### Course description:
In seventh grade, the learning of reading, writing, thinking, speaking and researching centers on the concepts of growth through questioning and striving for accuracy. Within these Big Ideas and HOMs, students will closely read and write both literary and informational, print and non-print texts, while writing a variety of forms for various audiences and purposes. Students will compare and contrast texts and media that reflect the human experience while focusing on point of view and multimedia techniques. They will make connections between their own lives and the lives of those they read, view, and analyze. Students will continue to develop their understanding of word relationships through their reading, writing, and dialoging. They will develop speaking skills through small and large group discussion. Students will continue to research authentic questions so they can orally articulate a claim supported by evidence while differentiating between primary and secondary document sources. They will hone their abilities to create meaningful questions, research a variety of data, and synthesize their findings to argue a self-determined stance. They will continue to develop and monitor their own reading, writing, and thinking processes as they read self-chosen texts, write about self-chosen topics, and think about their thinking.

### Recursive Unit:
In reading workshop students spend large amounts of time reading independently. With students engaged in their book of choice, the teacher is able to move from one student to another for brief reading conferences addressing reading goals. This time can also be used for leveled book groups or small group conferences. Independent reading time is sandwiched between a focus lesson and a closure point to bring the class back together. Students often write about what they are reading in a journal similar to their writers notebook. The goal of a readers workshop is to grow students that love to read and can reflect on their process and goals. Students use both the anchor text and self-directed reading choices to reflect on the reading and writing process, and develop a base of writing practice to support upcoming units.

### Writing Realistic Fiction (narrative)
“The first part of this unit...begins with teaching students a few ways to see the world as fiction writers see it. That is, students learn how to see the fictional possibilities in their true lives, from moments that happened to them to values they hold dear. We then move them quickly into concurrently developing characters for their story ideas while also beginning to practice the fine art of scene creation. This is done through a “boot camp” where students are take through a guided practice session in order to experiment with the elements of scene writing while exploring their main characters...Students will learn other character-developing techniques such as exploring characters' motivations and obstacles, their quirks and passions, their internal and external lives.” (pg. vi, Unit 1, Units of Study, 7th grade)

### Writing Realistic Fiction (narrative) & Writing about Reading (information)
“...in this unit, you will invite students to generate [writing] entries that contain responses to reading that resemble those that many students will have been collecting all year long - during reading time, not writing time. You’ll soon challenge students to think, “How can I make my writing about reading my best writing?” In order to lift the level of entries that students write in response to texts, you’ll teach students qualities of good information writing and also, tied to that, qualities of good reading...they will shape their raw material into information writing, first writing text responses of varying kinds of structures, then channeling their thinking, and writing toward more analytic work.” (pg. vi, Unit 2, Units of Study, 7th grade)

### Writing about Reading (information) & The Art of Argument (argument)
“In this unit, you’ll help students understand that by engaging in oral debates, they can learn to think more logically, to call upon evidence to support their ideas, to respond to counter arguments, and to write more effective arguments.” This unit is channeled around a social issue of competitive sports. You can choose a shared issue of your choice or individual students can pick an issue that they feel strongly about. The text sets are built around a common issue and this may allow additional ease of teaching critical reading skills, defending logic, and angling evidence. (pg. vi-vii, Unit 3, Units of Study, 7th grade)
Quarter 4

The Art of Argument (argument)  
(repeated from third quarter) “In this unit, you’ll help students understand that by engaging in oral debates, they can learn to think more logically, to call upon evidence to support their ideas, to respond to counter arguments, and to write more effective arguments.” This unit is channeled around a social issue of competitive sports. You can choose a shared issue of your choice or individual students can pick an issue that they feel strongly about. The text sets are built around a common issue and this may allow additional ease of teaching critical reading skills, defending logic, and angling evidence. (pg. vi-vii, Unit 3, Units of Study, 7th grade)