ELA 7th Grade

English - 7

Created : 5/19/2017 12:46 PM

By Flaherty, Andy

Concept English Unit and Lesson Plan Requirements 2017/2018 [8/18/2017 to 8/21/2017]

Notes

The Concept English Unit and Lesson Plan Requirements describes how ALL 6-12 Units are laid out. Color Key: Black = Content, Blue = Research-based strategies from Concept Toolkit, Green = Writing/Reading/Speaking/Listening from HMH online, Orange = suggestions, Green = research-based strategies to be used/writing. We provide for 6 -12th grade core English classes. Using Focus Standards and examples of test question types our Units are built backwards from the Performance Based Assessment (PBA). In addition, Concept English provides a model week of elements that need to be included in each teacher's lesson plans. Teachers compact the curriculum and/or add to it based on the current data of her/his students. Our units have more than 600 attachments to help teachers facilitate the delivery of instruction. Teachers also receive professional development and a quick Tool Kit for instructional strategies. The body of the unit is written in black (do), green (research based strategies and writing connected to PBA), and orange (activities and ideas to build background knowledge and create interest). Each teacher needs a Teacher's Manual and their online access codes from Houghton Mifflin Harcourt (HMH) Collections to be able to benefit from these marvelous resources. IF THERE ARE ANY PROBLEMS OR MISSING LINKS CONTACT: aflaherty@conceptschools.org

Standards

Essential Questions

Each unit indicates the Essential Question/Enduring Understanding. Essential questions are essential but can be modified to fit the classroom. These elements provide a focus for instruction. It is a way to chunk a unit of study and allows the teacher to select only aspects of instruction that impact the larger understanding you want students to have over time. There will be other questions, of course, but this is the one teachers return to throughout the unit. In addition, teachers may also develop smaller, more specific questions for individual readings.

For Example

Enduring Understanding: Fear affects the brain and the body. Essential Question: What role does fear play in shaping who I am and what I do?

Enduring Understanding: Change is part of who we are. Essential Question: What does my response to change say about who I am?

Content/Academic Vocabulary

Color Key: Black = content, Blue = Research-based strategies, Green = Writing/Speaking/Listening from HMH, Orange = Ideas/Suggestions

Each unit has a brief, paragraph summary of the whole unit. This helps the teacher see the context for learning the individual readings and why the essential question/enduring understanding has been chosen. In addition, there will be academic vocabulary - Tier 2 - words teachers should model and repeat throughout the unit. Teachers add additional vocabulary from the readings and determine which strategies they believe will help their students.

Insert Concept English At-A-Glance (Chart will not print but is attached)

The following example (6th grade) demonstrates how the Content/Vocabulary section works for ALL 6-12 Units.

Unit Overview

Students explore how people experience fear and how fear affects the brain and body. Students analyze a variety of fiction, non-fiction, and poetry selections learning to cite textual evidence and describe the elements of a particular story, informational text, or poem. Students are expected to delve deeper into readings using Close Reading strategies and writing assignments to demonstrate what they have read.

FOCUS STANDARDS* (align these with tools like Measuring Up and AR 360)

CCSS (Illinois, Michigan, Minnesota, Wisconsin) Focus Standards: RL.6.3, RI.6.3, 4 &5, SL.6.1, L.6.4, W.6.2

Indiana Focus Standards: 6.RL.2.3, 6.RN.3.2, SL.2.1, 6.RV.2.1, 6.W.3.2.b

Missouri Focus Standards: 6.RL.2.D, 6.RI.1.C & 2.A, 6.SL.1.B, 6.W.2.A.b

Ohio Focus Standards: RL.6.3, RI.6.2 & 5, SL.6.1, L.6.4.c, W.6.2

* Every state has a standard that asks students to cite textual evidence. No matter what standard is being tested students will be asked to prove it with evidence (Standard 1 in most states). Using evidence implies students can infer and analyze.

Academic Vocabulary

evident

factor

indicate

similar

specific

Sample Lesson Plan Activities

Facing Fear selections appear on Page 2d of the HMH Collections Teacher's Manual. Teachers plan lessons using research-based strategies that allows them to deliver instructions and build the skills necessary to master the 2 Anchor Texts and Final Performance Task. This means that since the Units reference the FOCUS STANDARDS, teachers must add additional standards/skills to their Units that students may need. It is also suggested that teachers add readings from Newsela and ReadWorks to support group work. If schools have budgets we highly recommend Leveled Reader bundles from Scholastic.

Refer to the HMH online resources for support. On the dashboard are the Interactive Writing & Speaking Activites. Also, under the Teacher Resource Tab you will find a drop down: English Workshop, Grammar Notes, Graphic Organizers, History/A & E Videos, etc.

Insert Concept Middle School Weekly Model (Chart will not print but is attached)

Note: The elements listed in the model week are essential. Teachers may reach out for support at any time via email

and telephone. Teachers will need to "chunk" parts of the Anchor Texts and use the "Analyze Text" questions that follow the readings to created bell ringers and exit slips. Sample question stems aligned to Focus standards follow the readings.

