



Grade 7- Unit 1 Reading- Agency & Ownership

Unit Focus
<p>During the launch of readers workshop students will focus on responsibility, independence, and reflection. Teachers will help establish classroom routines and procedures including student and teacher responsibilities for mini-lessons, reading conferences, preparation, planning, accountable talk and using the class library. As students choose and read just right books purposefully, the focus will move from talking about reading to writing about reading and launch reading response journals while teaching students how and why readers set goals for book choice, stamina, talking and writing about reading and reading with purpose.</p> <p>Reading Skills: Summarizing, Visualizing, Predicting</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>Common Core Standards <i>English Language Arts: 7</i> <i>919332 Reading Literature</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. <i>919353 Writing</i> • CCSS.ELA-LITERACY.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>919364 Speaking & Listening</i> <i>CCSS.ELA-LITERACY.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.</i> • CCSS.ELA-LITERACY.SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-LITERACY.SL.7.1.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. • CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views. 	<p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers (Reflection)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Collective Intelligence)</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions.</p> <p>T4 Generate and capture ideas to pursue in future writing about reading (Reflection)</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	U1 Critical readers reflect on and question the text, consider different perspectives and examine author's message	Q1 How do readers share their thinking? What is the impact?	
	U2 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).	Q2 How do I choose books that matter and make me think?	
	U3 Theme: Readers choose and read a wide variety of texts and genres with a variety of purposes to grow and change their thinking.	Q3 Unit Focus: How do readers set goals to enhance their reading experiences, expertise, skills and stamina? (building a reading life)	
	U4 Theme: Readers choose books that interest them, are enjoyable, and are understandable.		
	ACQUISITION OF KNOWLEDGE AND SKILL		
	KNOWLEDGE	SKILLS	
	K1 How and why to use the class and school library.	S1 <i>Summarizing key details of read texts in writing.</i>	
K2 <u>Vocabulary</u> : Reading Goal, Stamina, Accountable Talk,	S2 <i>Visualizing</i>		

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p>Student Growth and Development 21st Century Capacities Matrix <i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> • Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). 	<p>Collegial Discussions, Reading Notebook, Long Response, Analysis, Character Timeline, Reflection,</p>	<p>S3 <i>Predicting based on text evidence and schema</i></p> <p>S4 Using context cues to determine the meaning of unknown words.</p> <p>S5 Choosing just right books.</p> <p>S6 Using accountable talk moves in discussions with partners and small groups.</p> <p>S7 Using a reading log to set goals for reading.</p> <p>S8 Transitioning into the classroom prepared for instruction.</p> <p>S9 Using independent reading time to read and collect ideas.</p>
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