

Madison Public Schools Curriculum & Student Development Committee

Tuesday, September 6, 2022 5:30 PM

Town Campus Hammonasset Room, 10 Campus Drive, Madison, CT 06443

I. Profile of a Graduate Rubrics

Speaker(s): Jen Aguzzi

II. Global Thinking Units

Speaker(s): Gail Dahling-Hench

III. Curriculum Adoptions: Grades 4, 5, and 7

Speaker(s): Michelle Horn, Stephanie Fumiatti, Pamela Kendrick

IV. Public Comment

V. The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.

Summer, 2022

Completed Curricular Projects



Agenda

- I. Profile of a Graduate Rubrics: Academic and SEL
- I. Global Thinking
- I. ELA Adoptions: Grades 4,5 and 7

Critical Thinking	Creative Thinking	Collaboration/ Communication	Self-Direction	Global Thinking
<p>Inquiry</p> <p>Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue.</p>	<p>Idea Generation</p> <p>Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations.</p>	<p>Collective Intelligence</p> <p>Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</p>	<p>Self-Awareness</p> <p>Examining current performance critically to identify steps/strategies to persist.</p>	<p>Citizenship</p> <p>Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>
<p>Analyzing</p> <p>Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.</p>	<p>Design</p> <p>Engaging in a process to refine a product for an intended audience and purpose.</p>	<p>Product Creation</p> <p>Effectively use a medium to communicate important information.</p>	<p>Decision Making</p> <p>Make responsible decisions, based on potential outcomes.</p>	<p>Alternate Perspectives</p> <p>Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.</p>

	1 Limited	2 Emerging	3 Present (MPS Standard)	4 Complex
<p>Collective Intelligence</p> <p>Working respectfully and responsibly with others, exchanging ideas and evaluating ideas to achieve a common objective.</p>	<p>I did not attempt to address the objective at hand, or did not contribute to the functionality of the group as a whole.</p> <p>I disregarded or disrespected the contributions of the other members.</p>	<p>I worked with others to achieve a common objective or goal by:</p> <ul style="list-style-type: none"> • listening to other members' ideas, but sometimes I let my own opinions/biases devalue the contributions of others. • attempting to share responsibilities, but they were not equitably or purposefully divided. • partially fulfilling my responsibilities to my group. • exchanging ideas with my partner/group/ team but not evaluating the ideas critically. 	<p>I worked responsibly with others to achieve a common objective or goal by:</p> <ul style="list-style-type: none"> • respectfully communicating and exchanging individual ideas. • equitably and purposefully dividing roles/responsibilities to encourage collaboration from each individual. • listening carefully to and evaluating other members' contributions. • constructively building upon the thinking of others and questioning group assumptions to achieve the objective or goal. 	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> • Listening carefully to and valuing other members' contributions and synthesizing them with personal knowledge and insightful ideas • Showing leadership by employing the expertise of members when equitably dividing the roles/ responsibilities • Drawing out my peers' ideas and participation through constructive questioning of group assumptions • Advocating for my or underrepresented perspectives or views when necessary

<p>Citizenship</p> <p>Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>	<p>I showed an understanding of an issue only when it was pointed out to me. I did not develop ideas for how to solve it with information from all the stakeholders within my communities.</p>	<p>With my teacher's support, I identified an issue in society. I began to develop a solution for that issue, but demonstrated a superficial understanding of the concerns of various stakeholders within my communities.</p>	<p>I identified an issue and then developed a response that incorporates understandings from a diversity of perspectives, backgrounds, and cultures. My response acknowledged the impact of decisions on present and future generations and sought shared gains within my [self/family/school/town/state/nation/planetary] communities.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> • Independently identifying (an) underlying systemic/cultural cause(s) of an issue • Synthesizing seemingly contrasting perspectives • Developing a plan to transform a community in my life
<p>Alternate Perspectives</p> <p>Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.</p>	<p>I examined an issue from only one perspective and did not recognize possible biases. My position disregarded differing perspectives.</p>	<p>I examined an issue from limited perspectives, possibly drawn from biased sources, resulting in a narrow position.</p>	<p>I explored an issue by drawing from a diversity of sources, and prior knowledge, to form my position.</p> <p>I examined the merits and limitations of others' positions.</p> <p>In developing my own position, I demonstrated empathy towards the underlying values, beliefs, and interests of various stakeholders.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> • Seeking out and independently gathering resources with attention toward underrepresented views • Challenging the premise of differing viewpoints or possibilities using dispassionate, objective reasoning and facts • Incorporating others' perspectives in the pursuit of just outcomes

How can we develop more student experiences for development of Global Thinking?