Daily Lesson Plan Design

Teachers are expected to create a safe and curious environment for students that reflects a Balanced Literacy approach and employs the Gradual Release Model of instruction. If teachers need support with these models there is information on the Concept English website (http://english.conceptschools.org/resources/) and Webinars are offered as well.

Possible Activities to Get Into the Unit (orange means suggestions)

1. Students are presented a PP on Managing Emotions and take 2 column notes (attached)
2. Students review a PP on phobias (attached)
3. Students work on the etymologies of phobia words (attached)

Content Readings Unit 1

Use these research-based strategies from the Concept English Toolkit: Word Webs, QAR's, Dialectic Journals, It Says, I Think

Close Reader short story "The Jumping Tree" - analyze how an author develops point of view through a characters feelings and actions to advance the plot (suggested pacing 2 days)

CCSS Focus Standard: RL.6.1

Indiana Focus Standard: 6.RL.2.1

Missouri Focus Standard: 6.RL.1.A

Ohio Focus Standard: RL.6.1

Pages 16b - 16f for Close Reading guidance

Students use evidence chart (graphic organizer) on page 16c

Complete short response (writing activity) on page 16f - teaching writing on demand is essential for test preparation and rigor. These activities can be included in journals to build fluency for the PBA as well.

On-line Interactive White Board Lesson - Participating in Collaborative Discussions

Close Reader magazine article "Face Your Fears..." - cite textual evidence to support main ideas (suggested pacing 2 days)

CCSS Focus Standard: RI.6.2

Indiana Focus Standard: 6.RN.2.1

Missouri Focus Standard: 6.RI.1.A

Ohio Focus Standard: RL.6.1

Pages 50b - 50e for Close Reading guidance

Students use evidence chart (graphic organizer) on page 50c

Complete short response (writing activity) on page 50e - practice writing on demand, summary writing, and restating (paraphrases)

Close Reader magazine article "Face Your Fears and Scare the Phobia Out Of Your Brain" - determine central idea and analyze how ideas and events impact each other (suggested pacing 2 days)

CCSS Focus Standard: RI.6.2

Indiana Focus Standard: 6.RN.2.2

Missouri Focus Standard: 6.RI.1.D

Ohio Focus Standard: RI.6.2

Pages 58b - 58e for Close Reading guidance

Students use central idea chart (graphic organizer) on page 58c

Complete short response (writing activity) on page 58e

On-line Interactive White Board Lesson - Writing as a process to get students involved in "thinking down the arm" and gathering ideas/notes in their folders for the PBA

Anchor Text short story "The Ravine" - describe characters and setting and make inferences in the context of a short story (suggested pacing one week)

CCSS Focus Standards: RL.6.1, RL.6.3, RL.6.5, SL.6.1

Indiana Focus Standards: 6.RL.2.1, 6.RL.2.3, 6.SL.2.1

Missouri Focus Standards: 6.RL.1.A, 6.RL.2.D, 6.SL.1.B

Ohio Focus Standards: RL.6.1, RL.6.3, SL.6.1

Refer to the Teacher's Manual for a Close Reading, text dependent question approach.

Character and Setting, Page 13

Conflict Practice and Apply, Page 16a of Teacher's Manual (good information to be included in student notes)

Making Inferences, Page 13 - repeat of Close Reader above

Analyzing Text, Page 14 (preview these questions, break them up into small group discussions, and create bell ringers)

Performance Task, Writing Activity - Essay, Page 14

Vocabulary Strategy, Context Clues, Page 15 (keep in binder under Vocabulary tab)

Language Strategy, Recognize variations from standard English, Page 16

SAMPLE QUESTION STEMS FROM END OF UNIT TEST MEASURING FOCUS STANDARDS RL.1 & 3

1. The speaker of this essay/poem suggests that...

2. Why does this character act the way he/she does?

3. What is the purpose of this stanza or line or section?

Anchor Text online article "Fears and Phobias" - cite textual evidence to analyze text features and structure (suggested pacing 4 days)

CCSS Focus Standards: RI.6.1, RI.6.4, RI.6.6, SL.6.1

Indiana Focus Standards: 6.RN.2.1, 6.RN.3.2, 6.SL.6.1

Missouri Focus Standards: 6.RI.1.A, 6.RI.2.A, 6.SL.1.A

Ohio Focus Standards: RI.6.1, RI.6.5, SL.6.1

Refer to the Teacher's Manual for a Close Reading, text dependent question approach.

Cite Textual Evidence, Page 47

Analyze Structure, Page 47 (good information for student notes, combined with teacher information)

Analyzing the Text, Page 48 (preview these questions, break them up into small group discussions, and create bell ringers)

Performance Task, Summary, Page 48 (Teach students summary writing. This skill is essential for test preparation as many answers on multiple choice tests are written either summaries or paraphrases)

Vocabulary Strategy, Prefixes, Page 49

Language Strategy, Subjective and Objective Pronouns, Page 50

SAMPLE QUESTION STEMS FROM END OF UNIT TEST MEASURING FOCUS STANDARDS RI.1 & 4

1. From the context in this paragraph, what does the technical term _____ mean?

2. Which paragraph could BEST be cited to support the idea that _____ thinks _____?

3. Which paragraph supports the idea that _____ does _____?

TEACHER'S ADD ADDITIONAL READINGS TO COMPLETE THE UNIT and PRACTICE THE FOCUS STANDARDS:

Collections - "Fine?" short story, "Stuff That Scares Your Pants Off" information text, "Wired for Fear" online Science article

Newsela - "The Tree House," "The Office"

Other - Teacher Choice

Student objectives (I can statements)

I can statements reflect the deconstruction of the standards into "kid friendly" language. They also help students to connect content to their own lives and/or own personal way of thinking. They tend to be more engaging that formal education language. Teacher's may also deconstruct the language even further where necessary. I cans also reflect the teachers understanding of what is under each standard in terms of necessary skills.

