week 3: Grade 1

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|--|---|---|---|---|
| Week 3 | <p>READING: Good readers show where in the text they found answers to their questions.</p> | <p>READING: Good readers think about the information they have read and look for different books on the same topics to give them more knowledge about their topic.</p> | <p>READING: Good readers remember what they learned in one book when they read a new book. They look for how the same information is presented differently in new books.</p> | <p>READING: Good readers read different texts to gather examples of great beginnings.</p> | <p>READING: Good readers learn to reread and check their understanding, asking themselves if it makes sense and sounds right.</p> |
| Week 3 | <p>WRITING: Good writers make sure that the information they include in their books is really true.</p> | <p>WRITING: Good writers use many different books on the same topic for ideas and details they can include in their own writing.</p> | <p>WRITING: Good writers use linking words (more, another, but) to help them connect ideas and details in their writing.</p> | <p>WRITING: Good writers try out different beginnings and choose the beginning they think best grabs the reader's attention.</p> | <p>WRITING: Good writers reread their writing and think about the questions readers will have. They can revise their writing to make sure readers' questions will be answered.</p> |

ADDITIONAL NOTES:

READING INFORMATIONAL TEXT: Teaching Points

Week 4: Grade 1

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|---|--|--|--|--|
| Week 4 | <p>READING: Good readers react to what they read about a topic and can show others the part of the text that caused them to react in that way.</p> | <p>READING: Good readers pay attention to how different authors end their books.</p> | <p>READING: Good readers prepare for reading informational text to their classmates by practicing using their voice to emphasize the important parts.</p> | <p>READING: Good readers can use an illustration to share key details with their classmates about their selected topics.</p> | <p>READING: Good readers come to the reading celebration not only to share what they have learned but to learn new things from their classmates by listening with their eyes, ears, and bodies.</p> |
| Week 4 | <p>WRITING: Good writers add a concluding thought to what they have written about a topic.</p> | <p>WRITING: Good writers try out different endings and choose the ending they think is the strongest.</p> | <p>WRITING: Good writers prepare for publication by designing a cover for their book that has a title, an illustration, the author and illustrator.</p> | <p>WRITING: Good writers use an editing checklist to help make sure their work is ready to share with their classmates. They check for punctuation, capitalization and spelling of word wall words.</p> | <p>WRITING: Good writers share their work by teaching their classmates new information. They celebrate the publication of their own work and their classmates' work.</p> |

ADDITIONAL NOTES:

Assessment throughout the Unit of Study is ongoing. Based on the needs of the students, there may be need for teaching points, extending beyond those outlined in the four week calendar.

Additional teaching points may include:

READING: Teaching points

- When good readers come to a word they don't know, they can try to pronounce it using phonics.
- Good readers can use post-its to jot down a tricky word so that they can ask their partner for help in figuring out the word.
- Good readers can use photographs to help them figure out tricky words in what they are reading.
- Good readers make pictures in their mind when they read informational books to help them understand the topic.

WRITING: Teaching Points

- Good writers can draw pictures before they write to help plan their books.
- Good writers can plan their page layout and paper selection.
- Good writers can use page breaks to support different sections.
- Good writers use descriptive words to help their readers see, taste, feel, smell or hear what they are writing about.
- Good writers can create visuals that contain facts.
- Good writers choose an interesting title that captures the main idea of their topic.
- Good writers capitalize important words in the title.
- Good writers can add words to make their writing more interesting by using carets.
- Good writers help their readers by using careful spacing between the words.

****This page is included as a reference to the teachers to steep their students in an environment that encourages their love of research and sense of wonder about a topic.**

RESEARCHERS:

- Researchers ask questions to narrow a search and find a topic
- Researchers ask questions to clarify meaning and purpose
- Researchers ask themselves:
 - What are the most effective resources and how will I access them?
 - Do I have enough information?
 - Have I used a variety of sources?
 - What more do I need?
 - Does it make sense?
 - Have I told enough?
 - Is it interesting and original thinking and does my writing have voice?
- Researchers frequently choose topics they know and care about
- Researchers use their prior knowledge and experience to launch investigations and ask questions
- Researchers consider what they already know to decide what they need to find out
- Researchers self evaluate according to background knowledge of what quality products look like

GRADE ONE TEXTS – LEXILE LEVEL ALIGNED

| | |
|--------------------------------|--|
| Grade One Texts | <p>Aliki, <i>My Five Senses</i>. New York: Harper Collins, 1989.</p> <p>Ashley, Susan. <i>Bees</i>. Wisconsin: Weekly Reader Early Learning, 2004.</p> <p>DK Publishing, <i>Fishy Tales</i>. New York: Dorling Kindersley, 2009.</p> <p>DK Publishing, <i>Garden Friends</i>. New York: Dorling Kindersley, 2003.</p> <p>DK Publishing. <i>Petting Zoo</i>. New York: Dorling Kindersley, 2011.</p> <p>Frost, Helen. <i>Keeping Water Clean</i>. Minnesota: Capstone Press, 2000.</p> <p>Hall, Margaret. <i>Ducks and Their Ducklings</i>. Minnesota: Capstone Press, 2004.</p> <p>Hall, Margaret. <i>Tigers and their Cubs</i>. Minnesota: Capstone Press, 2004.</p> <p>Kenah, Katherine. <i>Creatures of the Deep</i>. Ohio: Speciality School Publishing, 2005.</p> <p>Klingel, Cynthia & Robert Noyed. <i>Crocodiles</i>. Massachusetts: Sundance Publishing, 2002.</p> <p>Nelson, Robin. <i>A Cloudy Day</i>. Minnesota: Lerner Publishing, 2002.</p> <p>Nelson, Robin, <i>A Snowy Day</i>. Minnesota: Lerner Publishing, 2002.</p> <p>Serrano, John. <i>Follow the Signs</i>. New York: Newmark Learning, 2009.</p> <p>Tagliaferro, Linda. <i>Dogs and their Puppies</i>. Minnesota: Capstone Press, 2004.</p> <p>Wallace, Karen. <i>Rockets and Spaceships</i>. New York: Dorling Kindersley, 2011.</p> |
|--------------------------------|--|

GRADE FOUR UNIT



GRADE FOUR ELA COMMON CORE INSTRUCTIONAL SHIFTS

| Instructional Shifts (www.engageny.org) | | Instructional Implications | Self-Reflection Questions |
|---|---|---|--|
| Shift 1 | <p>PK-5, Balancing Informational & Literary Texts: Students read a balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.</p> <p><i>NOTE: This Unit of Study is designed to include a robust variety of informational texts. Topics chosen by students may be based in part on resources teachers have in their classrooms, but may include additional texts for a coherent learning progression.</i></p> | <ul style="list-style-type: none"> • Provide students with balance of information and literary texts • Provide scaffolding for informational texts • Explicitly teach strategies to access informational text • Explicitly teach comprehension skills in a similar manner across informational text and literary text • Build background knowledge to support students in accessing informational text | <ul style="list-style-type: none"> • What is meant by a “balance of informational and literary texts?” • How do I ensure that I provide students with a balance of informational and literary texts? • How do I integrate the science and social studies curriculum content with the reading and writing workshops? • What strategies do I explicitly teach my students to help them develop a deep understanding of the text? |
| Shift 2 | <p>6-12, Knowledge in the Disciplines: Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.</p> | Not applicable to Grade 4 | |

| | | | |
|-----------------------|---|--|---|
| <p>Shift 3</p> | <p>Staircase of Complexity: In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.</p> <p><i>NOTE: The texts identified in this Unit of Study were chosen to reflect Lexile levels, complexity of the topic and the appropriateness of the text considering the assessment tasks. Demonstration of teaching points should use mentor texts that provide cognitive struggle for the students, often across multiple days. Students are provided with opportunities to work with texts independently, after the teacher models comprehension strategies. Texts selected for this unit should also include exemplar opinion pieces so that students will become familiar with the structure of opinion pieces and apply what they have learned to their own writing.</i></p> | <ul style="list-style-type: none"> • Provide increased time for read-alouds of complex texts in the early grades • Use leveled texts to support independent reading but do not supplant exposure of students to Grade 4 level complex text • Engage students in rigorous conversation based on Grade 4 texts • Study what makes the text challenging: structure, meaning, vocabulary, knowledge required, complex features | <ul style="list-style-type: none"> • How do I consider qualitative dimensions, quantitative dimensions, and reader and task as I consider the complexity of informational texts? • What role do leveled texts play in instruction? • How do I collaborate with my colleagues to identify and strategically select opinion pieces as mentor texts? • How do I use Appendix A of the Common Core Standards to support my choice of complex texts for this unit? |
|-----------------------|---|--|---|

