

Best Practice Framework New York

Theme: Curriculum & Academic Goals
Level: District

National Center for Educational Accountability

national sponsor of Just for the Kids
<http://www.just4kids.org>

Practice: Define clear and specific academic objectives by grade and subject

Detailed curriculum maps, devised collaboratively by area teachers, clarify essential questions, content, skills, vocabulary, assessments, resources, and differentiation for each unit of study.

Collaborative Curriculum Map 2006-07

ELA 7*/

	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Vocabulary</i>	<i>Assessments</i>	<i>Resources</i>	<i>Differentiation</i>
Sep: Grammar (Week 1, 4 Weeks)	<p>Why is correct grammar important in my writing and speaking?</p> <p>What resources are available to me to help improve my grammar skills?</p> <p>How can understanding grammar concepts help me to become a better writer and speaker?</p> <p>What am I expected to know and be able to do on NYS and classroom ELA assessments?</p>	<p>Mini-lesson (teacher developed) to introduce editing task to students (including overview of 3-point holistic editing task rubric)—how to read a paragraph and identify and correct errors in capitalization, punctuation, grammar, and usage.</p> <p>Lessons and worksheets from Grammar, Usage, and Mechanics Book.</p> <p>Chapter 1 The Sentence and its Parts Ch. 1, Lesson 1: Complete Subjects and Complete Predicates (pp. 1-2) Ch 1, Lesson 3: Simple Predicates or Verbs (p., 7, p. 8 (part A), p. 9 (part B)) Ch 1, Lesson 4: Verb Phrases (p. 10-15) Ch 1, Lesson 5: Compound Sentence Parts (p. 13)</p> <p>Supplementary Grammar Handbook Exercises in Textbook</p> <p>Students will know and understand: -the essential parts of a sentence (subject and predicate, verb, verb phrases) -compound sentences -how to approach a paragraph editing task</p>	<p>Students will be able to: -successfully edit a simple paragraph (identify and correct simple errors in capitalization, punctuation, grammar, and usage) modeled after editing task on NYS ELA Assessment Grade 7</p> <p>-identify complete subjects and predicates</p> <p>-identify verbs and verb phrases</p> <p>-use simple and compound sentences correctly in their writing</p>	<p>Subject, predicate, verb, verb phrase, complete sentence, editing, rubric, capitalization, punctuation, grammar, usage</p>	<p>Essays and Other Writing Assignments (see Writing also)</p> <p>Practice paragraph editing tasks</p>	<p>Language of Literature text—Grammar Handbook (p. R66-R99)</p> <p>Grammar, usage, and Mechanics Book—Ch. 1 The Sentence and its Parts</p> <p>Practice paragraph editing tasks</p>	<p>Extra practice exercises from Grammar Handbook in Text</p> <p>Modified writing assignments</p>
Sep: Spelling (Week 1, 4 Weeks)	<p>Why is correct spelling important in my writing?</p> <p>What resources can I use to improve my spelling?</p>	<p>Spelling Skill Builder Workbook: Lessons 1-3</p> <p>Students will know and understand the lesson generalizations presented in Lessons 1-3</p>	<p>Lesson 1, Final silent e words and suffixes</p> <p>Lesson 2, Final silent e words and more suffixes</p> <p>Lesson 3, Words ending in ate/ion</p> <p>Students will be able to accurately spell the words in each spelling lesson (approximately 20 words per lesson)</p>	<p>Suffixes Final silent e</p>	<p>Weekly spelling quiz</p> <p>Various multi-paragraph writing assignments (see also Writing)</p>	<p>Spelling Skill Builder Workbook: Worksheets from Lessons 1-3</p> <p>Language of Literature Text— Spelling handbook (pp. R30-R33)</p> <p>Dictionary</p>	<p>Shortened spelling lists for certain students with IEPs</p> <p>Spelling not graded for certain students with IEPs</p> <p>Modified writing assignments</p>