I can... (If our students can,,, .)	Then students will ... (unit experiences to promote growth....)
Alternate Perspectives	
<ul style="list-style-type: none"> ● Examine an issue through multiple perspectives by citing evidence from a variety of sources and personal experiences. 	<ul style="list-style-type: none"> ● Be critical consumers of information, able to evaluate bias and misleading information. ● Synthesize information, voices, and perspectives to inform or validate conclusions. ● Compare and contrast others' experiences to my own.
<ul style="list-style-type: none"> ● Support my position while respecting the positions of others. 	<ul style="list-style-type: none"> ● Listen to and empathize with multiple points of view on a common topic. ● Respectfully respond to different points of view ● Manage internal and external conflict. ● Examine personal experiences, influences, and opportunities in one's life.
<ul style="list-style-type: none"> ● Examine the legitimacy of competing perspectives. 	<ul style="list-style-type: none"> ● Define and identify bias and the legitimacy of competing perspectives. ● Be a critical consumer of information across multiple sources. ● Seek and consider resources that represent all perspectives.
<ul style="list-style-type: none"> ● Consider unrepresented views and possibilities. 	<ul style="list-style-type: none"> ● Identify unrepresented views. ● Problematize unrepresented views. ● Create the space for speaking for unrepresented views.

English Language Arts

Grades 4, 5, and 7

- Include updated Profile of Graduate (POG) Capacities
- Update and aligned understandings, skills, transfers, and essential questions to new ELA Guiding Document
- Embedded Morphology instruction and assessment
- Prioritize CT Core standards
- Addition of SBAC Connections throughout units
- Addition of formal grammar instruction embedded into writing units following scope and sequence

Global Thinking : Alternate Perspectives

Grade 5

Before: Picturing Change

Now: Picturing Change with a focus on seeing ourselves in the characters we read about and point of view and perspective

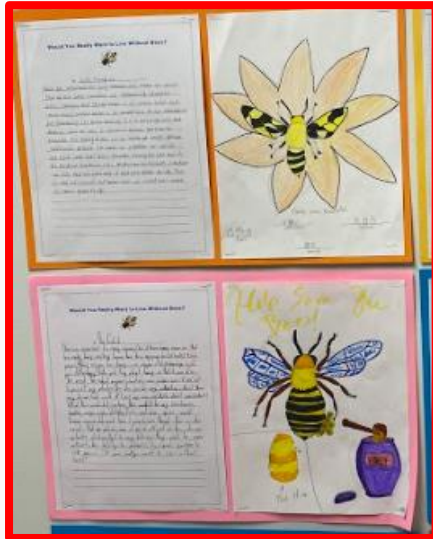
Grade 7

Before: Exceptionalities

Now: Harbor Me - Analyzing Perspectives



Grade 4



Revisions include the following highlights:

Writing:

- Nonfiction: How Writers Engage Readers
- Personal Essay

Morphology and Grammar:

- Study of word structure, focusing on advanced spelling rules and morphology embedded in reading units
- Formal grammar instruction embedded in writing units following scope & sequence



Grade 5



Revisions include the following highlights:

Reading & Writing:

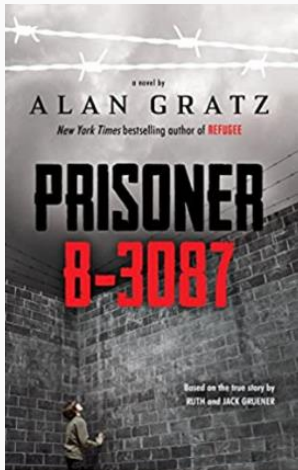
- Poetry unit updated to include speaking and listening standards
- Picturing Change unit revised with a focus on point of view and perspective

Morphology and Grammar:

- Study of word structure and morphology embedded in reading units
- Formal grammar instruction embedded in writing units following scope & sequence

WPM MS Grade 7

Revision goals throughout the year: high volume reading and planned differentiation



Revisions include the following highlights:

All units were revised to include:

- Embedded morphology instruction and formal grammar instruction following scope and sequence
- Planned predictable problems and small groups
- Created teacher pacing guides

Unit 1: Reading and Writing Under the Influence of Mentors

- Removed rap and alternate perspectives
- Selected mentor texts: *Percy Jackson and The Lightning Thief* by Rick Riordan (graphic novel & prose version) and *Lamb to Slaughter* by Roald Dahl

Unit 2: Analyzing Author's Craft in Historical Fiction

- Changed to book clubs and independent book
- Mentor Text: *Prisoner B-3087* by Alan Gratz
- Shifted focus from elements of historical fiction to author's craft

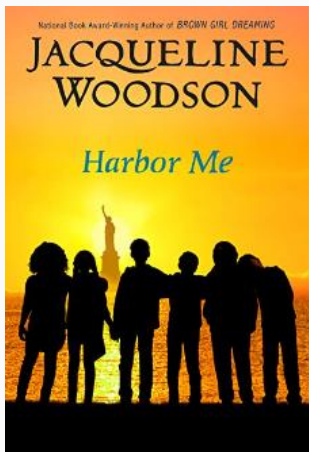
Unit 3: The Literary Essay - Writing to Analyze Craft

- Shifted focus from proving theme to analyzing author's craft and the purpose/impact of those craft moves

WPM MS

Grade 7

Revision goals throughout the year: high volume reading and planned differentiation



Revisions include the following highlights:

Unit 4: Nonfiction Reading - Becoming an Effective Researcher & Unit 5: Nonfiction Writing - Writing to Persuade

- Split nonfiction into two separate units (3 weeks reading, 2 weeks writing)
- Creation of teacher models
- Addition of nonfiction reading PBA (Connecting research skills to real life)

Unit 6: Close Reading to Interpret Theme

- New unit focused on reading short stories to build close reading and interpretation skills
- Addition short story analysis essay

Unit 7: Interpreting Poetic Elements

- New unit focused on analyzing elements of structure to interpret theme
- Builds off of the author study unit where students are introduced to craft

Unit 8: Harbor Me - Analyzing Perspectives

- Follows Kate Robert's whole class novel structure (two weeks whole class novel, two weeks book club, 1 week independent book)
- Teachers read and selected book clubs books that are high interest to encourage reading volume and engagement going into summer vacation

<p style="text-align: center;"><u>Unit 1</u> <u>Reading</u> <i>Taking Ownership of Your Reading Life</i></p>	<p>The goal of this unit is to establish a reading community in the classroom so students get excited about books. Teachers will model thinking, talking, selecting books and goal setting to students using an authentic collection of mentor texts and chapter books. The students will be engaged in conversations about reading and writing, in order to make connections in their reading lives.</p> <p>Students will gather evidence to support their ideas about craft, topics, genres and goals that are important to them. A large volume of reading and stamina are most important as teachers watch and notice their students' reading habits. As students develop independence and stamina, teachers begin assessing students using existing reading data from grade 3 and their observations of student reading behaviors, surveys and talk about reading.</p> <p>Students will hear many Patricia Polacco, Jacqueline Woodson and Maribeth Boelts stories that will lay a foundation for the upcoming unit on characters. Teachers will explicitly teach the skills of telling and then writing summaries in the reading notebook and provide students with a progression that helps them set goals for their own writing about reading. An important part of writing about reading will be gathering evidence with double journal entries to support their thinking. These entries will be taught through initial modeling with the teacher and students moving to independence of their own double journal entries.</p> <p>This unit will provide a rich opportunity for the social emotional goals for students and classroom community through mentor texts and engaging discussions.</p> <p>Profile of a Graduate Capacities: Analyzing, Self-Awareness</p>
<p style="text-align: center;"><u>Unit 2</u> <u>Writing</u> <i>Personal Narrative</i></p>	<p>Students will be building off prior knowledge of small moments to develop a personal narrative based on an experience in their life. The unit begins with generating ideas about what a personal narrative is and generating their own personal moments to then narrow into a topic. This helps lay the foundation for the writing process while focusing on a beginning, middle and end. Students will go through the process of planning, drafting, revising, editing, publishing and reflecting. During the process, students will focus on elaboration strategies, using details and transition words to create a smooth and logical flow to the writing. Modeling the writing process gives students the window into our thinking as a writer and allows students to see the messiness within the writing process.</p> <p>Profile of a Graduate Capacities: Design</p>