| | | | |
|-----------------------|--|---|---|
| <p>Shift 4</p> | <p>Text-based Answers: Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.</p> <p><i>NOTE: By providing opportunities throughout the Unit of Study for focused conversation, students discuss texts with their peers to ask and answer questions about topics and to synthesize new information.</i></p> | <ul style="list-style-type: none"> • Engage students in conversations around text-based questions • Ask and identify questions that are text-dependent • Teach students how to find evidence in the text and to use evidence from texts to support their writing | <ul style="list-style-type: none"> • How do I engage students in meaningful conversations that are grounded in information that is in the text and <i>not</i> from students' prior knowledge? • How do I move students from making easy connections with the text to making deeper connections with the text? |
| <p>Shift 5</p> | <p>Writing from Sources: Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualization. While the narrative still has an important role, students should develop skills through written arguments that respond to ideas, events, and facts that are presented in the texts they read.</p> | <ul style="list-style-type: none"> • Spend less time on personal narratives • Present ample opportunities to write from multiple sources • Develop students' ability to argue a point of view with evidence | <ul style="list-style-type: none"> • How do I model the expectations for opinion essay writing? • What checklists and rubrics will I use with students to help them self-evaluate their opinion writing? |

| | | | |
|-----------------------|---|--|--|
| | <p>NOTE: <i>Throughout the Unit of Study, students engage in daily writing; their writing requires students to use texts for information about their topic. The final performance task focuses on opinion writing based on texts they have read.</i></p> | <ul style="list-style-type: none"> • Model expectations for writing • Provide students with rubrics so that they can self-assess writing | <ul style="list-style-type: none"> • How do I support students in building their knowledge on a subject through research and exposure to different texts? • How do I present opportunities for students to write from multiple sources about a single topic? • How will I use Appendix B as a resource for student exemplars of writing? |
| <p>Shift 6</p> | <p>Academic Vocabulary: Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse”, “generation,” theory” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.</p> <p>NOTE: <i>Throughout the Unit of Study, students are expected to engage in independent reading on their topic of study. Reading a high volume</i></p> | <ul style="list-style-type: none"> • Teach Tier 2 words (academic vocabulary) before, during and after reading. Teach Tier 3 words in the context of the different disciplines. • Explicitly teach vocabulary strategies that can be used across different content areas. • Help students develop abilities to access words that appear in their texts but may be slightly out of reach | <ul style="list-style-type: none"> • How do I strategically select vocabulary words (Tier 2 and Tier 3 words) that promote student access to informational texts? • How do I ensure that students have multiple exposures to new vocabulary and concepts? • How do I ensure that I strategically select a strategy best suited to helping |

| | | | |
|--|--|--|--|
| | <p><i>of text supports vocabulary development. Teaching points may be extended to include strategies for using context clues to figure out the meaning of words. At this grade, students should have opportunities to engage in vocabulary instruction that builds conceptual understanding. It is expected that vocabulary instruction be embedded in daily lessons through the unit.</i></p> | | <p>students learn and use new vocabulary?</p> <ul style="list-style-type: none"> • How do I support students in internalizing words they encounter in reading and then using these words in their writing? • How do I support students in learning vocabulary that evokes emotional reactions to the issue being presented in the opinion piece? |
|--|--|--|--|

COMMON CORE LEARNING STANDARDS ADDRESSED

Standards Addressed:

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.5:** Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.4.8:** Explain how an author uses reasons and evidence to support particular points in a text.
- **RI.4.10:** By the end of the year, read and comprehend informational text, including history/social studies, science, and technical text, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinions and reasons using words and phrases (e.g. *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the section presented.
- **W.4.6:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.4.1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and

- d. Make comments that contribute to the discussion and link to the remarks of others.
 - e. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
 - f. Seek to understand and communicate with individuals from different cultural backgrounds.
-
- **L.4.2:** Demonstrate command of the conventions of Standard English: capitalization, punctuation, and spelling when writing.
 - a. Use correct capitalization,
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade appropriate words correctly, consulting references as needed.

 - **L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

ASSESSMENT

Teachers are encouraged to administer three assessments across this unit inclusive of the culminating assessment task. The assessments help inform teachers of gaps between what the students know and are able to do and what the standards expect students to know and be able to do.

Formative Assessment Task 1 provides teachers with baseline information about students' ability to generate ideas and write about familiar topics.

The task: Students are asked to write an opinion piece of writing. They are asked to tell readers about an opinion they feel strongly about and tell their readers why they feel this way. They are asked to write a conclusion to their opinion piece.

Standards Assessed:

- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinions and reasons using words and phrases (e.g. *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the section presented.
- **W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Today you will write an opinion piece to convince your reader about a topic you feel strongly about. You will have 15 minutes to gather information and notes that will help you convince your reader about your opinion.

- Introduce your topic.
- State an opinion about your topic.
- Provide reasons to support your opinion about the topic.
- Provide a concluding statement to support your opinion.

Formative Assessment Task 2 assesses what students are learning and how students are applying the skills taught. This assessment should be administered after 2 to 3 weeks of instruction. Based on the results of the assessment, the teacher may revise next instructional steps to ensure that students meet expectations of the standards.

The task: Students are asked to name a topic that they have been researching. They are asked to state their opinion about the topic and use a graphic organizer to list reasons and supporting details.

Standards Assessed:

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

You have been reading about a topic of great interest to you. You have formulated an opinion about this topic. In the graphic organizer provided, record the reasons that you have formulated your opinion. For each reason, list at least two details that are evidence for the reason.

The **Culminating Assessment Task** measures to what extent students have acquired and are able to apply the skills taught throughout the unit.

The task: Students are asked to write an opinion essay about a topic of interest they have been researching. The opinion essay should introduce the writer's position on that topic. Students are asked to state reasons for your opinion and be sure to back up your reasons with information from the books you have read. In the essay, the students should group their ideas together so that the reader will easily understand their thinking about the topic. Vocabulary should be used that shows the student has developed expertise in the topic. Students are asked to provide a strong conclusion. It is expected that students use correct capitalization, punctuation and spelling.

Standards Assessed:

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinions and reasons using words and phrases (e.g. *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the section presented.
- **L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

FINAL TASK – 4th GRADE

You have been reading and learning about a topic that you are very interested in. The Principal is interested in learning more about the topic you have chosen and your opinion about that topic. You agree to write an opinion essay which will be read by the Principal and published in the school paper.

- In your opinion essay, introduce your topic and point of view.
- Support your point of view with reasons and information obtained from at least three texts you read.
- Use words and phrases to link your opinion with reasons and facts.
- Use vocabulary about your topic that an expert would use.
- Provide a concluding statement or section that relates to the opinion you presented.
- Use correct capitalization, punctuation, and spelling.

