# English Language Arts 7
## Curriculum
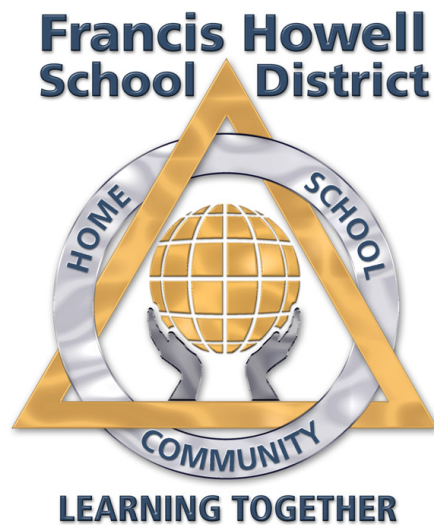


## Board Approved:

## Curriculum Committee

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# Francis Howell School District

## Mission Statement
The mission of the Francis Howell School District is to prepare students today for success tomorrow.

## Vision Statement
Every student will graduate with college and career readiness skills.

## Values
Francis Howell School District is committed to:
- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

## Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:
1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

# English Language Arts Graduate Goals

Upon completion of their English Language Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension, and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

## Course Rationale

One of the goals of ELA7 is to reinforce the literacy skills taught in ELA6 while beginning to prepare students for the challenging reading and writing they will encounter in ELA8, high school, and life beyond high school.  Students will focus on practicing all communication skills including reading, writing, speaking, listening, viewing, and finding and interpreting information.  They will also be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to solve problems and make decisions.  They will study a wide variety of literature that focuses on self-discovery/voice and expanding students' knowledge of literary influences in the world.  They will also practice effectively communicating their ideas and experiences to others through both speaking and writing.

## Course Description

This course is designed to provide students with the opportunity to explore enduring understandings that characterize the literature they read primarily through the reading and writing workshop model.  Fiction categories will include short stories, novels, poetry, and drama.  Non-fiction categories will include biographies, essays, speeches, and articles. Students will also demonstrate their comprehension of these understandings by writing formally and informally - including narrative, expository, and argumentative.  Students will use and analyze media in oral and visual presentations. They will also continue to develop information literacy research skills to ensure college and career readiness.

# Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the Rigor and Relevance Framework and 21st Century Skills. Information on these two things is provided below or by clicking on the hyperlinks.

### *Rigor and Relevance Framework*

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.
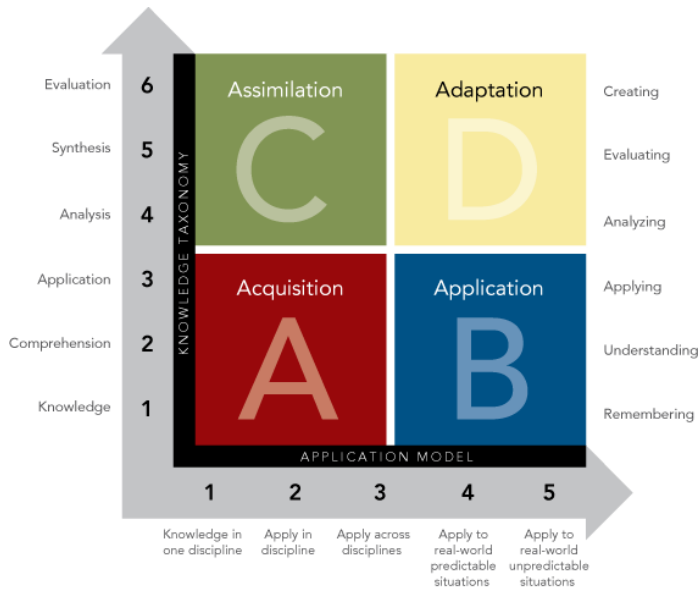
The Rigor/Relevance Framework has four quadrants.
Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

### 21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs.   The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving.  Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages.  Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time.  Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

### Standards

Standards aligned to this course can be found:

**Missouri Learning Standards Expectations for English Language Arts**
**https://dese.mo.gov/sites/default/files/curr-mls-standards-ela-6-12-sboe-2016.pdf**

**National Educational Technology Standards**
http://www.iste.org/docs/Standards-Resources/iste-standards_students-2016_one-sheet_final.pdf?sfvrsn=0.23432948779836327

# Units & Standards Overview

## Semester 1

## Semester 2

| Unit 1:<br>(Narrative) | Unit 2:<br>(Expository) | Unit 3:<br>(Research/Argumentative) | Unit 4:<br>(Literary Analysis) |
|---|---|---|---|
| **PE Standards:** W1A, **W2A**<br><br>ISTE 1, 4, 6 | **PE Standards:** W1A, **W2A**<br><br>ISTE 3, 5, 6 | **PE Standards:** W1A, **W2A**<br><br>ISTE 3,6 | **PE Standards: W2A**<br><br>ISTE 2, 3, 4 |
| **Reading Literature**<br>**RL1A, RL1B, RL1D,**<br>RL2B,RL2C, RL2D | **Reading Literature**<br>**RL1A, RL1B, RL1D**<br>RL2B, RL2C, RL3C, RL3D | **Reading Literature**<br>**RL1A, RL1B, RL1D,**<br>RL2A,RL2C, RL2D<br>RL3C, RL3D | **Reading Literature**<br>**RL1A,** RL2A, **RL1D**<br>RL2A, RL2B, RL2C, RL3C |
| **Reading Informational Texts**<br>**RI1A, RI1B,, RI1D,** RI2B, | **Reading Informational Texts**<br>**RI1A, RI1B, RI1C, RI1D**<br>RI2A, RI2B, RI3C | **Reading Informational Texts**<br>**RI1A, RI1B,** RI1C, **RI1D,** RI2A,<br>RI2B, RI2C, RI2D | **Reading Informational Texts**<br>**RI1A, RI1B, RI1C, RI1D,**<br>RI2A, RI2B, RI3C, RI3D |
| **Writing**<br>W1A, **W2A,** W3A | **Writing**<br>W1A, **W2A,** W3A | **Writing**<br>W1A, **W2A,** W3A | **Writing**<br>W1A, **W2A,** W3A |
| **Speaking and Listening**<br>SL1A, **SL1B,** SL1C, SL2A,<br>SL2B, SL2C | **Speaking and Listening**<br>SL1A, **SL1B**, SL1C, SL2A<br>SL2B | **Speaking and Listening**<br>SL1A, **SL1B,** SL1C, SL2A,<br>SL2B | **Speaking and Listening**<br>SL1A, **SL1B**, SL1C, SL2A |
| **ISTE-S**<br>1,4, 6 | **ISTE-S**<br>1, 3, 4, 6 | **ISTE -S**<br>1, 3, 6 | **ISTE-S**<br>1, 3, 4,5, 6 |

# Course Map

|  | Unit Description | Unit Timeline | PE Summary | PE Standards |
|---|---|---|---|---|
| **Quarter 1** | The Courage Within (narrative) | 8 weeks | A successful book author comes to an ELA class to discuss his latest book of short stories which are based on his struggles in life. After his talk, he asks everyone in class to write their own short stories, and says he will come back to the class and listen to all of the stories being read.<br><br>Write about a difficult situation/decision/struggle a character deals with.  The scene will have a strong and definite beginning, middle, and end. | W1A<br>**W2A** |
| **Quarter 2** | The Past Determines the Future (expository) | 8 weeks | Your favorite person (celebrity, author, athlete, etc.) is scheduled to speak at an assembly at your school.  You have been chosen to introduce this person to your entire school.  Your speech must analyze the events in this person's life and explain how these events relate to the person's achievements. | W1A<br>**W2A** |
| **Quarter 3** | The Human Experience (research/argumentative) | 8 weeks | You are getting paid to write a blog about a topic of your choice.  Your payment is based on 1) how well developed the argument is presented, and 2) how many people you are able to persuade. | W1A<br>**W2A** |