Grade 4 ELA Curriculum Overview

2022-2023

<p><u>Unit 3</u> <u>Reading</u> <i>Tackling Trouble: Analyzing Characters & Problems to Interpret Theme</i></p>	<p>This unit pushes readers to build on inference work in order to interpret themes. Students will learn that themes emerge from the way characters react and get in and out of trouble across a text. Reading partners and book clubs should focus their work on growing and changing theories about characters as they consider multiple perspectives and interpretations of an author's message. Discussions can reveal another way of interpreting a character's actions and motivations.</p> <p>This work should leave readers open to a variety of interpretations and lead to the transfer of critical thinking across texts. To prepare for the work of the PBA, students will begin charting and tracking how characters in a variety of stories handle the same issues of trouble to reveal the theme of the story.</p> <p>Small group work will focus on making inferences. Teachers will want to build progressions that show students how to “level up their thinking” to make deeper and more important inferences. This will move interpretation work from a <i>lesson learned in this book</i> to a more universal interpretation of a theme from a <i>life lesson</i>.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 4</u> <i>Personal Essay</i></p>	<p>The personal essay unit gives students the opportunity to consider who is important in their life. The unit begins by introducing the students to a variety of personal essay examples. This unit takes the students through the essay writing process; picking a topic, paragraph structure, and drafting a five paragraph essay. During the unit students will learn how to use a graphic organizer to develop well written paragraphs, which helps lay the foundation of structure and organization to transfer into a well written essay. In addition, students will learn the process of revising and editing a written piece. Modeling the writing process gives students a window into our thinking as a writer and allows students to see the messiness within the writing process.</p> <p>Profile of a Graduate Capacities: Design</p>
<p><u>Unit 5</u> <u>Reading</u> <i>How Writers Engage Readers</i></p>	<p>Readers will engage in a variety of nonfiction texts to explore different structures, craft moves and styles that authors use to teach readers. Students will identify text features and text structures and learn how they help the reader determine important information. Readers will practice note-taking in the structure of the text that they're reading. The focus will be on the main idea and detail structure. Students will also compare and contrast work thinking about the audience, purpose and message of the text.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 5</u> <u>Writing</u> <i>How Writers Engage Readers</i></p>	<p>Building off the reading unit, students will study two amazing nonfiction authors: Seymour Simon and Steve Jenkins. Students will explore the structures, craft moves and styles that these authors use to teach readers about interesting topics. Researching an animal of their choice, students will collect notes and create a mini informational book that includes pages in the style of Simon and Jenkins.</p> <p>Profile of a Graduate Capacities: Product Creation</p>

Grade 4 ELA Curriculum Overview

2022-2023

<p><u>Unit 6</u> <u>Reading</u> <i>Fantasy Unit</i></p>	<p>Students will become deeply immersed in the fantasy genre and further develop higher level thinking skills to study how authors develop characters and themes within a story. Students will begin by exploring elements of fantasy and the characters' journey that reveal messages about heroism and good vs. evil. Students will pay attention to the lessons the character learns or how they change to determine the theme of the story. Partnerships are utilized to engage students in accountable talk to deepen conversations about their fantasy texts.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 7</u> <u>Reading</u> <i>Interpreting History Through Many Lenses</i></p>	<p>An exciting aspect of this historical fiction unit is the culmination of all units taught, as well as merging the American Revolution content, concurrently taught in Social Studies. The students will take a critical and empathic stance to historical perspectives and experiences as they are immersed in rich literature. The content learned in Social Studies will serve as a springboard for meaningful book club conversations and partnerships. This unit offers the opportunity for students to weave in their content and skill knowledge by writing journal entries from the perspective of a character living during the American Revolution. Students will analyze the obstacles and challenges the character faced during the unfamiliar time period relying on the strong foundation of character analysis, personal essay writing, non-fiction skills and lessons learned in fantasy. Students will pay attention to alternate perspectives, message and theme, and inferencing to deepen their understanding of important historical events.</p> <p>Profile of a Graduate Capacities: Analyzing, Alternate Perspectives</p>