Once teacher has selected the standards for the Unit, the options will appear for I cans in the drop down menu.

For example

1. If a teacher checks the standard - determine an author's point of view in a text and explain how it is conveyed in the text.

2. A teacher will have the option to check one of the two I cans below.

I can determine an author's point of view or purpose in a text

I can analyze how an author conveys his/her purpose in a text.

A teacher might also take this further and say

I can figure out what the writer is trying to suggest by...

The I Can should be posted on the board and repeated throughout the lesson.

Lesson Plan/Activities/Strategies

August 18, 2017, Friday

BEFORE

Teachers indicate the way they will establish a tone or direction for the lesson. This may include **bell ringers** that activate prior knowledge, practice new skills, and introduce I can statements.

In addition to the Before, During, and After format teachers will be asked to select the **standards** being taught that day.

It is important that Concept teachers state the I can and post the I can repeating it throughout the lesson.

DURING

Teachers **describe** how they will engage students in the content. This should include the steps and focus on how students will master the standards.

Steps to the lesson and the strategies being used to deliver content instruction. This can also become the agenda for the day.

Remember that Concept English promotes a **balanced literacy approach** to instruction and expects teachers to use the **gradual release model** of modeling, practicing together, and then students working independently (I do, We do, You do).

AFTER

Teachers indicate how they will bring closer, wrap up, and/or summarize the learning. In addition, teachers describe how they will measure the learning. This may be an **exit ticket**, a summary paragraph, or a check quiz.

August 21, 2017, Monday

Accommodations/Differentation

Differentiation is essential for our Concept students. We have a wide variety of learning styles and grade level abilities in addition to our special needs students. NWEA and other diagnostics will have an impact on accommodations, but we know that IEP's will populate this page and provided a handy reference for teachers. Teachers will also do learning style indicators and other personality surveys during the first week of school that will help them determine how to group and for what purpose. Information will also be gleaned from tools they use like AR 360. An attachment of differentiation strategies and ideas will be included in each Unit.

We expect teachers to use small group differentiation at least **twice a week.** Teachers should consider this chart.

Insert Group Differentiation Graphic (Chart will not print but is attached)

Assessments/Assignments

Concept students need **multiple forms of assessments and feedback.** In addition to NWEA and State tests, we expect our teachers to create authentic assessments and execute the Performance Based Task (PBA) at the end of each of the 6 units. Teachers are encouraged to review released State tests. In addition, writing rubrics for each State are attached. It is best practice to have students compare/contrast rubrics (PBA vs. State for similarities).

During the Unit, it is helpful for teachers to use the Level Up tutorials from HMH to reteach

Example PBA for 6th Grade Unit 1 - Prepare 1 day a week throughout Unit and 2 days at the end

Teachers assign the PBA with the rubric at or near the beginning of the Unit and scaffold necessary sub-standards/skills that will lead to mastery. It is expected that teachers take students through the writing process throughout the Unit and provide formative feedback to help me the needs of individual student writers.
PBA: Expository Essay (Rubric in book should be compared to State Rubrics attached)

CCSS Focus Standard: W.6.2

Indiana Focus Standard: 6.W.3.2.b (Note Indiana will have teacher created Quarterly assessments as well)

Missouri Focus Standard: 6.W.2.A.b

Ohio Focus Standard: W.6.2

There are, also, many smaller tasks throughout the 6 Collections Units that address the smaller, sub-standards/skills. They have been indicated in green. Also, the HMH online resources have many options such as the Interactive Whiteboard Lessons. **We do not suggest teachers give the whole end of unit test as it is very, very challenging. The best option is to use only test items that align with the focus standards and/or teacher's create their own quizzes using the Focus Standards.**

Schools have a number of different tools for teachers to chart student progress between the larger assessments. In addition to helping students individually, these tools have the ability to help our teachers group by ability and skill level. **THIS YEAR WE EXPECT 2 DAYS A WEEK TO HAVE SMALL GROUP DIFFERENTIATION.** We encourage teachers to have a system for tracking formative and sumative assessments/behaviors as well as having students maintain a Data Folder.

Note: SIS Grade book allows you to track student work by standard.

If teachers are making their own tests, here is a handy link from Edutopia: http://www.edutopia.org/assessment.

We strongly encourage assessment of student public speaking and group work since we know that oral language proceeds the written word. Building skill orally will have a positive impact on student writing.

6-8th grade students complete a **pre** and **post** writing assessment. Teachers use the tools (AR 360/Measuring Up) in their buildings to practice skills between the three NWEA tests and implement reteaching.