|  |  |  | Choose from one of the following prompts (or a teacher approved prompt), produce a claim, then research the chosen topic in order to produce a well developed and proven argument. |  |
| --- | --- | --- | --- | --- |
| **Quarter 4** | Individuality in Society (literary analysis) | 8 weeks | Students will read and analyze "All Summer in a Day" by Ray Bradbury. Students will identify a single theme within the text.  After theme identification, students will select a song that mimics the chosen theme.  A literary analysis will be composed as the final product. | **W2A** |

| Content Area: English Language Arts | Course: ELA Grade 7 | UNIT 1: The Courage Within (narrative) |
|---|---|---|

| Unit Description: | Unit Timeline: |
|---|---|
| By the end of the unit, students will <br> • Understand procedures of readers'/writers' workshop. <br> • Effectively participate in collaborative discussions in order to extend their learning. <br> • Use effective techniques in personal narrative and fictional narrative writing. <br> • Produce clear and coherent writing using grade-level craft structures. <br> • Understand and analyze how authors develop literary elements in fiction and nonfiction (such as plot, characterization, conflict, theme, setting, figurative language). | 8-9 Weeks - First Quarter |

## DESIRED RESULTS

**Transfer Goal** - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.

**Understandings** – *Students will understand that… (Big Ideas)*
1. Workshop involves reading, writing, and working both independently and collaboratively.
2. Texts have both explicit and inferential meanings.
3. A text's theme or central idea is conveyed through particular details.
4. An author's purpose and audience determines the choice of style and craft.
5. The setting influences character(s).

6. Words and phrases can have a figurative or connotative meaning that affect the meaning or tone of the writing based on context.
7. Writing examines a topic using a variety of structures (Argumentative, Expository, and **Narrative**).
8. Writers use conventions to create meaning.
9. Collaborative discussions require a diverse group of learners to be prepared, knowledgeable, and open to new ideas by posing questions and answering questions.
10. Setting goals is imperative to learning.

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**Essential Questions:** **What does it take to be courageous?**

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| Students Will Know/Understand… | Standard | Students Will Be Able to … | Standard |
|---|---|---|---|
| **Reading Literature** | | **Reading Literature** | |
| The definition of conclusion and inference; how to think beyond the text.  Inferences need to be supported with evidence from the text. | **RL1A** | Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **RL1A** |
| The definition of figurative vs literal meaning (connotation vs. denotation) and that word choices impact the overall tone and meaning in a text.  The definition of context clues and affixes (prefixes and suffixes).  The use of reference materials (including online resources, dictionary, thesaurus). | **RL1B** | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. | **RL1B** |
| The definition of theme and how to determine supporting evidence.  The definition of summary. | **RL1D** | Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions. | **RL1D** |
| The definition of narrator and point of view. . | RL2B | Explain how an author develops the point of view of the narrator or speaker in a text.  Explain how an author contrasts the point of view of different characters or narrators in a text. | RL2B |
| The definition of figurative meaning and how word choices impact the overall tone and meaning in a text. | RL2C | Analyze how word choice, including the use of figurative language contributes to meaning. | RL2C |

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| The definition plot (including parts of the plot), characterization (character motivation and static/dynamic characters), conflict (person vs. person, self, nature, society; and internal & external conflict) and how all can affect each other. | RL2D | Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.<br>Describe how the setting affects characters and plot. | RL2D |
| The definition of genre and theme. The same theme can be presented through fiction and nonfiction. | RL3B | Compare and contrast texts in fiction and nonfiction that address similar themes or topics. | RL3B |
| The definition of plot and conflict. An individual can be affected by the historical context and cultural norms. | RL3C | Explain how plot and conflict reflect historical and/or cultural contexts. | RL3C |
| Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems.  Readers choose different strategies for different types of text. | RL3D | Read and comprehend literature, including stories, dramas and poems, independently and proficiently. | RL3D |
| **Reading Informational Text** | | **Reading Informational Text** | |
| **The definition of conclusion and inference; how to think beyond the text.  Inferences need to be supported with evidence from the text.** | **RI1A** | **Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** | **RI1A** |
| **The definition of figurative vs literal meaning (connotation vs. denotation) and that word choices impact the overall tone and meaning in a text.**<br>**The definition of context clues and affixes (prefixes and suffixes).**<br>**The use of reference materials (including online resources, dictionary, thesaurus).** | **RI1B** | **Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.** | **RI1B** |