ADDITIONAL NOTES RE: FORMATIVE TASKS

GRADE FOUR RUBRIC INFORMATIONAL TEXT: TOPICS OF EXPERTISE

Culminating Task Rubric: Write an Opinion Essay

| Indicators | 4 Exceeding Standards | 3 Meeting Standards | 2 Approaching Standards | 1 Not Yet Meeting Standards |
|---|---|---|--|--|
| <p>Purpose Topic</p> <p>Reasons</p> <p>Facts and Details</p> | <ul style="list-style-type: none"> -Names the topic -States a point of view about the topic -Provides 3 or more reasons that support the opinion -Includes facts and details to support each reason | <ul style="list-style-type: none"> -Names the topic -States a point of view about the topic -Provides 2 or more reasons that support the opinion -Includes facts and details to support some of the reasons | <ul style="list-style-type: none"> -Name of topic is unclear -Point of view is unclear -Presents reasons that partially support the opinion -Includes facts and details that do not support the reasons | <ul style="list-style-type: none"> -Name of topic is unclear -Point of view is unclear -Presents reasons that do not support the topic -Include few or no facts and details |
| <p>Organization</p> <p>Transition Words</p> <p>Organizational Structure</p> <p>Closure</p> | <ul style="list-style-type: none"> -Uses transition words to link reasons and facts. -Groups all related ideas and facts together to support the opinion -Provides a strong conclusion that strongly relates to the opinion includes a call to action | <ul style="list-style-type: none"> -Uses transition words to link some reasons and facts. -Groups some related ideas and facts together to support the opinion. -Provides a conclusion that relates to the opinion | <ul style="list-style-type: none"> -Uses transition words but does not link reasons and facts -Ideas and facts are not grouped in a way that supports the opinion -Provides a conclusion that does not relate to the opinion | <ul style="list-style-type: none"> -Does not include transition words to link reasons and facts -Ideas and facts are not related to the opinion -Does not provide a conclusion or introduces new material in the last paragraph |
| <p>Elaboration</p> <p>Vocabulary</p> <p>Evidence</p> | <ul style="list-style-type: none"> -Includes many vocabulary words relevant to the topic -Uses a range of evidence from multiple sources that supports the opinion and reasons. | <ul style="list-style-type: none"> -Includes some vocabulary words relevant to the topic -Uses few types of evidence from multiple sources that supports the opinions and reason. | <ul style="list-style-type: none"> -Includes few vocabulary words relevant to the topic -Uses a single type of evidence from one or two sources that supports the opinions and reasons | <ul style="list-style-type: none"> -Vocabulary words are not connected to the topic -Does not include evidence that supports the opinion and reasons |
| <p>Conventions of Standard English Writing Mechanics: (Capitalization, Punctuation & Spelling)</p> | <ul style="list-style-type: none"> -Demonstrates correct use of capitalization and punctuation most of the time -Uses quotation marks to indicate direct speech and quotations from the text. -Uses the correct spelling for common words most of the time | <ul style="list-style-type: none"> -Demonstrates correct use of capitalization and punctuation some of the time -Uses quotation marks to indicate direct speech and quotations from the text. -Uses the correct spelling for common words some of the time | <ul style="list-style-type: none"> -Rarely demonstrates correct use of capitalization and punctuation -Incorrectly uses quotation marks to indicate direct speech and quotations from the text -Rarely uses the correct spelling for common words | <ul style="list-style-type: none"> -Does not demonstrate correct use of capitalization and punctuation -Does not include quotations, -Does not use the correct spelling for common words |

GRADE 4 UNIT OF STUDY: OPINION ESSAY

Unit Overview:

In this unit, students read informational text as researchers to answer questions and find interesting facts related to a topic they have chosen. Students read multiple sources of information on a topic to take a position on an issue and develop their claim as the basis for their opinion essay. The unit pushes student thinking; it requires students consider whether they would be willing to change their stance on an issue if there was compelling evidence on a perspective different from theirs. In accordance with the Common Core Learning Standards, in this unit, students have multiple opportunities to read and reread closely, examining how the author chooses to convey information and their stance on an issue. Students work with partners to test out their ideas. Students use the information they have read to support their opinion essay. **NOTE:** It is important that students have access to multiple informational texts that present different perspectives on a topic or an issue. This will help them form evidentiary-based opinions.

ENDURING UNDERSTANDINGS:

- Opinion pieces present a writer’s **point of view** on a topic to persuade or convince an audience to agree with that perspective.
- Readers of informational text **analyze** an author’s point of view and opinion to gain an understanding of their perspective.
- Readers identify an authors’ **development** of ideas and the use of reasons and evidence cited in the text.

ESSENTIAL QUESTIONS:

- What are the characteristics of “opinion” pieces?
- How do authors convey their ideas?
- In what way does the use of a writer’s technique and language impact the reader?
- How do writers evoke an emotional response?

CONTENT

Students will know

- Big ideas and details
- Selecting topics
- Thesis statement
- Topic sentence
- Transition words
- Text evidence
- Forming theories

SKILLS:

Students will be able to

- Explore and examine topics by reading informational texts.
- Determine the authors’ purpose
- Draw conclusions and make inferences
- Plan and organize an opinion essay
- Cite relevant text evidence
- Develop a thesis
- Link ideas using transitional words and phrases
- Compare and contrast multiple text on similar topic
- Provide a concluding statement
- Integrate academic specific vocabulary

VOCABULARY/KEY TERMS:

opinion, thesis, point of view, persuade, paraphrase, cite, relevant details, convince, elaborate, text evidence, multiple sources

INTRODUCTION TO THE FOUR WEEK CURRICULUM MAP

The following curriculum maps outline teaching points for twenty instructional days.

The teaching points presented in this unit do not stand alone. It is expected that the teacher embed the teaching points within a framework that includes a connection to previous learning, as well as opportunities for guided and independent practice.

(Sample Mini Lesson Chart)

Unit of Study:

Date: _____

Title of Mini Lesson:

Intention:

| |
|---------------------------|
| Connection: |
| Teaching: |
| Active Engagement: |
| Link: |
| Share: |

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GRADE FOUR TEACHING POINTS: READING AND WRITING

The following pages include teaching points presented in two formats. There is a month at a glance overview of reading teaching points and one of writing teaching points. Additionally, there are reading and writing teaching points presented together for weeks one through four. This provides teachers an opportunity to see the month at an overview, as well as to see an inter-relationship of reading and writing instruction each week.

Examination of the teaching points outlined in the next pages will reveal a progression of student learning targets culminating in the final performance assessment. As necessary, based on the needs of their students, teacher may find it necessary to include additional teaching points. Therefore, we have included several additional teaching points following this four week curriculum map.

PLANNING NOTES:

GRADE FOUR READING TEACHING POINTS: MONTH-AT-A-GLANCE

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|---|--|---|--|--|
| WEEK 1 | Good readers think about what they know about a topic and ask questions before they read. | Good writers focus their topic by thinking about the different sides of an issue and writing a claim which lets readers know about their position | Authors write to share their thinking about different topics. Good readers pay attention to how the author reveals his or her opinions on a topic and whether they are trying to sway the reader. | Good readers read opposing perspectives about a topic to help build their understanding. | Good readers hold onto what they are learning when they come to the end of the text. They ask themselves, "What did I just read?" and then they summarize the important points they have read. |
| WEEK 2 | Good readers pause in their reading to react to surprising facts, numbers and statistics, and details in the photographs. | Good readers react to information they read and form opinions. They then reread what they have read to look for details and inferences to support their opinion. | Good readers pause during their reading and ask themselves how the information goes together to support big ideas. | Good readers hold reading conversations in their mind – "I wonder why...", "I am surprised...", "I noticed that..." before they have conversations with their reading partners about the texts they are reading. | Good readers are alert to information that is different from what they thought they knew and are willing to change their thinking if the evidence is compelling. |
| WEEK 3 | Good readers identify confusing passages while they read so that they can reread them later and try to build their understanding. Good readers can use post-its to help them mark confusing passages. | Good readers pay attention to the inclusion or exclusion of facts to help determine the author's reason for writing and bias. | Good readers are alert to the ways that authors try to shape the reader's thinking by examining their use of quotations from the experts. | Good readers reread texts to identify how the author uses transition words to link opinions and facts. They keep a list of linking words and phrases to use in their own writing. | Good readers reread text to identify words and phrases that an author uses to influence what the reader thinks about a topic or an issue. |
| WEEK 4 | Good readers reread texts to identify how the author uses transition words to link opinions and reasons with facts. They keep a list of transition words and phrases to use in their own writing. | Good readers read multiple texts to identify different beginnings or leads and keep a list of leads to try out in their own writing. | Good readers identify key words and phrases that are important to the topic by marking them with sticky notes. They know that sometimes authors use bold print to show that a word is new or is important to the topic. | Good readers prepare for reading their opinion piece to their classmates through practice using their voice to emphasize the important parts. | Good readers come to the reading celebration not only to share what they have learned but to learn new things from their classmates by listening with their eyes, ears, and bodies. |

GRADE FOUR WRITING TEACHING POINTS: MONTH-AT-A-GLANCE

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|---|---|--|--|---|
| WEEK 1 | Good writers generate a list of writing topics that they have strong feelings about. | Good writers focus their topic by thinking about the different sides of an issue and writing a claim which lets readers know about their position. | An opinion is the way you think or feel about something. When good writers write about their opinions, they provide reasons to help convince the reader. | Once good writers have taken a stance on a topic, they structure their research to support their stance. | Good writers use different formats of notetaking to record important notes on their topic. Good writers might use sticky notes, lists, sketches, outlines, or graphic organizers to record their notes. |
| WEEK 2 | Good writers research facts, examples, and statistics so they can support their reasons and opinions with facts and details. | Good writers include more than details in their notes; they think about what the text says and record their reactions and opinions. | Good writers use different formats of prewriting organizers to plan their opinions, reasons and evidence. | Before they write, good writers talk with their peers to try out their ideas and get questions or advice from them. | Good writers review their notes and the questions from their peers to make sure they have enough facts to support their opinions and reasons. |
| WEEK 3 | Good writers use their notes and prewriting organizers to draft their opinion piece that outlines their opinion and the reasons they feel that way. | Good writers work with a partner to read their drafts to see whether or not related ideas are grouped logically in a way that best supports the opinion. | Good writers help their essays come to life by using images of sight, smells, tastes, sounds, and textures to elaborate on their details. | Good writers reread their pieces with a writing partner to make sure that each reason is supported with evidence. Good writers also reread to make sure that evidence that does not support the reasons is not included. | Good writers use linking words and phrases to strengthen the connection between their opinion and the reasons and details they have chosen to include in their essay. Some examples of linking words are: <i>for example, in fact, for instance, in addition.</i> |
| WEEK 4 | Good writers revise their opinion piece by reading it aloud to hear how the sentences flow and adding transition words when needed. | The beginning of the essay is called the hook. Good writers hook the readers' attention in different forms, such as examples, surprising facts, or questions about the topic. | Good writers help grab the reader's attention by using powerful words that give information about the topic and their opinions. | Good writers use an editing checklist to carefully edit their writing before publication, making sure spelling and punctuation are correct. | Good writers share their opinion essays with the classmates to convince them of the stance they have taken on an issue. They celebrate the publication of their own work and their classmates' work. |