	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Vocabulary</i>	<i>Assessments</i>	<i>Resources</i>	<i>Differentiation</i>
<p><i>Sep: Vocabulary (Week 1, 4 Weeks)</i></p>	<p>What resources are available to help me improve my vocabulary skills?</p> <p>What vocabulary skills and strategies are important for me to understand and remember?</p>	<p>Mini-lessons and worksheets from Vocabulary and Spelling Book:</p> <p>Tools for Vocabulary Study (vi.-vii.) Lesson 1: Context Clues</p> <p>Students will know and understand:</p> <p>-the information provided in a dictionary and a thesaurus -what context clues are and how they can help determine the meaning of an unfamiliar word</p>	<p>Students will be able to:</p> <p>-successfully use a dictionary and a thesaurus independently</p> <p>-use context clues to determine the meaning of an unfamiliar word</p>	<p>Dictionary, thesaurus, context clues</p> <p>Vocabulary word list from each lesson</p>	<p>Vocabulary quizzes</p> <p>Reading quizzes (with "vocabulary in context" multiple choice questions)</p>	<p>McDougal Littell Vocabulary and Spelling Book (Language of Literature Series)</p> <p>McDougal Littell Reading Binder (Section G—Building Vocabulary)</p>	<p>Additional guided practice</p> <p>Modified assessments</p>
<p><i>Sep: Test Awareness (Practice and Skills Development (Week 1, 4 Weeks)</i></p>	<p>How can I better prepare myself for successful test taking?</p> <p>What am I expected to know and be able to do on NYS and classroom ELA Assessments?</p>	<p>Basic Comprehension Mini-lessons from Reading Toolkit Binder Section D:</p> <p>Lesson D1-Main Idea and Supporting Details</p> <p>Lesson D2-Sequence</p> <p>Standardized Test Prep Mini-lessons from Reading Toolkit Binder Section H:</p> <p>Lesson H22-H28: Reading "Built for Speed" (Choosing the Main Idea, Choosing the Best Summary)</p> <p>Students will know and understand:</p> <p>-basic comprehension strategies (main idea and supporting details, sequence) -basic strategies for correctly answering standardized test questions based on reading passages (choosing the main idea, choosing the best summary)</p>	<p>Students will be able to:</p> <p>-successfully use basic reading comprehension strategies and question answering strategies when reading and/or answering standardized test questions based on reading passages.</p>	<p>Main idea, supporting detail, sequence, summary</p>	<p>Practice reading passages with multiple choice questions.</p>	<p>McDougal Littell—Reading Toolkit Binder Grade 7 (Sections D and H)</p> <p>Practice reading passages with multiple choice questions.</p>	<p>Shorter practice passages at lower reading level for below grade level readers.</p> <p>More difficult practice passages (higher reading level) for above grade level students.</p>