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| **The definition of central/main idea; how to determine supporting details.**<br><br>**The definition of summary.** | **RI1D** | **Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.** | **RI1D** |
| The definition of point of view author's purpose (to inform, to entertain, and to persuade) and how to determine point of view and author's purpose from a text. | RI2B | Explain how an author develops his or her point of view or purpose and distinguishes it from those of others. | RI2B |
| **Writers use argumentative writing to communicate a position or claim.**<br>  **a. Writers support their claim/position with clear reasons and relevant evidence (in the form of specific details, facts, quotes, or other information from sources).**<br>  **b. Writers introduce their claim/position and organize it clearly with an effective beginning, middle, and end.**<br>  **c. Writers use credible sources.**<br>  **d. Writers use transitions to connect and clarify ideas.**<br>  **e. Writers acknowledge counterclaims and refute them using text evidence.**<br>  **f. Writers use an effective ending to conclude the text.** | **W2A** | **Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**<br>  **A. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.**<br>  **B. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.**<br>  **C. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.** | **W2A** |
| Writers develop and strengthen their writing by revising, editing, rewriting. | W3A | Review, revise, and edit writing with consideration for the task, purpose, and audience.<br>  A.   Organization and Content: Introduce the topic, | W3A |

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| Writers know and use specific traits to produce clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.<br><br>Writers use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.<br><br>Technology and the Internet offer a variety of ways to produce and publish writing, as well as collaborate with others. Keyboarding skills are necessary to use technology. | | maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.<br>B. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.<br>C. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.<br>D. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.<br>E. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others. | |
| **Speaking and Listening** | | **Speaking and Listening** | |
| Collaborative discussions require preparation by reading or studying the material in advance and being able to offer evidence from that material to think deeper and reflect on the topic.<br><br>Setting goals, deadlines, and defining roles are required for collegial discussions. | SL1A | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | SL1A |
| **The definition of argument and claims; making comments help contribute to collegial discussions** | **SL1B** | **Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.** | **SL1B** |
| Recognize that many topics will have multiple perspectives (claims) supported by evidence; Reflecting and possibly modifying their own view. | SL1C | Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views. | SL1C |

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| Conventions of language as appropriate to task; purpose and audience; appropriate volume | SL2A | Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace. | SL2A |
| Speakers position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint. | SL2B | Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint. | SL2B |
| **Technology Standards** | | **Technology Standards** | |
| | | A) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve upon learning outcomes.<br>B) Build networks and customize their learning environments in ways that support the learning process.<br>C) Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.<br>D) Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. | ISTE-S 1 |
| | | A) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.<br>B) Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.<br>C) Develop, test and refine prototypes as part of a cyclical design process.<br>D) Exhibit a tolerance for ambiguity, perseverance and the | ISTE-S 4 |

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| | | capacity to work with open-ended problems. | |
| | | A) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.<br>D) Publish or present content the customizes the message and medium for their intended audience. | ISTE-S 6 |

**EVIDENCE of LEARNING**

| Understanding | Standards | Unit Performance Assessment: | R/R Quadrant 21st Century Skills |
|---|---|---|---|
| 3 4 5 6 7 8 | W1A<br>**W2A**<br><br>ISTE-1, 6, 7 | **Description of Assessment Performance Task(s):**<br>A successful book author comes to an ELA class to discuss his latest book of short stories which are based on his struggles in life. After his talk, he asks everyone in class to write their own short stories, and says he will come back to the class and listen to all of the stories being read.<br><br>Write about a difficult situation/decision/struggle a character deals with.  The scene will have a strong and definite beginning, middle, and end.<br><br>**Learning Objective:** Students will be able to compose a fictional narrative that includes the following: establishes and maintains a consistent point of view, clearly defined characters, well-structured event sequences, narrative techniques, and relevant descriptive details.<br><br>**Student Prompt:** *Student Directions*<br><br>**Scoring Guide:** *Narrative Scoring Guide*<br><br>**Performance Mastery:** a score of 3 or 4 on all aspects of the scoring guide.<br><br>**Authentic Audience Extension:**  Students will share their narratives on Google Drive with classmates and anyone else who might benefit from reading about characters that may be going through similar struggles that they are going through.   Teachers can find a literary contest for students to submit their narratives. | B, C, D<br><br>Critical Thinking<br><br>Creativity<br><br>Communica-tion |