GRADE FOUR TEACHING POINTS: WEEK ONE

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|---|--|---|--|---|
| WEEK 1 | <p>READING:</p> <p>Good readers think about what they know about a topic and ask questions before they read.</p> | <p>READING:</p> <p>Good readers make up their mind about what they think about a topic after they read different texts. They ask themselves, "What do I really think about this?"</p> | <p>READING:</p> <p>Authors write to share their thinking about different topics. Good readers pay attention to how the author reveals his or her opinions on a topic and whether they are trying to sway the reader.</p> | <p>READING:</p> <p>Good readers read opposing perspectives about a topic to help build their understanding.</p> | <p>READING:</p> <p>Good readers hold onto what they are learning when they come to the end of the text. They ask themselves, "What did I just read?" and then they summarize the important points they have read.</p> |
| | <p>WRITING:</p> <p>Good writers generate a list of writing topics that they have strong feelings about.</p> | <p>WRITING:</p> <p>Good writers focus their topic by thinking about the different sides of an issue and writing a claim which lets readers know about their position.</p> | <p>WRITING:</p> <p>An opinion is the way you think you think or feel about something. When good writers write about their opinions, they provide reasons to help convince the reader.</p> | <p>WRITING:</p> <p>Once good writers have taken a stance on a topic, they structure their research to support their stance.</p> | <p>WRITING:</p> <p>Good writers use different formats of notetaking to record important notes on their topic. Good writers might use sticky notes, lists, sketches, outlines, or graphic organizers to record their notes.</p> |

ADDITIONAL NOTES:

GRADE FOUR TEACHING POINTS: WEEK TWO

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|--|--|--|--|--|
| WEEK 2 | <p>READING:</p> <p>Good readers pause in their reading to react to surprising facts, numbers and statistics, and details in the photographs.</p> | <p>READING:</p> <p>Good readers react to information they read and form opinions. They then reread what they have read to look for details and inferences to support their opinion.</p> | <p>READING:</p> <p>Good readers pause during their reading and ask themselves how the information goes together to support big ideas.</p> | <p>READING:</p> <p>Good readers hold reading conversations in their mind –“I wonder why...”, “I am surprised...”, I noticed that...” before they have conversations with their reading partners about the texts they are reading.</p> | <p>READING:</p> <p>Good readers are alert to information that is different from what they thought they knew and are willing to change their thinking if the evidence is compelling.</p> |
| | <p>WRITING:</p> <p>Good writers research facts, examples, and statistics so they can support their reasons and opinions with facts and details.</p> | <p>WRITING:</p> <p>Good writers include more than details in their notes; they think about what the text says and record their reactions and opinions.</p> | <p>WRITING:</p> <p>Good writers use different formats of prewriting organizers to plan their opinions, reasons and evidence.</p> | <p>WRITING:</p> <p>Before they write, good writers talk with their peers to try out their ideas and get questions or advice from them.</p> | <p>WRITING:</p> <p>Good writers review their notes and the questions from their peers to make sure they have enough facts to support their opinions and reasons.</p> |

ADDITIONAL NOTES:

GRADE FOUR TEACHING POINTS: WEEK THREE

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|---|--|---|--|---|
| WEEK 3 | <p>READING:</p> <p>Good readers identify confusing passages while they read so that they can reread them later and try to build their understanding. Good readers can use post-its to help them mark confusing passages.</p> | <p>READING:</p> <p>Good readers pay attention to the inclusion or exclusion of facts to help determine the author's reason for writing and bias.</p> | <p>READING:</p> <p>Good readers are alert to the ways that authors try to shape the reader's thinking by examining their use of quotations from the experts.</p> | <p>READING:</p> <p>Good readers reread texts to identify how the author uses transition words to link opinions and facts. They keep a list of linking words and phrases to use in their own writing.</p> | <p>READING:</p> <p>Good readers reread text to identify words and phrases that an author uses to influence what the reader thinks about a topic or an issue.</p> |
| | <p>WRITING:</p> <p>Good writers use their notes and prewriting organizers to draft their opinion piece that outlines their opinion and the reasons they feel that way.</p> | <p>WRITING:</p> <p>Good writers work with a partner to read their drafts to see whether or not related ideas are grouped logically in a way that best supports the opinion.</p> | <p>WRITING:</p> <p>Good writers help their essays come to life by using images of sight, smells, tastes, sounds, and textures to elaborate on their details.</p> | <p>WRITING:</p> <p>Good writers reread their pieces with a writing partner to make sure that each reason is supported with evidence. Good writers also reread to make sure that evidence that does not support the reasons is not included.</p> | <p>WRITING:</p> <p>Good writers use linking words and phrases to strengthen the connection between their opinion and the reasons and details they have chosen to include in their essay. Some examples of linking words are: <i>for example, in fact, for instance, in addition.</i></p> |

ADDITIONAL NOTES:

GRADE FOUR TEACHING POINTS: WEEK FOUR

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|---|---|---|---|--|
| WEEK 4 | <p>READING:</p> <p>Good readers reread texts to identify how the author uses transition words to link opinions and reasons with facts. They keep a list of transition words and phrases to use in their own writing.</p> | <p>READING:</p> <p>Good readers read multiple texts to identify different beginnings or leads and keep a list of leads to try out in their own writing.</p> | <p>READING:</p> <p>Good readers identify key words and phrases that are important to the topic by marking them with sticky notes. They know that sometimes authors use bold print to show that a word is new or is important to the topic.</p> | <p>READING:</p> <p>Good readers prepare for reading their opinion piece to their classmates through practice using their voice to emphasize the important parts.</p> | <p>READING:</p> <p>Good readers come to the reading celebration not only to share what they have learned but to learn new things from their classmates by listening with their eyes, ears, and bodies.</p> |
| | <p>WRITING:</p> <p>Good writers revise their opinion piece by reading it aloud to hear how the sentences flow and adding transition words when needed.</p> | <p>WRITING:</p> <p>The beginning of the essay is called the hook. Good writers hook the readers' attention in different forms, such as examples, surprising facts, or questions about the topic.</p> | <p>WRITING:</p> <p>Good writers help grab the reader's attention by using powerful words that give information about the topic and their opinions.</p> | <p>WRITING:</p> <p>Good writers use an editing checklist to carefully edit their writing before publication, making sure spelling and punctuation are correct.</p> | <p>WRITING:</p> <p>Good writers share their opinion essays with the classmates to convince them of the stance they have taken on an issue. They celebrate the publication of their own work and their classmates' work.</p> |

ADDITIONAL NOTES:

Assessment throughout the Unit of Study is ongoing. Based on the needs of the students, there may be need for teaching points, extending beyond those outlined in the four week calendar.

Additional teaching points may include:

GRADE FOUR READING: Teaching points

- Good readers sift through details and facts and identify which details are important to retain.
- Good readers separate important information from interesting information as they are reading informational texts.
- Good readers can read and reread texts from different “stances” to help them deepen their understanding of different perspectives.
- Good readers know that quotation marks may signal that the writer is including a quotation from an expert.
- Good readers make decisions about what to attend to in the text on different levels, word and phrases, sentences and extended passages.
- Good readers use different strategies to figure out tricky words they encounter in their reading,
- Good readers can explain to their reading partners how their ideas have evolved as they read different texts.
- Good readers are aware of different text structures and use the structures to help them predict and build meaning,
- Good readers read mentor texts for examples of powerful conclusions to use as models in their own writing.