Grade 5 ELA Curriculum Overview

2022-2023

<p><u>Unit 1</u> <u>Reading</u> <i>Ownership: Readers and Writers are Thinkers</i></p>	<p>Students are familiar with the routines and procedures of choosing a variety of just right books, accountable talk, working with reading partners and book clubs and have worked to evaluate and justify with text evidence when writing about reading. While setting up the classroom initially focus on setting up the routines and procedures that will help the community of readers able to talk about and read books critically. Teachers will act as a coach and conductor by helping students build a reading life where new routines for carrying and keeping track of books that travel from home to school and back again will be taught. The primary goal is to set the stage for engaging a community of avid readers who read, think, talk and write about books in great volume. During this unit, review turn and talk, in order to give students practice and opportunity to take and make reading journeys through a book more meaningful. Since students are so familiar with the workshop model, this unit focuses more on establishing classroom routines and expectations, getting students into just right books and practicing writing about your reading. It should not exceed more than two weeks because the goal is for students to be in a book as they enter the writing launch/narrative unit.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p><u>Unit 1</u> <u>Writing</u> <i>Launch/Personal Narrative Unit</i></p>	<p>Personal narrative can be defined as a small moment story that is reflective of a significant or meaningful, event, time, place, person, or memory in your life. Students will explore narrative writing by reflecting on significant and meaningful moments in their lives. In doing this, students will practice collecting ideas for writing and growing those ideas into stories by implementing specific writing strategies. Over the course of four weeks, students will move fluidly through the writing process; they will spend roughly one week in the “launch” phase, establishing themselves as writers and class writing expectations; one week brainstorming and generating ideas; one week planning and drafting; and one week editing, revising and publishing.</p> <p>It is an expectation that teachers are writing and modeling writing strategies alongside students throughout the unit. A major focus of this unit should be on writing volume and engagement. This means a majority of the time should be spent actually writing, not on brainstorming or ‘perfecting’ writing.</p> <p>Profile of a Graduate Capacities: Design</p>
<p><u>Unit 2</u> <i>Developing Theories about Characters</i></p>	<p>This unit lays the foundation for interpreting work that students will continue in the social issues book club unit later in the year. Building off of character work in the past, students will learn to identify and analyze the less obvious traits and feelings in characters that reveal the complexity and layers of a character. This work will then lead to more complex thinking as students shift their focus to using those identified complexities to analyze character change. While analyzing character change, students will learn to empathize with their characters to help them fully understand the changes the character is experiencing.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 5 ELA Curriculum Overview

2022-2023

<p>Unit 3 <i>Reading & Writing Nonfiction: Researching with Texts</i></p>	<p>Nonfiction books will first be sorted into general topics including animals, disasters, technology and history. Students will spend time previewing these broad topics to determine an area of interest. From there, students will select the topic they are most interested in. Students will build off of their work from fourth grade by narrowing their focus from a broad topic by developing their own text sets (i.e. animals will be narrowed to endangered animals, narrowed to poaching elephants). Teachers will tailor the mini-lesson to include the teaching points from stage 3 but also to be more topic specific based on choices their students have made in their classroom. Teachers will model the research process using materials from the topics students can relate to, but likely not something students in their classroom has chosen.</p> <p>Students will use their collected notes to develop and clearly articulate a feature article that has a bias/perspective about their topic. Students will write with the purpose of presenting information with a bias, organizing their writing with text structures and text features. The immersion into the genre through the research bend of this unit will imitate the writing styles of the books they read. Students will end their articles with a call to action, steps the reader(s) can take to help. As a culmination, students will their "expertise" knowledge with their peers during a museum walk share out. They will read a variety of other students' articles and provide them with feedback. Their ability to talk about and write about their chosen topic in detail and with accuracy is the goal.</p> <p>Profile of a Graduate Capacities: Analyzing, Design</p>
<p>Unit 4 Reading <i>Interpreting Social Themes</i></p>	<p>While exploring social issues, students will infer character traits and motivation while justifying their inferences with both text evidence and schema to interpret themes that authors reveal through the troubles characters face. In this unit, students work in book clubs or partnerships to collect and share their ideas. Students may interpret texts differently, highlighting one social issue or another.</p> <p>Social Issues May Include:</p> <ul style="list-style-type: none">• Bullying• Fitting In/Being New• Friendship Issues• Growing Up• Homelessness• Divorce/Family Issues• Racism/Discrimination• Peer Pressure• Death/Dying• Building Community <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 5 ELA Curriculum Overview