	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Vocabulary</i>	<i>Assessments</i>	<i>Resources</i>	<i>Differentiation</i>
<i>Sep: Reading-Literature (Week 1, 4 Weeks)</i>	<p>What strategies can I use to become a better reader?</p> <p>What can I learn from reading and comparing pieces of literature?</p> <p>What literary concepts do I need to understand and why?</p> <p>How can reading help me to deal better with my own personal challenges, relationships, and major life changes?</p>	<p>Independent completion of Reading Placement Test by students (Reading Toolkit Binder, Sec. A)</p> <p>Mini-lessons: -Strategies for Active Reading (Reading Toolkit Binder, C1-C2) -Methods of Reading (Skimming, Scanning, In-Depth Reading) (Lit Text, Rdg Handbook, R3) -Skim as a class: Reading Strategies Unit—Becoming an Active Reader (Lit. Text pp. S2-S17) -Skim as a class: Reading for Different Purposes, Reading for Information (Rdg Handbk R2-R5)</p> <p>Read and discuss short story: <i>A Days Wait</i> modeling and teaching active reading strategies (Text S19-S23, over-heads from Reading Toolkit Binder, C3-C12)</p> <p>Mini-lesson: Learning the Language of Literature-Fiction (plot and plot elements, conflict, character, setting, theme) (Text pp. 15-18)</p> <p>Read and discuss short story (including <i>Preparing to Read and Literary Analysis</i>): Seventh Grade (Text, pp. 20-27)</p> <p>Students will know and understand: -active reading strategies -literary elements and concepts</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -apply active reading skills independently to short selections -successfully ask and respond to questions about the literature (verbally and in writing) -successfully analyze (verbally and in writing) important literary elements such as plot, conflict, character (characterization), setting, theme, point of view. -connect, compare and contrast ideas and information from different selections -recognize recurring themes in literature -contribute to class discussions by offering comments to clarify and interpret ideas and information - present examples, definitions, analogies, and direct references to the text in support of ideas (verbally and in writing) 	<p>Words to Know from each selection</p> <p>Literary terms/ concepts from each selection and/or mini-lesson</p>	<p>Graphic Organizers and Worksheets for each selection from Literature Series Resource Books</p> <p>Selection Quizzes and/or Tests (multiple choice, short answer, graphic organizers)</p> <p>Class and small group discussion</p> <p>Written responses (study questions, journal writing, or reading logs)</p>	<p>Language of Literature Text</p> <p>Language of Literature Series: Unit Resource Books, Reading Toolkit Binder, other materials (overhead transparencies, etc.)</p>	<p>Selections from InterActive Reader or Bridges to Literature</p> <p>Use of McDougal Littell Audio Library (audio CD) Collection</p>
<i>Sep: Reading-Trade Book (Week 1, 4 Weeks)</i>	<p>What strategies can I use to become a better reader?</p> <p>What can I learn from reading and comparing longer pieces of literature?</p> <p>What literary concepts do I need to understand and why?</p> <p>How can reading help me to deal better with my own personal challenges, relationships, and major life changes?</p>	<p>Students will read (combination of guided reading, oral reading, and silent reading) one trade book every 6-8 weeks, from 7th Grade collection (current titles to select from include: <i>The Outsiders</i>, <i>The True Confessions of Charlotte Doyle</i>, <i>Johnny Tremain</i>, <i>Love That Dog</i>, <i>Walk Too Moons</i>, <i>Speed of Light</i>, <i>Holes</i>, <i>Homecoming</i>, <i>Touching Spirit Bear</i>).</p> <p>Students will know and understand: -the six active reading strategies (predict, visualize, connect, question, clarify, evaluate) -plot, conflict, character (characterization), setting, theme, point of view -recurring themes in literature</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -actively read fictional novels independently (applying the six active reading strategies) -successfully ask and respond to questions about the literature (verbally and in writing) -successfully analyze (verbally and in writing) important literary elements such as plot, conflict, character (characterization), setting, theme, point of view -connect, compare and contrast ideas and information from different literary works -recognize recurring themes in literature -contribute to class discussions by offering comments to clarify and interpret ideas and information -present examples, definitions, analogies, and direct references to the text in support of ideas (verbally and in writing) 	<p>Key vocabulary words from each</p>	<p>Graphic Organizers and Worksheets</p> <p>Quizzes and/or Tests (multiple choice, short answer, graphic organizers)</p> <p>Class and small group discussion</p> <p>Written responses (study questions, journal writing, or reading logs)</p>	<p>Trade Books from 7th Grade collection</p> <p>Graphic Organizers and Worksheets</p> <p>Reading and Critical Thinking Transparencies</p> <p>Literary Analysis Transparencies</p>	<p>Modification of assessments</p> <p>Additional guided reading</p> <p>Books on Audio Cassette Tape or CD</p>