9-12th grade students complete 3 EOC assessments - each of these have constructed response items as well as an essay and align with College Readiness (ACT/SAT). They align in large part to the Focus Standards. Based on the results of each EOC teachers create a re-teach plan by skill/standard.

Resources

Houghton Mifflin Harcourt (HMH) **Collections** is the chosen Concept English textbook for grades 6-12. Note: Teachers obtain their online pass codes from school administrators or directly from the HMH Rep for their region. See chart on Concept English website

Phyllis C. Hunter **Classroom Libraries** from Scholastic are strongly suggested, especially for 6-8th grade independent reading.

Units also include attached **Readings** that can modified by Lexile for small group differentiation from Newsela and ReadWorks. (indicated in orange).

Novels. Teachers chose novels from the approved list on our website under Resources (http://english.conceptschools.org/resources/) or submit a request, following the guidelines provided indicating how it will be used in our Unit. Schools should discuss during common planning time which novels are being used and where to avoid duplications. NO MORE THAN 3 NOVELS PER YEAR.

Other Favorite Resources

http://www.readwritethink.org/

http://www.tolerance.org/classroom-resources

http://www.facinghistory.org/

http://newsela.com/

http://www.readworks.org/

http://www.k12reader.com/

http://learning.blogs.nytimes.com/category/language-arts/

http://www.sharemylesson.com/middlle-school-english-language-arts-teaching-resources/

http://www.ted.com/

http://lesson-plans.theteachercorner.net/writing/

Reflections

On-going reflection is essential for the Concept English Master Teachers. Teachers may want to try the Kolb's Model of Reflection (attached) or simply keep an open word document on their desk top. Dedicating ten minutes a day to type in something that worked, something that didn't, and something she/he wants to try again can have positive results.

Attachments

Standards

StandardsWhatHowWhythirteen.org.pdf

Essential Questions

EssentialQUestiontraining.ppt

CreatingEnduringUnderstandingsandEssentialQuestions.pdf

Content/Academic Vocabulary

YearAtAGlanceEnglish2017=2018.docx

MiddleSchoolWeeklyModel.docx

ISBE Academic Vocabulary.pptx

Accommodations/Differentiation

SmallGroupDIffChart.pdf

GroupTypes.pdf

Co-TeachingIdeas.pdf

ASCDDifferentiationNotes.pdf

Copy of Differentiation with Social Media Tools (1).xlsx

Lesson Plan/Activities/Strategies

5 step lesson plan format.pdf

Five Common Mistakes in Writing Lesson Plans.html

Assessments/Assignments

EudtopiaTypesOfAssessment.pdf

Unit Reflections

KolbModelReflection.pdf

ELA 7th Grade

English - 7

Created : 5/19/2017 12:46 PM

By Flaherty, Andy

Establishing Rituals and Routines [8/22/2017 to 9/1/2017]

Notes

Please refer to the first 20 day handout attached. Also, the Concept English At-A-Glance Document under Concept English Unit and Lesson Plan Requirements.

Standards

Essential Questions

How does knowing who you are and how you think help you be a better student?

Let students know that behind every essential question is an enduring understanding of something that you want them to know. For this question it is when you know who you are and how you think chances are you can be a better student.

This question helps you focus instruction to master the standards. A great website for many topics is http://www.thirteen.org/edonline/concept2class/standards/index.html and it gives some great information on what standards are. Students need to have understanding of what these standards are and why we want them to master them.

Content/Academic Vocabulary

Color Key: Black = Content, Blue = Research-based strategies, Green = Writing vis HMH, Orange = Ideas/Suggestions

Unit Overview

Teachers lay out his/her expectations for the year and build rapport with the students. This unit is the time to select activities to help students understand how they learn best and to build cooperative inter-dependence between students in the class. It is highly suggested that teachers employ learning style indicators, determine preliminary ability groupings, develop shared classroom rules, introduce journal and reading log procedures, set up portfolios, and implement diagnostics. All of these activities can help the teacher lay out the road map for the year ahead and help students master the standards. One area that CCSS and now Ohio ask us to consider as we create rigorous learning environments is Bloom and Webb's Depth of Knowledge. Remember that the word "analysis" appears more than 70 times in our standards.

Schools/Teachers should also consider how to use their character education or PBIS approaches during this unit to strengthen policy/rules across the school, halls, and subject classrooms.

Layout of the Classroom

In/out box

Student Folders/Portfolios

Materials/Libraries

Anchor Charts - to be referred to throughout the year

Writing Process - stages of the writing process

Stations or Areas

Levels of Thinking (Chart does not print but attached)

Of no less importance is the establishment of daily rituals and routines that students become aware of and count on to be in place. Students should become familiar with the sections of the daily lesson (Bellringers, I cans, strategies, Exit slips, etc.), where materials are stored, the various work stations throughout the rooms, homework policy, and expectations that are outlined in the **course syllabus** (attached).

We strongly encourage the use of a Binder System that asks students to become responsible for their learning. It is checked monthly, first with students assessing their own work and then teachers using the same rubric to check for accuracy. The binder is organized around the systems introduced during the rituals and routines unit. Each day students put into their notes section, the agenda, learning standards and, as necessary classroom notes. Each quarter students first fill our their own **rubric** (attached).