2022-2023

<p><u>Unit 4</u> <u>Writing</u> <i>Literary Essay: Proving Your Interpretation of a Character</i></p>	<p>Students will do the heavy lifting work of rehearsing and revising interpretations of literature in their social issues book clubs. Using the theories that students developed in book clubs using a variety of text they will write literary essays. The focus might be on theme, character analysis, importance of setting, author's craft, changes of character from beginning to end of story, or anything else related to analyzing a story. Some students will use one text while others will compare and contrast using multiple texts. The end product will include a thesis/claim, supporting evidence (actual words) from their book(s), organization using paragraphs, and conclusions which may include, an inspirational quote or thought, circling back to the beginning, making connections to the "real world" or the author's own life.</p> <p>Profile of a Graduate Capacities: Analyzing, Design</p>
<p><u>Unit 5</u> <i>Picturing Change</i></p>	<p>Students are challenged to interpret and analyze multiple points of view through the use of picture books. This unit serves as a culmination of the work around character, theme, and conflict from throughout the year. However, it elevates the work from previous units by challenging students to use these three elements of literary studies to analyze multiple perspectives and points of view across an inclusive collection of picture books.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Alternate Perspectives</p>
<p><u>Unit 6</u> <i>Poetry</i></p>	<p>Students will be immersed in reading and writing poetry in this unit. The purpose of pairing these two units together is so that students have the opportunity to read with volume and engagement while practicing analysis through creative thinking practices. The class period should be split with time dedicated to reading and writing poetry each day.</p> <p>Students will explore a variety of types of poems through their own reading and writing. They will use their reading as inspiration for their own writing, emulating author's craft moves and topics from their favorite writers. Throughout this unit, students will compile all of their writing into a poetry journal/portfolio that will include samples of the different types of writing students explore. The writing process should be very fluid; students should be revising their writing as they read more poetry to test out figurative language and new writing strategies they encounter in their reading. Mini lessons are designed to introduce a type of poetry and revisit a type of figurative language for the mid-workshop teaching point.</p> <p>Profile of a Graduate Capacities: Analyzing, Design</p>

Grade 5 ELA Curriculum Overview

2022-2023

<p><u>Unit 7</u> <u>Reading</u> <i>Historical Fiction</i> <i>Book Club</i></p>	<p>In this unit, the work will continue to build off of the fourth grade historical fiction unit. Students previously took a critical and empathetic stance to historical perspectives and experiences. Students will be immersed in reading historical fiction and nonfiction centered around Slavery, the Civil War, Industrialization, Immigration, Westward Expansion, World War I, World War II, Civil Rights, the Great Depression and current events. Students will analyze and grow theories about, and trace themes across how struggles grow/stem from power, money and opportunity.</p> <p>Profile of a Graduate Capacities: Analyzing, Alternate Perspectives</p>
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<p><u>Unit 1</u> <i>Reading and Writing Under the Influence of Mentors</i></p>	<p>Fostering motivation and engagement in reading and writing are critical in the beginning weeks of the Language Arts classroom. This launch unit establishes both as students merge the two with the help of mentor authors. In reading, students will be exposed to different styles of writing, such as novels in verse, screenplays, and graphic novels. Students will analyze the unique elements of each genre and how they help the reader navigate the text and develop inferences. Then in writing, students will have opportunity and freedom to practice writing in those styles, emulating the authors and texts they explored in their reading. Students will draft and plan writing pieces in each genre, then, will self-select the piece and genre they want to finish and polish for peer feedback. Throughout this process, teachers are modeling with their own writers' notebook will lay the foundation for risk-taking. As always, the teacher will emphasize the significance of examining ideas that are important and interesting, and which we can return to later on.</p> <p>One of the primary purposes of this launch is to open the world of greater choice in writing - writing that is spontaneous, diverse, and creative. Readers and writers will work with partners to set goals and reflect together, and as always, they will read and write outside the classroom on a regular basis to continue building agency, engagement, and stamina in both reading and writing. All this work and exploration will culminate in a 7th grade writing celebration where students will spend time reading their peers' work and providing positive feedback.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 2</u> <i>Analyzing Author's Craft in Historical Fiction</i></p>	<p>Historical fiction is a highly engaging and interesting genre. This unit challenges students to navigate the genre through the careful study of author's craft by focusing on the popular author, Alan Gratz. Students will work in book clubs to analyze the craft moves he employs across his novels and the purpose or impact of those craft moves. After studying his craft moves and their purpose across the mentor text, Prisoner B-3087, and their book club books, students will select a historical fiction novel of their choice to transfer their understandings into a completely new context.</p> <p>This unit will take approximately 5 weeks. The first 4 weeks students will be working in book clubs and will be listening to the teacher read aloud the mentor text. The final week of the unit, students will transition into independent historical fiction books. This means over the course of the unit, students will read a minimum of three historical fiction books.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 7 ELA Curriculum Overview