	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Vocabulary</i>	<i>Assessments</i>	<i>Resources</i>	<i>Differentiation</i>
<i>Sep: Reading-Free Read (Week 1, 4 Weeks)</i>	<p>What types of books interest me as a reader?</p> <p>What strategies can I use to become a better reader?</p> <p>What can I learn from reading and responding to pieces of literature?</p>	<p>One Free Read Book (student selected, teacher/parent approved) every five weeks, minimum of 150 pages, appropriate reading level</p> <p>Students will know and understand:</p> <p>-how to select books that they will enjoy reading</p> <p>-the six active reading strategies (predict, visualize, connect, question, clarify, evaluate)</p>	<p>Students will be able to:</p> <p>-actively read Free Read Books independently (applying the six active reading strategies)</p> <p>-respond to pieces of literature in writing and/or artistically</p> <p>-enjoy reading!</p>	<p>Students are expected to use context clue skills and/or use a dictionary to look up any unfamiliar words as they read.</p>	<p>Reading log reflection or other appropriate written assignment or project (as determined by individual teachers)</p>	<p>Middle School Library collection</p> <p>Crandall Library collection</p>	<p>Modification of length or reading level of Free Read Book as appropriate</p> <p>Modification of assessment as appropriate</p>
<i>Sep: Writing (Week 1, 4 Weeks)</i>	<p>How does writing reflect understanding?</p> <p>How can I improve my writing skills?</p>	<p>Mini-lesson (teacher developed) on answering short answer questions accurately, completely, and with text-based supporting details (including overview of 2-point short-response question rubric).</p> <p>Students will know and understand:</p> <p>-how to include text-based support and/or examples when answering short answer questions</p> <p>-how to answer short-answer questions in complete sentences (by restating the question in the answer).</p>	<p>Students will be able to:</p> <p>-answer short answer questions accurately, completely, and with text-based supporting details</p> <p>-answer short answer questions in complete sentences</p>	<p>Text-based supporting details and examples, short answer questions, complete sentences</p>	<p>Graphic Organizers and Worksheets from Literature Series selections or Trade Books</p> <p>Quizzes, and/or Tests (short answer, graphic organizers) on Literature Series selections and/or Trade Books</p> <p>Written responses (study questions, journal writing, or reading logs) to Literature Series selections, Trade Books, and/or Free Read Books</p>	<p>Language of Literature Text</p> <p>Language of Literature Series: Unit Resource Books, other materials (overhead transparencies, etc.)</p> <p>Trade Books</p> <p>Free Read Books</p>	<p>Modification of assessments</p>
<i>Sep: Listening (Week 1, 4 Weeks)</i>	<p>How do I listen for meaning and information?</p> <p>How can I improve my notetaking skills?</p> <p>How can I improve my listening skills?</p>	<p>Throughout the curriculum students will have a variety of opportunities to listen and take notes in one-on-one situations, in small groups, and in whole class situations.</p> <p>Speaking and Listening Book: Lesson 12—Listening Actively</p> <p>Students will know and understand:</p> <p>-the qualities of a good active listener (listen with a purpose, block out distractions, look for relationships between ideas, etc.)</p>	<p>Students will be able to:</p> <p>-use good active listening strategies in a variety of situations</p>	<p>Active listening skills</p>	<p>Listening and notetaking practice</p> <p>One-on-one discussions</p> <p>Small group discussions/presentations</p> <p>Whole class discussions/presentations</p>	<p>Speaking and Listening Book (McDougal Littell)</p> <p>Language of Literature Text</p> <p>Language of Literature Series: Unit Resource Books, Reading Toolkit Binder, other materials (overhead transparencies, etc.)</p> <p>Trade Books</p>	<p>Modification of assessments</p>
<i>Sep: Speaking (Week 1, 4 Weeks)</i>	<p>How does speaking contribute to learning?</p> <p>How can I improve my speaking skills?</p>	<p>Throughout the curriculum students will have a variety of opportunities to speak and present in one-on-one situations, in small groups, and in whole class situations.</p> <p>Speaking and Listening Book: Lesson 4—Matching your Message with Purpose and Audience</p> <p>Students will know and understand:</p> <p>-the importance of understanding purpose and audience when speaking</p>	<p>Students will be able to:</p> <p>-organize and focus their speaking to best suit their audience and purpose</p>	<p>Message, purpose, audience</p>	<p>One-on-one discussions</p> <p>Small group discussions/presentations</p> <p>Whole class discussions/presentations</p>	<p>Speaking and Listening Book (McDougal Littell)</p> <p>Language of Literature Text</p> <p>Language of Literature Series: Unit Resource Books, Reading Toolkit Binder, other materials (overhead transparencies, etc.)</p> <p>Trade Books</p>	<p>Modification of assessments</p>