Academic Vocabulary

Select key process words (20) that you plan to use throughout the year. Reward their use.

Things to include in this unit:

syllabus
learning style indicator or survey
binder systems - set up and have students self check with a binder rubric modified for grade level
scavenger hunt of text/text structures
portfolio set-up
a favorite exit-slip
a checklist for informational writing
setting a purpose and annotating/close reading
group work contracts
steps for enhancing discussions
text dependent questions
blooms question stems

Cover how and where you want these kept for handy reference in student binders!

Student objectives (I can statements)

I can statements reflect the teachers deconstruction of the standard to kid friendly language. While we have them here for you to select (after you have chosen the standards above) they may be further deconstructed in the classroom. To focus instruction, there should usually be one or two only, per period.

Lesson Plan/Activities/Strategies

August 22, 2017, Tuesday

BEFORE

DURING

AFTER

August 23, 2017, Wednesday

BEFORE

DURING

AFTER

Accommodations/Differentation

Two handy references - ASCD Differentiation Notes and an Excel Spreadsheet of differentiation techniques with social media tools.

You will also be co-teaching with Special Education teachers. Attached is a great resource on co-teaching.

Assessments/Assignments

Teachers in 6, 7, and 8th grade use one of these days to do the pre-writing assessment. Focus is on how students read a passage and use this passage in their writing to answer a question/prompt.

Teachers/schools work with specialists/APA's using NWEA and/or other data tools like Measuring Up Live and AR 360 to begin identifying those students in need of RTI or other forms of intervention.

Resources

These are indicated above in the Content/Academic Vocabulary section for this Unit.

Reflections

Reflection is the key to success. Try Kolb's Model of Reflection.

Attachments

Standards

StandardsWhatHowWhythirteen.org.pdf

Content/Academic Vocabulary

BloomWebbDepthofKnowledge.pdf

AGuideToCreatingTextDependentQuestions.pdf

3SampleCourseSyllabi.pdf
LearningStyle1.pdf
LearningStyle2.pdf
LearningStyle3.pdf
Afbinderrubric.pdf
ScholasticTextScavengerHunt.pdf
Portfolios.pdf
ArticleonPortfoliosATeacherJourney.pdf
2+2ExitSlip.pdf
InformationalWritingChecklist.pdf
AnnotationCloseReading.pdf
edutopiagroupworkcontracts.pdf
Enchancing Discussions.pdf
BloomsGraphicwQuestionStems.pdf

Student Objectives(I Can Statements)

Deconstructing CCSS standards attachment.pdf

Accommodations/Differentiation

ASCD Differentiation Notes.pdf
Copy of Differentiation with Social Media Tools.xlsx
Co-TeachingIdeas.pdf

ELA 7th Grade

English - 7

Created : 5/19/2017 12:47 PM

By Flaherty, Andy

Unit/Collection 1 - Bold Actions [9/4/2017 to 10/27/2017]

Notes

This unit utilizes the reading and writing activities included in the textbook, "Collections" for 6th grade, published by Houghton Mifflin Harcourt (2015). A curriculum map and Focus Standards overlay was provided to teachers April 2017 and was then posted on the Concept English website. Teachers follow the 6 unit scope and sequence but can make adaptations to fit their individual situations as informed by student data from NWEA, EOC's, and other tools like Measuring Up and AR 360. Teachers change the dates (From/To) above to fit their school calendar and then the lesson plans will populate with the correct dates. Second, teachers read through the explanation/context of the unit under Content/Academic Vocabulary (use the scrollbar). Within each section (all headings created by SIS are orange) requirements appear in black, strong suggestions are in orange, and blue indicates the researched-based strategies to use and green indicates the writing/speaking/listening strategies from HMH. Once the teachers have an understanding of the unit he/she can begin compacting and/or adding to the unit (also informed as the receive data on student performance). Teachers must add standards, beyond the Focus Standards, depending on the necessary skills that must be taught to reach mastery of all standards by years end. Finally, it is important that lesson plans allow us to see what is happening in the classroom following the before, during, and after format. Teachers attach resources, activities, and other strategies that they are using if they do not already appear in SIS.

Standards

L.7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies

L.7.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word`s position or function in a sentence) as a clue to the meaning of a word or phrase

L.7.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech

RI.7.2 - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text

RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

RL.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

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

RL.7.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)

RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama

SL.7.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation

W.7.1a - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically

W.7.1b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

W.7.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension

W.7.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples

W.7.2c - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts

W.7.7 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

W.7.8 - Gather relevant information from multiple print and digital sources, using search 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.7.9a - Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history")

Essential Questions

Essential Question: How have you been shaped by success and failure?

Enduring Understanding: We all win and we all loose.