| SAMPLE LEARNING PLAN | | | | |
|---|---|---|---|---|
| | | | | |
| **Under-standing** | **Standards** | **Major Learning Activities:** | **Instructional Strategy:** | **R/R Quadrant 21st Century Skills** |
| 1<br>10 | ISTE-S 1<br><br>SL1A<br><br>SL1C | **Workshop Refresher**<br>**1. Activity: Workshop review**<br>Objective:<br>Students understand workshop model.<br>● Teacher presents slides, reviewing Workshop in ELA to generate students conversations, focused on the importance of the classroom environment.<br>Students work on project to understand importance of developing a positive environment.<br>● Teacher provides groups of 4 with 3 feet of yarn, one foot of tape, and 20 sticks of uncooked spaghetti. Students are directed to "make something original" in 5 minutes.<br>● Teacher guides class discussion:<br> ○ Who won? (don't know)<br> ○ How do you know who won? (don't know)<br> ○ What was the goal of this activity? (wasn't known)<br>● Teacher provides same groups with same materials. This time the students are told that the goal is for the groups to make the tallest freestanding structure, in 10 minutes. Teacher will measure each group's structures as many times as needed.<br>● After ten minutes teacher announces winner, then guides discussion:<br> ○ Was it easier to build a structure this time? Why? (because we had a goal)<br> ○ What groups worked well together? What did they have to do? | *Cooperative Learning*<br><br>*Reinforcing Effort and Providing Recognition*<br><br>*Setting Objectives and Providing Feedback* | B<br><br><br>Critical Thinking<br><br>Communica-tion<br><br>Creativity<br><br>Collaboration |

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| | | | ○ What groups tried something new/different? How did that help?<br>○ Were the groups that did not settle, and continued to try to improve successful?<br>○ What made it easy to take risks?<br>○ What made it easy to work with others?<br>● Teacher leads class in the development of (student produced) classroom expectations.<br>● Students set own goals for the quarter. | | |
| 1<br>2<br>3<br>4<br>5<br>6<br>7<br>8 | ISTE-S 1<br>ISTE-S 4<br>ISTE-S 6<br><br>**RL1A**<br>**RL1B**<br>**RL1D**<br>RL2B<br>RL2C<br>RL2D | | **Novel Study**<br>   **2. Activity: Reading Journal**<br>      Reading Journals (online through Google Classroom or other spiral notebook), ongoing. Teacher will space lessons throughout unit, to give students time to read their novel.<br>Objective:<br>Students will be able to apply the use of multiple skills while reading a novel.<br>● Teachers use mini-lesson format to teach skills.<br>● Students show understanding of skills taught through the analysis of their novels (ex: characterization, setting, theme, perspectives, tone, prediction, figurative language, inference). Reading Journal Activities<br>● Teacher uses mentor text or class novel to model each skill in a mini-lesson, before students independently, on a daily basis, show their understanding of the skill through focused analysis of the their own, independently-chosen novel. | Providing Practice<br><br>Cues, Questions, and Advance Organizers<br><br>Cooperative Learning<br><br>Note Taking<br><br>Reinforcing Effort and Providing Recognition<br><br>Setting Objectives and Providing Feedback | A<br>B<br>C<br><br>Critical Thinking<br><br>Communica-tion<br><br>Creativity |