GRADE FOUR WRITING: Teaching Points

- Good writers abandon many of their questions so that they can pursue other questions in great depth through research.
- Good writers collect facts and details about their topic from books, articles, and online in their writer’s notebook. They use “sticky notes” to mark where they found important information about their topic and can easily refer back to the title and page number.
- Good writers ask themselves, “*Do I have sufficient information to support my opinion?*” so I can convince my audience to think differently or take some action about my topic.
- Good writers express their opinions about social issues - bullying, volunteering, divorce, and peer pressure – topics that affect others, or that affect them directly, or that they feel strongly about.
- Good writers express their opinions about environmental issues - pollution, greenhouse gases, global warming, conservation, and endangered animals – topics that affect others, or that affect them directly, or that they feel strongly about.
- Good writers draw conclusions about their topic that are based on facts and evidence.
- Good writers write conclusions that support their opinion and do not introduce new information.
- Good writers use quotation marks with commas to support reasons for their opinions, citing the reference and page number.
- Good writers use punctuation to help emphasize points about their topic.

**This page is included as a reference to the teachers to steep their students in an environment that encourages their love of research and sense of wonder about a topic.

RESEARCHERS:

- Researchers ask questions to narrow a search and find a topic
- Researchers ask questions to clarify meaning and purpose
- Researchers ask themselves:
 - What are the most effective resources and how will I access them?
 - Do I have enough information?
 - Have I used a variety of sources?
 - What more do I need?
 - Does it make sense?
 - Have I told enough?
 - Is it interesting and original thinking and does my writing have voice?
- Researchers frequently choose topics they know and care about
- Researchers use their prior knowledge and experience to launch investigations and ask questions
- Researchers consider what they already know to decide what they need to find out
- Researchers self evaluate according to background knowledge of what quality products look like

GRADE FOUR TEXTS – LEXILE LEVEL ALIGNED

| Lexile Level | Text |
|--------------|---|
| 800L | Anderson, Bendix & Melville, Wilma. <i>Security Dogs</i> . New York: Bearport Publisher, 2007. |
| 810L | Dubowski, Mark. <i>Superfast Cars (Ultimate Speed)</i> . New York: Bearport Publisher, 2005. |
| 800L | Goldish, Meish. <i>Mammal Menu</i> . New York: Bearport Publisher, 2009. |
| 870L | Goodman, Susan E. <i>See How They Run: Campaign Dreams, Election Schemes, and the Race to the White House</i> . New York: Bloomsbury U.S.A. Children's Publisher, 2008. |
| 800L | Graham, Anna. <i>Deadly Creatures (Top 10s)</i> . New York: Bearport Publisher, 2005. |
| 780L | Latham, Donna. <i>Fire Dogs (Dog Heroes)</i> . New York: Bearport Publisher, 2005. |
| 820L | Orme, Helen. <i>Habitat Destruction (Earth in Danger)</i> . New York: Bearport Publisher, 2008. |
| 790L | Packard, Mary. <i>Working Horses</i> . New York: Bearport Publisher, 2007. |
| 770L | Rao, Lisa. <i>Whales (Smart Animals)</i> . New York: Bearport Publisher, 2008. |
| 880L | Searl, Duncan. <i>Beagle: A Howling Good Time</i> . New York: Bearport Publisher, 2009. |

GRADE SEVEN UNIT



GRADE SEVEN ELA COMMON CORE INSTRUCTIONAL SHIFTS

| Instructional Shifts (www.engageny.org) | | Instructional Implications | Self-Reflection Questions |
|---|---|---|---|
| Shift 1 | <p>PK-5, Balancing Informational & Literary Texts: Students read a balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.</p> | <p>Not applicable to Grade 7</p> | |
| Shift 2 | <p>6-12, Knowledge in the Disciplines: Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.</p> | <ul style="list-style-type: none"> • Provide time for collaborative planning for content area teachers and literacy teachers • Teach different approaches for different types of texts • Have students engage in reading of the text itself as a source of evidence • Teach students to support their opinion with evidence and to refer back to text to show where they located the evidence | <ul style="list-style-type: none"> • How will our team meetings advance the collaborative efforts in planning literacy experiences that are domain specific? • How do I support the science and social studies content teachers with the texts I use in the literacy classroom? |

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| <p>Shift 3</p> | <p>Staircase of Complexity: In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.</p> <p><i>NOTE: The texts identified in this Unit of Study were chosen to reflect Lexile levels, complexity of the topic and the appropriateness of the text considering the assessment tasks. Demonstration of teaching points should use mentor texts that provide cognitive struggle for the students, often across multiple days. Students are provided with opportunities to work with texts independently, after the teacher models comprehension strategies.</i></p> | <ul style="list-style-type: none"> • Use leveled texts to support independent reading but do not supplant exposure of students to Grade 4 level complex text • Engage students in rigorous conversation based on Grade texts • Study what makes the text challenging: structure, meaning, vocabulary, knowledge required, complex features | <ul style="list-style-type: none"> • How do I consider qualitative dimensions, quantitative dimensions, and reader and task as I consider the complexity of informational texts? • What role do leveled texts play in instruction? • How do I use Appendix A of the Common Core Standards to support my choice of complex texts for this unit? |
| <p>Shift 4</p> | <p>Text-based Answers: Students have rich and rigorous conversations, which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and</p> | <ul style="list-style-type: none"> • Engage students in conversations around text-based questions | <ul style="list-style-type: none"> • How do I engage students in meaningful conversations that are grounded in information that is in the text and <i>not</i> |

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| | <p>that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.</p> <p><i>NOTE: By providing opportunities throughout the Unit of Study for focused conversation, students discuss texts with their peers to ask and answer questions about topics and to synthesize new information.</i></p> | <ul style="list-style-type: none"> • Ask and identify questions that are text-dependent • Teach students how to find evidence in the text and to use evidence from texts to support their writing | <p>from students' prior knowledge?</p> <ul style="list-style-type: none"> • How do I move students from making easy connections with the text to making deeper connections with the text? |
| <p>Shift 5</p> | <p>Writing from Sources: Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualization. While the narrative still has an important role, students should develop skills through written arguments that respond to ideas, events, and facts that are presented in the texts they read.</p> <p><i>NOTE: Throughout the Unit of Study, students engage in daily writing; their writing requires students to use texts for information about their topic. The final performance task focuses on informational writing.</i></p> | <ul style="list-style-type: none"> • Spend less time on personal narratives • Present ample opportunities to write from multiple sources • Develop students' ability to argue a reason with evidence • Model expectations for writing • Provide students with rubrics so that they can self-assess writing | <ul style="list-style-type: none"> • How do I model the expectations for argument essay writing? • What checklists and rubrics will I use with students to help them self-evaluate their opinion writing? • How do I support students in building their knowledge on a subject through research and exposure to different texts? |

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| | | | <ul style="list-style-type: none"> • How do I present opportunities for students to write from multiple sources about a single topic? • How will I use Appendix B as a resource for student exemplars of writing? |
| <p>Shift 6</p> | <p>Academic Vocabulary: Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse”, “generation,” theory” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.</p> <p>NOTE: <i>Throughout the Unit of Study, students are expected to engage in independent reading on their topic of study. Reading a high volume of text supports vocabulary development.</i></p> | <ul style="list-style-type: none"> • Teach Tier 2 words (academic vocabulary) before, during and after reading. Teach Tier 3 words in the context of the different disciplines. • Explicitly teach vocabulary strategies that can be used across different content areas. • Help students develop abilities to access words that appear in their texts but may be slightly out of reach | <ul style="list-style-type: none"> • How do I strategically select vocabulary words (Tier 2 and Tier 3 words) that promote student access to informational texts? • How do I ensure that students have multiple exposures to new vocabulary and concepts? • How do I ensure that I strategically select a strategy best suited to helping students learn |

| | | | |
|--|--|--|--|
| | | | <p>and use new vocabulary?</p> <ul style="list-style-type: none">• How do I support students in internalizing words they encounter in reading and then using these words in their writing? |
|--|--|--|--|

COMMON CORE LEARNING STANDARDS ADDRESSED

Standards Addressed:

- **RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.7.5:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

- **W.7.1:** Write arguments to support claims with clear reasoning and relevant evidence.
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- **W.7.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **W.7.8:** Gather relevant information from multiple print and digital sources, using research terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **W.7.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **SL.7.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
 - e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
- **L.7.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - **L.7.2:** Demonstrate command of the conventions of Standard English: capitalization, punctuation, and spelling when writing.
 - a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
 - b. Spell correctly.

ASSESSMENT

Teachers are encouraged to administer three assessments across this unit inclusive of the culminating assessment task. The assessments help inform teachers of gaps between what the students know and are able to do and what the standards expect students to know and be able to do.