Content/Academic Vocabulary

Color Key: Black = required, Blue = research-based strategies, Green = writing/speaking/listening via HMH, Orange = Ideas/suggestions

Unit Overview

Students explore what it means to face challenges fearlessly, even if it means failing in the attempt. Teachers engage students in structured discussions to determine what success and failure means to them as individuals and to the group. Students work collaboratively as well to determine if failure might have positive consequences and analyze a variety of fiction, non-fiction, and poetry selections learning to cite textual evidence, and describe particular elements of a story and how they are related. Students also compare contemporary and historical pieces as well as non-fiction examples. Students are expected to delve deeper into readings using close reading strategies and writing assignments to demonstrate what they have read. Attached under resources are specific, research based strategies for both informational and fictional reading in 7th grade. The final assessment for this unit is the presentation of an **oral commentary** about the rewards and risks associated with bold actions.

FOCUS STANDARDS* (align these with tools like Measuring Up and AR 360)

CCSS (Illinois, Michigan, Minnesota, Wisconsin) Focus Standards: RL.7.2 & 3, RI.7.2 & 3, SL.7.4, L.7.4, and W.7.1 & 8 and 9

Indiana Focus Standards: 7.RL.2.2 & 3.1, 7.RN.2 & 3, 7.SL4.1 & 2, 7.RV.2.1 & 4, 7.W.3 & 5

Missouri Focus Standards: 7.RL.2..A & 2.D, 7.RI.2.2 & 2.3, 7.SL.1.B, 7.W.1.A & 2.A

Ohio Focus Standards: RL.7.3, RI.7.2 & 5, SL.7.1, L.7.4, W.7.2

Academic Vocabulary

aspect

cultural

evaluate

resource

text

Sample Lesson Plan Activities

The selections for Bold Actions are on Page 2d of Teacher's Manual. Teachers plan lessons using research-based

strategies to deliver instruction and build the skills necessary to master the 2 Anchor Texts and final Performance Based Task (PBA). The Anchor Texts are challenging and require chunking and modeling to deconstruct texts. Teachers also select additional readings to practice the Focus Standards/skills modeled with the Anchor Texts. **NOVELS may be used but must be a companion to the Unit (Read-Alouds and Independent Reading but no more than once a week to practice what is being taught in the Unit) but no more than 3 per year.** Since the Units are tagged with the Focus Standards only, teachers must add the additional standards they determine are needed to reach mastery.

Refer to the HMH online resources for support. On the dashboard are the Interactive Writing & Speaking Activities. Also, under the Teacher Resources Tab you will find a drop down: English Workshop, Grammar Notes, Graphic Organizers, History/A & E Videos, etc.

Model Week Middle School (Chart will not print but is attached)

Note: The elements listed in the model week are essential. Teachers may reach out for support at any time via email and telephone. Teachers will need to "chunk" parts of the Anchor Texts and use the "Text Analyze" questions that follow the readings to create bell ringers and exit slips. Sample question stems aligned to the focus standards follow the readings.

Daily Lesson Plan Design

Teachers are expected to establish a safe and curious environment for students that reflects a Balanced Literacy approach and employs the Gradual Release Model of instruction. If teachers need support with these models there is information on the Concept English website (http://english.conceptschools.org/resources/) and Webinars are offered as well.

Possible Activities to Get Into the Unit (orange means suggestions)

1. Review and discuss "Self-Concept" PP

2. Engage students in some of the activities outline in "Embracing the F Word" - Understanding mindsets Lesson 1 and Lesson 2 - the issue of perception will help you connect to Unit 2 as well.

3. Think about how you can build a classroom identity with these lessons.

A great activity to use for 6-8 lessons dealing with conflict, rights, justice is Do I Have Rights? from iCivics. Teachers would need to get accounts. A PDF explanation is attached under lessons.

Content Readings Unit 1

Use these research-based strategies from the Concept English Toolkit: Vocabulary Strategy, Trailing the Text or Marking the Text, Summarizing/Paraphrasing

Close Reader short story "Big Things Come In Small Packages" - analyze how particular elements of a story interact (suggested pacing 3 days)

CCSS Standards: RL.7.1 & 3

Indiana Standards: 7.RL.2.1 & 2.3

Missouri Standards: 7.RL.1.A & 7.RL.2.D

Ohio Standards: RL.7.1 & 3

Pages 18b - 18h for Close Reading

Students use evidence chart (graphic organizer) on 18c

Complete short response (writing activity) on 18h - This is a key skill to have students learn since all State tests have a constructed response. Teachers are encourage t have their own formula for how to begin these answers. Look at State Rubrics and teach paraphrase (re-stating) and summary skills.

Close Reader Essay "Finding Your Everest" - trace and evaluate an argument (suggested pacing 2 days)

CCSS Standards: RI.7.1 & 8

Indiana Standards: 7.RN.2.1 & 7.RN.4.1

Missouri Standards: 7.RI.1.A & 7.RI.2.D

Ohio Standards: RI.7.1 & RI.7.8

Before or after introduce Trailing the Text and Argument Graphic Organizer to use on another text as well.

Pages 30b - 30e for Close Reading notes

Use evidence chart (graphic organizer)on 30c

Complete short response (writing activity) on 30e

Close Reader Myth "Arachne" - analyze a theme and its development over the course of a text (suggested pacing 3 days)

Direct presentation on Mythology to help students with "The Flight of Icarus"

CCSS Standards: RL.7.1 & 2

Indiana Standards: 7.RN.2.1 & 2.2

Missouri Standards: 7.RL.1.A & 7.RL.1.D

Ohio Standards: RL.7.1 & RL.7.2a

Pages 38b - 38f for Close Reading notes

Use evidence chart (graphic organizer) on 38c

Have students memorize and present a portion of the text or a choral reading

Complete short response (writing activity) on 38f

Interactive White Board Lesson on writing as a process

Consider audio for parts of anchor texts. Chunk.