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| 1<br>2<br>3<br>4<br>6<br>9 | **RL1A**<br>**RL1B**<br>RL2C | **Novel Study**<br>   3. **Activity: SIFT-ing through poems**<br>   Objective:<br>   Close reading of a text in order to analyze and interpret meaning.<br>     ● Review Symbolism, Imagery, Figurative Language, Tone, and Theme by having students do a room walk.<br>       ○ Teacher posts definitions of terms, examples of everyday usage of the terms (not labeled so students must decide which examples match with each term), and examples of the term used in literature (not labeled so students must decide which examples match with each term) throughout the classroom.<br>       ○ Student take notes in the 4-Square sheet as they walk from one "station"/poster to the next.<br>       ○ When allotted time is up, students share their 4 Square notes with partner.<br>     ● Teacher reviews with class, ensuring all students understand. Teacher can also assess student understanding while listening to partner discussions.<br>     ● Teacher directs reading and SIFT-ing of "Mother to Son" with whole class. Then students SIFT "Nothing Gold Can Stay" with a partner.<br>     ● Students use the SIFT model when reading their independent novel.<br>     ● Before students move on to writing prompt, they will practice determining theme with the novel they are reading.<br>     ● Students will then individually answer the writing prompt, directing students to compare the theme of the poem to the novel they are reading. Nothing Gold Can Stay-SIFT & Short Answer th Response | Setting Objectives and Providing Feedback<br><br>Providing Practice<br><br>Cues, Questions, and Advance Organizers<br><br>Note Taking<br><br>Reinforcing Effort and Providing Recognition<br><br>Cooperative Learning<br><br>Summarizing and Note Taking | A<br>B<br>C<br><br><br>Critical Thinking<br><br>Communica-tion<br><br><br>Collaboration | |
| | | **Novel Study** | | | |

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| 1 2 4 9 | ISTE-S 1 ISTE-S 4 ISTE-S 6 **RI1A** **RI1B** **RI1D** RI2B SL1A | 4. **Activity: Supporting fiction themes with non-fiction texts** Objective: Compare and contrast non-fiction with theme of independent novel. <br>● Students choose a non-fiction article from *Newsela* or a teacher derived set of articles. <br>● Students analyze non-fiction text with the purpose of showing similarities and differences between real life and the fiction. <br>● Teacher assess student understanding while conferencing in small groups or individually. <br>● Students create a representation of the similarities/differences to present to small group. <br>● Students share work with small group. | Providing Recognition <br><br> Non Linguistic Representations <br><br> Identifying Similarities and Differences | B C D <br><br> Critical Thinking <br><br> Communica-tion <br><br> Creativity |
| 1 2 3 4 5 6 9 | ISTE-S 1 **RL1A** **RL1B** **RL1D** RL2B RL2C RL2D SL1A **SL1B** SL2A SL2B SL2C **W2A** W3A | **Novel Study** 5. **Activity:  Cooperative group work at end of novel** Objective: Students will be able to work together to produce one character which represents similar qualities of the main character(s) from novel(s). <br>● Students show understanding of characters and their development throughout the novel. <br>● Students work together to collaborate on and developing their own character. Students may need to organize/sort their ideas (use post-it mashup/sort) before they begin. <br>● Teacher informally assessing student understanding through listening to group discussions, the group project, and individual written assignment. Teacher provides feedback during informal assessments. <br>● Students present project to class.  Peers note positive aspects of each presentation. | Reinforcing Effort and Providing Recognition <br><br> Cooperative Learning <br><br> Summarizing and Note Taking <br><br> Identifying Similarities and Differences | B C D <br><br> Critical Thinking <br><br> Communica-tion <br><br> Creativity <br><br> Collaboration |
| 2 | ISTE-S 4 | **Novel Study** 6. **Activity:  Book analysis at end of novel** | Identifying | B |