Formative Assessment Task 1 provides teachers with baseline information about students' ability to generate ideas and write about familiar topics.

The task: Students have been generating lists of national issues. The teacher will select from this list one of the issues generated by the students and asks students to figure out their stance on this issue, Students are asked to write a draft argumentative essay in which they introduce a claim and provide reasons and evidence to support their claim. Students are given 20 minutes to gather information from print and digital sources. They are asked to write a concluding statement to the paragraph.

Standards Assessed:

RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.7.8: Gather relevant information from multiple print and digital sources, using research terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Today you will write a draft for an argument essay that outlines your claim about a national issue that has been selected from a list generated by you and your classmates (the teacher can select the issue for this draft argument essay). The purpose of the essay is to convince your reader to take action to remedy the issue. You will have 20 minutes to gather information and notes that will help you convince your reader about your stance on this issue.

- Introduce your claim.
- Provide at least two reasons to support your opinion about the topic.
- Provide evidence for your reasons.
- Provide a concluding statement that supports your opinion and calls your reader to action.

Formative Assessment Task 2 assesses what students are learning and how students are applying the skills taught. This assessment should be administered after 2 to 3 weeks of instruction. Based on the results of the assessment, the teacher may revise next instructional steps to ensure that students meet expectations of the standards.

The task: Students are asked to set forth a claim about a national issue they have identified on a topic in one of the books they have read. They are asked to provide a detail from the text and a different detail from an illustration or photograph in the text. They are asked to write a reaction to one of the facts they have identified.

Standards Assessed:

RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

You have been reading about a national issue of great interest to you. You have formulated a claim about this issue. You have also identified a counterclaim about this issue. In the graphic organizer provided, record your claim and counterclaim. Use the graphic organizer to record reasons that support your claim. Choose one of the reasons and record evidence from several sources that supports the reasons. After completing the organizer, answer the following question: Based on what evidence you have listed, what more evidence is needed to strengthen your argument. If you feel that you have sufficient evidence, explain why.

The **Culminating Assessment Task** measures to what extent students have acquired and are able to apply the skills taught throughout the unit.

The task: Students are asked to write an argumentative essay that sets forth their claim about a significant national issue of their choice. They support their claim with reasons and evidence from materials they have been reading. In this essay, students are required to acknowledge counterclaims that may be made by the author. Students are required to use transition words that link words and phrases to help the reader understand the relationships among the claims, reason and evidence. A strong conclusion must support the argument. Throughout the essay, students are expected to establish and maintain a formal style. The essay should demonstrate use of Standard English conventions.

Standards Assessed:

- **RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **W.7.1:** Write arguments to support claims with clear reasoning and relevant evidence.
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

- **L.7.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **L.7.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - c. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
 - d. Spell correctly.

During the past several weeks you have been reading informational texts and conducting research on a significant national issue you have identified. Write an argumentative essay that states your claim about this issue. Support your claim with reasons and evidence from your readings and research. Be sure to acknowledge counterclaims.

- Use words and phrases to link your reasons with evidence.
- Use vocabulary about your topic that an expert would use.
- Provide a concluding statement or section that relates to the opinion you presented.
- Use correct capitalization, punctuation and spelling

GRADE SEVEN RUBRIC ARGUMENTATIVE ESSAY: TOPICS OF EXPERTISE

Culminating Task Rubric: Write an Argumentative Essay

| Indicators | 4 Exceeding Standards | 3 Meeting Standards | 2 Approaching Standards | 1 Not Yet Meeting Standards |
|---|--|--|---|--|
| <p>Purpose</p> <p>Topic</p> <p>Reasons</p> <p>Facts and Details</p> | <ul style="list-style-type: none"> • Introduces the claim about the identified issue • Strongly supports the claim with 3 or more reasons • Includes a range of sufficient evidence from multiple sources to support the claim • Acknowledges alternate or opposing claims and provides reasons to reject these counterclaims • Establishes and maintains a formal style • Demonstrates a comprehensive understanding of the issue addressed | <ul style="list-style-type: none"> • Introduces the claim about the identified issue • Strongly supports the claim with 2 or more reasons • Includes a limited range of sufficient evidence from several sources to support the claim • Acknowledges alternate or opposing claims • Establishes and mostly maintains a formal style • Demonstrates an understanding of the issue addressed | <ul style="list-style-type: none"> • Introduces a claim which is not clearly connected to the issue • Presents reasons that are partially support the claim • Includes limited evidence from one or two sources to support the claim • Acknowledges alternate or opposing claims that do not relate to the central claim of the argument • Shifts between formal and informal style • Demonstrates a partial understanding of the issue addressed | <ul style="list-style-type: none"> • Introduces a claim which is not clear and is not connected to the issue • Presents reasons that do not support the claim • Includes insufficient evidence that does not fully support the claim • Does not acknowledge alternate or opposing claims • Does not establish a formal style • Does not demonstrate understanding of the issue addressed |
| <p>Organization</p> <p>Transition Words</p> <p>Organizational Structure</p> <p>Closure</p> | <ul style="list-style-type: none"> • Uses words, phrases and clauses to create cohesion and clarify relations among claims, reasons and evidence. • Groups all related ideas and facts together to support the opinion • Provides a strong conclusion that strongly relates to the argument presented and includes a call to action | <ul style="list-style-type: none"> • Uses words, phrases and clauses to clarify relations among claims. Reasons and evidence • Groups some related ideas and facts together to support the opinion. • Provides a conclusion that relates to the argument presented | <ul style="list-style-type: none"> • Uses words, phrases and clauses that do not make explicit the connections among claims, reasons and evidence • Ideas and facts are not grouped in a way that supports the opinion. • Provides a conclusion that does not relate to the argument presented | <ul style="list-style-type: none"> • Does not include words, phrases and clauses to link claims, reasons and evidence. • Ideas and facts are not related to the opinion. • Does not provide a conclusion or introduces new material in the last paragraph |

| | | | | |
|--|--|--|--|---|
| <p>Elaboration</p> <p>Vocabulary</p> <p>Evidence</p> | <ul style="list-style-type: none"> • Includes many vocabulary words relevant to the topic • Uses a range of evidence from multiple credible sources that supports the opinion and reasons. • Provides accurate information about the source of citations and quotations | <ul style="list-style-type: none"> • Includes some vocabulary words relevant to the topic • Uses few types of evidence from multiple credible sources that supports the opinions and reason. • Provides partially accurate information about the source of citations and quotations | <ul style="list-style-type: none"> • Includes few vocabulary words relevant to the topic • Uses a single type of evidence from one or two credible sources that supports the opinions and reasons. • Provides inaccurate information about the source of citations and quotations | <ul style="list-style-type: none"> • Vocabulary words are not connected to the topic • Does not include evidence that supports the opinion and reasons, or uses evidence that is from sources that are not credible • Does not provide accurate information about the source of citations and quotations |
| <p>Conventions of Standard English</p> <p>Writing Mechanics: (Capitalization, Punctuation & Spelling)</p> | <ul style="list-style-type: none"> • Demonstrates correct use of capitalization and punctuation most of the time • Uses quotation marks to indicate direct speech and quotations from the text. • Uses the correct spelling for common words most of the time | <ul style="list-style-type: none"> • Demonstrates correct use of capitalization and punctuation some of the time • Uses quotation marks to indicate direct speech and quotations from the text. • Uses the correct spelling for common words some of the time | <ul style="list-style-type: none"> • Rarely demonstrates correct use of capitalization and punctuation • Incorrectly uses quotation marks to indicate direct speech and quotations from the text. • Rarely uses the correct spelling for common words | <ul style="list-style-type: none"> • Does not demonstrate correct use of capitalization and punctuation • Does not include quotations, • Does not use the correct spelling for common words |

GRADE 7 UNIT OF STUDY: ARGUMENTATIVE ESSAY

Unit Overview:

In this unit, students read informational text to answer questions and find evidence that supports their position on an argument. Through argument writing, students make cases and provide evidence in support of a claim. In accordance with the Common Core Learning Standards, teaching students writing that is based on persuasion and emotional appeal to the reader is not sufficient preparation for college and career readiness. Students learn to write arguments, involving logical appeals and claims, reasons and evidence, while developing critical thinking and academic discourse. It is expected that throughout this unit, students have ample time to participate in structured discussions around issues. In 7th grade, students are called on to evaluate the credibility of sources and use these sources to inform their writing. Students are required as their final performance task to write an argument essay on a significant national issue of their choosing. Throughout this unit, it is important to provide students with exemplars of argument writing, as well as topic specific informational texts.