Anchor Text short story "Rogue Wave" - The interaction of plot elements in adventures stories. (suggested pacing 5 days)

A close reading, text dependent approach to reading is indicated in the margins of the Teacher's Manual.

CCSS Focus Standards: RL.7.2 & 3

Indiana Focus Standards: 7.RL.2.2 & 3.1

Missouri Focus Standards: 7.RL.2.A & 7.RL.2.D

Ohio Focus Standards: RL.7.3 & 7.5

Story Elements: Plot and Setting, Page 15

Types of Conflict, Page 18a (Teacher's Manual)

Making Inference, Page 15 (Use the inferencing notes and perhaps the Close Read Screencasts)

Analyzing the Text, Questions, Page 16

Performance Task, Writing Activity - Movie Outline, Page 16

Vocabulary Strategy - Latin Roots, Page 17

Language Strategy - Sentence Structure, Page 18

SAMPLE QUESTIONS STEMS FROM END OF UNIT TEST MEASURING FOCUS STANDARDS RL.2 & 3 and RI.2 &3

There will always be Standard 1 (text evidence) and Standards 4 (vocabulary as well)

1. Which sentence from the story is the climax?
2. Which line contains a _____ (figurative language terms)?
3. The word _____ used in paragraph 3 most likely means _____ ?
4. Which two people quotes in the article agree most strongly?
5. What does the author use to support the idea that _____ supports the thesis?

Anchor Text Greek myth "The Flight of Icarus" - Identifying universal themes that have their roots in mythology. (suggested pacing 3 days)

A close reading, text dependent approach to the reading is indicated in the margins of the Teacher's Manual. Determine annotating strategy.

CCSS Focus Standards: RL.7.2 & 3

Indiana Focus Standards: 7.RL.2.2 & 2.3

Missouri Focus Standards: 7.RI.1.D & 7.RL.2.D

Ohio Focus Standards: RL.7.2.a & RI.7.3

Use the Modeled Discussion Screencast

Story Elements: Myth, Page 35

Determining Theme, Page 35

Characterization Practice and Apply, Page 38a (Teacher's Manual)

Analyzing Text Questions, Page 36

Performance Task, Writing Activity - Graphic Comic, Page 36

Vocabulary Strategy - Noun Suffixes, Page 37

Language Strategy - Commas and Coordinate Adjectives, Page 38

SAMPLE QUESTIONS STEMS FROM END OF UNIT TEST MEASURING FOCUS STANDARDS RL.2 & 3, RI.2 & 3

1. One of the reasons that this piece of writing is a _____ (specific genre) is because it includes...

2. This characters explanation of _____ is part of the stories _____ (exposition, climax, etc.)

3. What is the central idea of this text? Where is the central idea of this text most clearly stated?

TEACHERS ADD ADDITIONAL READINGS TO COMPLETE THE UNIT and PRACTICE THE FOCUS STANDARDS:

Collection 1 - "Ship of Fools", "Parents of Rescued Teenager", "Was Abby Too Young To Sail?", "Icarus's Flight" "Women in Aviation"

Specific activities are indicated in the text. However, teachers might also try the literature and informational strategies for this grade that are attached.

Other Readings - "Aging Chinese Kite Makers", "Award Winning Photographer Captures His Images Slowly, Deliberately", "Imagination and Learning Around Prehistoric Campfires"

Note: Assessments are referred to as Performance Tasks. Each unit/collection has a number of small performance tasks after each reading selection and two at the end that are summative at the end of each unit and one has been selected and listed under the assessment tab below. Teachers will also add their own quizzes, check

tests, and alternative assessments as needed. See the reference from Edutopia about ideas for assessments.

Student objectives (I can statements)

Select I can statements from the drop down menu that correspond to the standards selected in the master unit as well as those added by the teacher as she/he adapts the unit.

Lesson Plan/Activities/Strategies

September 4, 2017, Monday
BEFORE
DURING
AFTER

Accommodations/Differentation

Differentiation is essential for our Concept students. We have a wide variety of learning styles and grade level abilities in addition to our special needs students. NWEA and other diagnostics will have an impact on accommodations, but we know that IEP's will populate this page and provided a handy reference for teachers. Teachers will also do learning style indicators and other personality surveys during the first week of school that will help them determine how to group and for what purpose. Information will also be gleaned from tools they use like AR 360. An attachment of differentiation strategies and ideas will be included in each Unit.

We expect teachers to use small group differentiation at least twice a week. Teachers should consider this chart.

Insert Group Differentiation Graphic (Chart will not print but is attached)

Each unit has built in suggestions for differentiation (see Teacher's Manual) for RTI Tier 1. Additional ideas for Tier 2 and 3 have been provided to English Department Chairs. Please request information if you do not have it.