2022-2023

<p><u>Unit 3</u> <i>The Literary Essay - Writing to Analyze Craft</i></p>	<p>The literary essay serves as a medium for students to formally analyze a text. In this unit, students will work to develop their thinking and analysis of a text to create a literary essay. The literary essay will use direct evidence from the text to support their thoughts, and ultimately analyze the use of the author's craft and purpose. Students will be using their work from the author study unit to write this essay. Throughout this unit, students will focus on deepening their analytical thinking through their writing and their ability to craft complete, complex thoughts.</p> <p>Students will focus their essays on either proving the impact of a specific authors craft move or how the author uses various craft moves for a specific purpose.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 4</u> <i>Nonfiction Reading - Becoming an Effective Researcher</i></p>	<p>Research begins with interest and curiosity. This brief three week unit will challenge students to navigate nonfiction research through a high interest topic of their choice. Students will begin their research by choosing a broad topic and narrowing their focus within that topic. They will work to collect information from reliable and credible sources and use that information to develop their own stance on their focus. This unit is directly connected to the upcoming writing unit; students will use the research they complete to write an argumentative vlog about their topic.</p> <p>Profile of a Graduate Capacities: Analyzing, Inquiry</p>
<p><u>Unit 5</u> <i>Nonfiction Writing - Writing to Persuade</i></p>	<p>A vlog is a blog in video form that includes a claim with reasons and evidence by incorporating media features such as images, video clips, sounds, and music. After spending about three weeks researching, students will develop their own argumentative claim about their research topic and draft reasons, evidence and an analysis of each reason. They will also consider the counter argument and speak to why their stance is stronger. They will revise their writing to include rhetorical devices, consider audience, tone, and purpose and add in entertainment factors to their vlogs. As a culminating experience, students will share their vlogs and nominate their peers for various recognition in the “Vloggies.”</p> <p>Profile of a Graduate Capacities: Product Creation</p>
<p><u>Unit 6</u> <i>Close Reading to Interpret Theme</i></p>	<p>Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text’s structure, craft, meanings, characters, themes, etc.. This unit challenges students to refine this skill while working with short stories by annotating the text as they read. Ultimately, they will use the annotations from their close readings to determine a complex theme supported with text evidence. This will be expressed in the form of an essay that reflects the structure of the previous literary essay unit.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 7 ELA Curriculum Overview

2022-2023

<p><u>Unit 7</u> <i>Interpreting Poetic Elements</i></p>	<p>The structure of poetry challenges students to interpret text and language without the grammatical restrictions of prose. This unit challenges students to analyze how variety in structure and composition impacts interpretation and meaning making for the reader. Students will read across a variety of poetry while analyzing the different structures and uses of language. As they read, they will also have scheduled drafting days in their "poetry notebooks" where they work to show true understanding of structure and form by emulating the various authors, styles, and structures they've been reading and analyzing in their own poems.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 8</u> <i>Harbor Me - Analyzing Perspectives</i></p>	<p>This unit serves as a culmination of all of the work from throughout the year. Students will be challenged to analyze various perspectives across multiple texts and how those perspectives reveal information about the characters or themes. This unit follows researcher, Kate Roberts', whole class novel approach. Students will begin the unit by spending three weeks reading the text, Harbor Me by Jacqueline Woodson. Following the whole class novel, students will spend two weeks navigating book clubs and transferring the reading skills from Harbor Me into their own independent practice. Students are challenged to grow their sense of empathy through respectful discourse with their book clubs. Since this is the final unit of the year, book club options have been selected to be high interest topics and books to increase and promote reading volume and engagement moving into the summer.</p> <p>Profile of a Graduate Capacities: Analyzing, Alternate Perspectives</p>