ENDURING UNDERSTANDINGS:

- Reading across several texts on the same topic teaches the reader the different perspectives or facets of a topic.
- Authors influence their readers by providing compelling and logical reasons or evidence about their ideas.
- Writers of arguments strengthen their positions by acknowledging competing position.
- Writers of argument essays use a range of sources to find evidence that supports their claim.

ESSENTIAL QUESTIONS:

- What techniques do authors use to develop an argument?
- How does use multiple sources of informational text and media to support our argument?
- In what ways does investigation of a topic or issue inform and advance our personal stance on that issue?
- How do we weigh the reasons and evidence presented by different authors on a give topic?

CONTENT

Students will know

- Big ideas and details
- Selecting topics
- Thesis statement
- Topic sentence
- Transition words
- Text evidence
- Forming theories
- Argument essay format
- Conventions of standard English grammar and usage
- Citations and quotations

SKILLS:

Students will know

- Explore and examine topics by reading informational texts.
- Determine the authors' purpose
- Draw conclusions and make inferences
- Plan and organize an argument essay
- Cite relevant text evidence
- Develop a thesis
- Link ideas using transitional words and phrases
- Compare and contrast multiple text on similar topic
- Provide a concluding statement
- Integrate academic specific vocabulary

VOCABULARY/KEY TERMS:

Claim, counterclaim, thesis, reasons, evidence, source, relevant

INTRODUCTION TO THE FOUR WEEK CURRICULUM MAP

The following curriculum maps outline teaching points for twenty instructional days.

The teaching points presented in this unit do not stand alone. It is expected that the teacher embed the teaching points within a framework that includes a connection to previous learning, as well as opportunities for guided and independent practice.

(Sample Mini Lesson Chart)

Unit of Study:

Date: _____

Title of Mini Lesson:

Intention:

| |
|---------------------------|
| Connection: |
| Teaching: |
| Active Engagement: |
| Link: |
| Share: |

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GRADE SEVEN TEACHING POINTS: READING AND WRITING

The following pages include teaching points presented in two formats. There is a month at a glance overview of reading teaching points and one of writing teaching points. Additionally, there are reading and writing teaching points presented together for weeks one through four. This provides teachers an opportunity to see the month at an overview, as well as to see an inter-relationship of reading and writing instruction each week.

Examination of the teaching points outlined in the next pages will reveal a progression of student learning targets culminating in the final performance assessment. As necessary, based on the needs of their students, teacher may find it necessary to include additional teaching points. Therefore, we have included several additional teaching points following this four-week curriculum map.

PLANNING NOTES:

GRADE SEVEN READING TEACHING POINTS: MONTH-AT-A-GLANCE

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|--|---|---|--|---|
| WEEK 1 | Good readers ask themselves “what do think about this topic?” (both pro and con) and generate a list of questions before they read. | To help understanding, good readers assume a stance toward the text they are reading, and then reread assuming a different stance. | Authors write arguments to logically appeal to the reader. Good readers pay attention to how the author develops their stance on an issue using reasons, facts and details. | Good readers use inferences and details to make predictions as they are reading, and revisit those predictions as they read further in the text. | Good readers stop while they are reading and retell what they read in order to better understand the information. |
| WEEK 2 | Good readers pause in their writing to take notes of surprising facts, numbers and statistics and anecdotes. They think about how they are used to support the author’s claim. | To lend authority to their writing, good readers identify new vocabulary about a topic so that they can internalize the word and try it out in their writing. | Good readers evaluate the source of their information for digital and print materials and ask themselves whether the information is relevant and credible. | Good readers are aware that talking with their classmates will help inspire new questions for them about the issue, especially with regard to competing positions. | As they read, good readers reflect on what they have read and their own thinking about an issue, and reassess their own position on that issue. |
| WEEK 3 | Good readers identify confusing passages while they read so that they can reread them later either independently or with a partner and try to build their understanding. | Good readers pay attention to the inclusion or exclusion of facts in different texts on a topic to help determine the author’s stance on an issue. | Good writers trace the structure of an argument in a text, with awareness of how the author uses reasons and details to build evidence for their stance on an issue. | Good readers use sticky notes to mark where they find important information and facts so that they can cite or directly quote the text to lend authority to their argument. | Good readers are alert to the way that authors use details, statistics, facts and quotations from the experts to logically convince the reader of their position. |
| WEEK 4 | Good readers identify words that relate to argumentation & keep a list of these words to use in their writing to show an understanding of these words. | Good readers read multiple texts to identify powerful conclusions and keep a list of them to model in their own writing. | Good readers reread mentor texts to examine how the author connects claims, reasons and evidence to support their argument. | Good readers prepare for reading their opinion piece to their classmates through practice of reading with reasonable fluency, using their voice to emphasize important points. | Good readers come to the reading celebration not only to share their positions, but also to learn new things by listening with eyes, ears and bodies. |

GRADE SEVEN WRITING TEACHING POINTS: MONTH-AT-A-GLANCE

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|--|--|--|---|--|
| WEEK 1 | Good writers know that they can build a bank of topics and issues that they can use a source for their argument essays. | Most topics we study have pros and cons. Good writers can generate arguments for and against a topic. | Good writers consider the pros and cons of a topic and ask themselves, "What is my position on this topic?" | Once we take a position on a topic, we structure our research to look for information to support our thinking. | Good writers study mentor texts, taking note of the different ways authors use to advance their argument. Mentor authors often include anecdotes, quotes from experts, facts and statistics to support their claim. |
| WEEK 2 | Good writers use different formats of note taking to record important notes on their topic. Good writers might use sticky notes, lists, sketches, databases, outlines or graphic organizers to record their notes. | Good writers support their arguments with information from multiple sources, putting the information in their own words or citing text to let the reader know the source of information. | To ensure the validity of their argument, good writers know the importance of determining whether or not the sources of information are relevant and credible. | Good writers work with their writing partners to make sure their argument is strong by asking them to search for holes in the argument that would allow for disagreement. | Good writers sort through their research notes and ask themselves where there is enough variety of evidence to support each of their reasons. Based on what they find, they can delete or add to their research notes. |
| WEEK 3 | To strengthen their own argument, good writers not only think about the reasons they are "right"; they think about reasons that readers might disagree with their claim. | Good writers use their notes and pre-writing organizers to draft an argumentative essay that sets forth their claim and reasons. | Good writers group their ideas into paragraphs that are connected to support the argument and propel their ideas. | Good writers justify their thinking on the basis of evidence in the texts and can provide references to the sources of evidence. | Good writers support their arguments by using statistics, facts and quotations from the experts to lend authority to their argument. |
| WEEK 4 | Good writers use transition linking words to provide explicit connections between reasons and evidence. | Good writers use mentor texts to support them in writing a strong conclusion tied to the claim that supports the argument and calls the reader to action. - | Good writers revise their work after reading it to a writing partner to make sure that a formal tone is established and maintained. | Good writers prepare for publication by editing carefully, taking care to make sure that capitalization, spelling and punctuation are accurate. | Good writers share their argumentative essays with their classmates to call them to action on a significant national issue. They celebrate the publication of their own work and their classmate's work. |

GRADE SEVEN TEACHING POINTS WEEK ONE

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|---|--|---|--|---|
| WEEK 1 | <p>READING Good readers ask themselves “what do think about this topic?” (both pro and con) and generate a list of questions before they read.</p> | <p>READING To help understanding, good readers assume a stance toward the text they are reading, and then reread assuming a different stance.</p> | <p>READING Authors write arguments to logically appeal to the reader. Good readers pay attention to how the author develops their stance on an issue using reasons, facts and details.</p> | <p>READING Good readers use inferences and details to make predictions as they are reading, and revisit those predictions as they read further in the text.</p> | <p>READING Good readers stop while they are reading and retell what they read in order to better understand the information.</p> |
| | <p>WRITING Good writers know that they can build a bank of topics and issues that they can use a source for their argument essays.</p> | <p>WRITING Most topics we study have pros and cons. Good writers can generate arguments for and against a topic.</p> | <p>WRITING Good writers consider the pros and cons of a topic and ask themselves, “What is my position on this topic?”</p> | <p>WRITING Once we take a position on a topic, we structure our research to look for information to support our thinking.</p> | <p>WRITING Good writers study mentor texts, taking note of the different ways authors use to advance their argument. Mentor authors often include anecdotes, quotes from experts, facts and statistics to support their claim.</p> |

ADDITIONAL NOTES:

GRADE SEVEN TEACHING POINTS WEEK TWO

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|--|--|--|---|--|
| WEEK 2 | <p>READING Good readers pause in their writing to take notes of surprising facts, numbers and statistics and anecdotes. They think about how they are used to support the author's claim.</p> | <p>READING To lend authority to their writing, good readers identify new vocabulary about a topic so that they can internalize the word and try it out in their writing.</p> | <p>READING Good readers evaluate the source of their information for digital and print materials and ask themselves whether the information is relevant and credible.</p> | <p>READING Good readers are aware that talking with their classmates will help inspire new questions for them about the issue, especially with regard to competing positions.</p> | <p>READING As they read, good readers reflect on what they have read and their own thinking about an issue, and reassess their own position on that issue.</p> |
| | <p>WRITING Good writers use different formats of note taking to record important notes on their topic. Good writers might use sticky notes, lists, sketches, databases, outlines or graphic organizers to record their notes.</p> | <p>WRITING Good writers support their arguments with information from multiple sources, putting the information in their own words or citing text to let the reader know the source of information.</p> | <p>WRITING To ensure the validity of their argument, good writers know the importance of determining whether or not the sources of information are relevant and credible.</p> | <p>WRITING Good writers work with their writing partners to make sure their argument is strong by asking them to search for holes in the argument that would allow for disagreement.</p> | <p>WRITING Good writers sort through their research notes and ask themselves whether there is enough variety of evidence to support each of their reasons. Based on what they find, they can delete or add to their research notes.</p> |

ADDITIONAL NOTES:

GRADE SEVEN TEACHING POINTS WEEK THREE

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|--|--|--|---|---|
| WEEK 3 | READING Good readers identify confusing passages while they read so that they can reread them later either independently or with a partner and try to build their understanding. | READING Good readers pay attention to the inclusion or exclusion of facts in different texts on a topic to help determine the author’s stance on an issue. | READING Good writers trace the structure of an argument in a text, with awareness of how the author uses reasons and details to build evidence for their stance on an issue. | READING Good readers use sticky notes to mark where they find important information and facts so that they can cite or directly quote the text to lend authority to their argument. | READING Good readers are alert to the way that authors use details, statistics, facts and quotations from the experts to logically convince the reader of their position. |
| | WRITING To strengthen their own argument, good writers not only think about the reasons they are “right”; they think about reasons that readers might disagree with their claim. | WRITING Good writers use their notes and pre-writing organizers to draft an argumentative essay that sets forth their claim and reasons. | WRITING Good writers group their ideas into paragraphs that are connected to support the argument and propel their ideas. | WRITING Good writers justify their thinking on the basis of evidence in the texts and can provide references to the sources of evidence. | WRITING Good writers support their arguments by using statistics, facts and quotations from the experts to lend authority to their argument. |

ADDITIONAL NOTES:

GRADE SEVEN TEACHING POINTS WEEK FOUR

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|--|---|---|--|--|
| WEEK 4 | <p>READING Good readers identify words that relate to argumentation & keep a list of these words to use in their writing to show an understanding of these words.</p> | <p>READING Good readers read multiple texts to identify powerful conclusions and keep a list of them to model in their own writing.</p> | <p>READING Good readers reread mentor texts to examine how the author connects claims, reasons and evidence to support their argument.</p> | <p>READING Good readers prepare for reading their opinion piece to their classmates through practice of reading with reasonable fluency, using their voice to emphasize important points.</p> | <p>READING Good readers come to the reading celebration not only to share their positions but also to learn new things by listening with eyes, ears and bodies.</p> |
| | <p>WRITING Good writers use transition linking words to provide explicit connections between reasons and evidence.</p> | <p>WRITING Good writers use mentor texts to support them in writing a strong conclusion tied to the claim that supports the argument and calls the reader to action. -</p> | <p>WRITING Good writers revise their work after reading it to a writing partner to make sure that a formal tone is established and maintained.</p> | <p>WRITING Good writers prepare for publication by editing carefully, taking care to make sure that capitalization, spelling and punctuation are accurate.</p> | <p>WRITING Good writers share their argumentative essays with their classmates to call them to action on a significant national issue. They celebrate the publication of their own work and their classmate's work.</p> |

ADDITIONAL NOTES:

Assessment throughout the Unit of Study is ongoing. Based on the needs of the students, there may be need for teaching points, extending beyond those outlined in the four-week calendar.

Additional teaching points may include:

GRADE SEVEN READING: Teaching points

- Good readers recognize contradictions made by an author about a topic in a single text, as well as contradictions made by authors between different texts.
- Good readers read and reread texts from different “stances” to help them deepen their understanding of different perspectives that may result in competing claims
- Good readers make decisions about what to attend to in the text on multiple levels: words, phrases, sentences and extended passages.
- Good reader read mentor texts for examples of powerful leads to help hook the reader’s attention.
- Good readers use different strategies to figure out tricky words they encounter in their reading.
- Good readers can explain to reading partners how their thinking about issues evolves as they read multiple texts.
- Good readers keep a list of content-specific and technical vocabulary in what they read to internalize and use in their own writing.

GRADE SEVEN WRITING: Teaching Points

- Good writers ask themselves, “Do I have sufficient information to support my claim” and convince my reader of my position
- Good writers express their positions on issues to call readers to action
- Good writers write powerful leads using anecdotes, surprising facts or anecdotes to hook the reader.
- Good writers pause and reflect on the choices the writer makes in developing the argument
- Good writers use punctuation to emphasize key points in their argument.
- Good writers write for extended periods of time so that they can build writing stamina and stay with a thought to help develop their thinking
- Good writers avoid plagiarism by using their own words and following the rules for citation and quotations from the text.
- Good writers use search terms effectively to locate relevant and credible sources of evidence for their argument.

**This page is included as a reference to the teachers to steep their students in an environment that encourages their love of research and sense of wonder about a topic.

RESEARCHERS:

- Researchers ask questions to narrow a search and find a topic
- Researchers ask questions to clarify meaning and purpose
- Researchers ask themselves:
 - What are the most effective resources and how will I access them?
 - Do I have enough information?
 - Have I used a variety of sources?
 - What more do I need?
 - Does it make sense?
 - Have I told enough?
 - Is it interesting and original thinking and does my writing have voice?
- Researchers frequently choose topics they know and care about
- Researchers use their prior knowledge and experience to launch investigations and ask questions
- Researchers consider what they already know to decide what they need to find out
- Researchers self evaluate according to background knowledge of what quality products look like

GRADE SEVEN TEXTS – LEXILE LEVEL ALIGNED

| Lexile Level | Text |
|--------------|---|
| 1130L | Skog, Jason. <i>The Legacy of The Holocaust</i> . Capstone Publishing, 2011. |
| 860L | Hakim, Joy. <i>War, Peace and All That Jazz: 1918-1945</i> . Oxford University Press, 2003. |
| 1160L | Smith, Roland. <i>Sea Otter Rescue: The Aftermath of an Oil Spill</i> . Penguin Group, 2002. |
| 1010L | Mann, Elizabeth. <i>The Panama Canal: The Story of How a Jungle Was Conquered and the World Made Simpler</i> . Mikaya Press |
| 1050L | Claybourne, Anne. <i>100 Most Disgusting Things on the Planet</i> . Scholastic Incorporated. |
| 1170L | Philbrick, Nathaniel. <i>Revenge of the Whale: The True Story of the Whaleship Essex</i> . The Penguin Group, 2002. |
| 1100L | Deem, James M. <i>Bodies from the Bog</i> . Houghton Mifflin Harcourt, 1998. |
| 1010L | Field, Jon Eben. <i>Cleaning Chemistry</i> . Crabtree Publishing Co., 2011. |
| 1180L | Haskins, Jim. <i>Get on Board: The Story of the Underground Railroad</i> . Scholastic. |
| 1240L | Six, Alexandra. <i>Cars on Mars: Roving the Red Planet</i> . Charlesbridge Publishing Co., 2011. |
| 950L | Apte, Sunita. <i>Eating Green</i> . Bearport Publishing Company, Inc. |
| 1100L | Ball, Jacqueline A. <i>Traveling Green</i> . Bearport Publishing Co, |
| 980L | Gurney, Beth. <i>Sand and Soil</i> . Crabtree Publishing Co, |
| 1000L | Leardi, Jeanette. <i>Making Cities Green</i> . Bearport Publishing Co. |
| 930L | Orme, Helen. <i>Energy for the Future: Earth in Danger</i> . Bearport Publishing Co, |
| 990L | Orme, Helen. <i>Living Green</i> . Bearport Publishing Co, |