Assessments/Assignments

Concept students need **multiple forms of assessments and feedback.** In addition to NWEA and State tests, we expect our teachers to create authentic assessments and execute the Performance Based Task (PBA) at the end of each of the 6 units. Teachers are encouraged to review released State tests. In addition, writing rubrics for each State are attached. It is best practice to have students compare/contrast rubrics (PBA vs. State for similarities).

During the Unit, it is helpful for teachers to use the Level Up tutorials from HMH to reteach

PBA for 7th Grade Unit 1 - Prepare 1 day a week throughout Unit and 2 days at the end

Teachers assign the PBA with the rubric at or near the beginning of the Unit and scaffold necessary sub-standards/skills that will lead to mastery. It is expected that teachers take students through the writing process throughout the Unit and provide formative feedback to help me the needs of individual student writers.

PBA: Present an Oral Commentary (Rubric in book should be compared to state Rubrics)

CCSS Focus Standard: W.6.7.1 & 8, SL.4 & 5

Indiana Focus Standard: 7.W.3.1 & 7.W.5, 7.SL.4.1 (Note Indiana will have teacher created Quarterly assessments as well)

Missouri Focus Standard: 7.W.1.A & 7.W.2.A.b, 7.SL.2.C

Ohio Focus Standard: W.7.1 & W.7.8, SL.7.4

There are, also, many smaller tasks throughout the 6 Collections Units that address the smaller, sub-standards/skills. They have been indicated in green. Also, the HMH online resources have many options such as the Interactive Whiteboard Lessons. **We do not suggest teachers give the whole end of unit test as it is very, very challenging. The best option is to use only test items that align with the focus standards and/or teacher's create their own quizzes using the Focus Standards.**

Schools have a number of different tools for teachers to chart student progress between the larger assessments. In addition to helping students individually, these tools have the ability to help our teachers group by ability and skill level. **THIS YEAR WE EXPECT 2 DAYS A WEEK TO HAVE SMALL GROUP DIFFERENTIATION.** We encourage teachers to have a system for tracking formative and sumative assessments/behaviors as well as having students maintain a Data Folder.

Note: SIS Grade book allows you to track student work by standard.

If teachers are making their own tests, here is a handy link from Edutopia: http://www.edutopia.org/assessment.

We strongly encourage assessment of student public speaking and group work since we know that oral language proceeds the written word. Building skill orally will have a positive impact on student writing.

6-8th grade students complete a **pre** and **post** writing assessment. Teachers use the tools (AR 360/Measuring Up) in their buildings to practice skills between the three NWEA tests and implement reteaching.

9-12th grade students complete 3 EOC assessments - each of these have constructed response items as well as an essay and align with College Readiness (ACT/SAT). They align in large part to the Focus Standards. Based on the results of each EOC teachers create a re-teach plan by skill/standard.

Resources

Houghton Mifflin Harcourt (HMH) **Collections** is the chosen Concept English textbook for grades 6-12. Note: Teachers obtain their online pass codes from school administrators or directly from the HMH Rep for their region. See chart on Concept English website http://english.conceptschools.org/resources/

Phyllis C. Hunter **Classroom Libraries** from Scholastic are strongly suggested, especially for 6-8th grade independent reading.

Units also include attached **Readings** that can modified by Lexile for small group differentiation from **Newsela** and **ReadWorks.** (indicated in orange).

Novels. Teachers chose novels from the approved list on our website under Resources (

http://english.conceptschools.org/resources/) or submit a request, following the guidelines provided indicating how it will be used in our Unit. Schools should discuss during common planning time which novels are being used and where to avoid duplications. NO MORE THAN 3 NOVELS PER YEAR.

Other Favorite Resources

http://www.readwritethink.org/

http://www.tolerance.org/classroom-resources

http://www.facinghistory.org/

http://newsela.com/

http://www.readworks.org/

http://www.k12reader.com/

http://learning.blogs.nytimes.com/category/language-arts/

http://www.sharemylesson.com/middlle-school-english-language-arts-teaching-resources/

http://www.ted.com/

http://lesson-plans.theteachercorner.net/writing/

Reflections

Think about what worked, what didn't, and what should change. Check our Kolb's Model of Reflection:

Attachments

Content/Academic Vocabulary

ISBE Academic Vocabulary.pptx

Accommodations/Differentiation

ASCDDifferentiationNotes.pdf

Lesson Plan/Activities/Strategies

InformationalStrategies7thGrade.pdf
LiteratureStrategies7thGrade.pdf
7thUnit1EmbracingTheFWord_Web-3.pdf
7thGradeSelf-Concept.ppt
6thUnit1OurClassIdentity.ppt
MiddleDoIHaveRightsGameGuide.pdf

Assessments/Assignments

SeventhUnit1AssessmentOralCommentary.pdf

Resources

SeventhUnit1AgingChineseKiteMakersSeekYoungAprentices.pdf
SeventhUnit1Icarus'Flight.pdf
SeventhUnit1ImaginationAndLearningAroundPrehistoricCampfires.pdf
SeventhUnit1or2AwardWinningPhotographerCapturesHisImagesSlowlyDeliberately.pdf

SeventhUnit1RogueWave.pdf
SeventhUnit1TheFlightofIcarus.pdf