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| 3<br>5 | **RL1A**<br>**RL1B**<br>**RL1D**<br>RL2D<br>**W2A**<br>W3A | Objective:<br>● Students will write <u>6 different newspaper</u> articles focusing on the novel they read.<br>● Teacher can bring in old newspapers for:<br>   ○ students to complete a scavenger type assignment to familiarize themselves with elements of a newspaper, and/or<br>   ○ students to use as mentor texts while completing assignments. | Similarities and Differences<br><br>Setting Objectives and Providing Feedback | C<br>D<br><br>Critical Thinking<br><br>Communica-tion<br><br>Creativity |
| 1<br>7<br>10 | **W2A**<br>SL1A | **Writing a Narrative**<br>  **1. Activity: Writing Notebooks(online or notebook), ongoing**<br>Objective:<br>● Students begin using their "writing notebook" by <u>developing a list of topics</u> they can write about.<br>● Students can share topics with partner to help generate ideas.<br><br>**Appendix Document(s):**<br>    Supporting student writing by <u>sharing teacher notebook</u> "writings." | Setting Objectives and Providing Feedback<br><br>Cues, Questions, and Advance Organizers | A<br>B<br><br>Creativity<br><br>Collaboration |
| 1<br>7<br>8 | **W2A**<br>SL1A<br>SL2A | **Writing a Narrative**<br><br>  **2. Activity: Describe a scene from a movie clip**<br>Objective:<br>● Students retell a scene from a movie clip, writing a narrative.<br>● Students <u>watch short clips of movie, then write a description, for someone who has never seen that clip, of what happened</u>.<br>● Students share with another classmate, then each student shares with class what their classmate did well in their narrative. | Reinforcing Effort and Providing Recognition<br><br>Providing Practice<br><br>Setting Objectives and Providing Feedback | B<br>C<br><br>Critical Thinking<br><br>Communica-tion<br><br>Creativity |

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| 1<br>7 | **W2A** | **Writing a Narrative**<br>3. **Activity: Background knowledge about Narratives**<br>Objective:<br>In groups students read model narratives and develop their own 'rules of narratives' through their analysis of the model narratives.<br>Students understand the necessary elements of a narrative.<br>● Students take notes on Rules of Narratives.<br>● Students take notes on the Elements of Fictional Narrative<br>● NOTES can be taken only when needed to be added to 'student rules.' | Setting Objectives<br><br>Cues, Questions, and Advance Organizers<br><br>Summarizing and Note Taking | B<br><br>Communica-tion |
| 7<br>8<br>9<br>10 | ISTE-S 6<br><br>W1A<br>**W2A**<br>W3A<br>SL1A | **Writing a Narrative**<br>4. **Activity: Rewrite a narrative**<br>Objective:<br>Students practice showing rather than telling when writing a narrative.<br>● Teacher reads a (bad) narration about getting to school in the morning.<br>● Students re-write narration using the Rules of Narratives, How to Write Compelling Fiction, as well as the following guides:<br>  ○ Use vivid verbs and dialogue.<br>  ○ Vary your sentence length and style.<br>  ○ Add copious amounts of detail.<br>● Students pair-share their rewrites with another member of the class. Each student listen to the other student's narrative and comment on what they liked about it.<br>● Teacher moves around the room, listening to the conversations and comment.<br>● Teacher may need to pull a small group to provide differentiated instruction for students who have yet to master the rules of narrations.<br>● Look for improvement from the first exercise.<br>● Teacher takes note of improvements and asks specific students to share the improvements at end of class. | Providing Practice<br><br>Reinforcing Effort and Providing Recognition<br><br>Cooperative Learning | B<br>C<br>D<br><br>Critical Thinking<br><br>Communica-tion<br><br>Creativity<br><br>Collaboration |

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| 7<br>8<br>9<br>10 | ISTE-S 4<br>ISTE-S 6<br><br>W1A<br>**W2A**<br>W3A<br>SL1A | **Writing a Narrative**<br>**5. Activity: Write a personal narrative**<br>Objective:<br>Students use mentor text as a model to write a personal narrative.<br>● Teacher models two examples (one showing, one telling) of the same narrative.<br>Students construct list of ideas to write about.<br>● Students brainstorm ideas (or use ideas previously brainstormed) then narrow their topic into a memorable "inside" story. If need idea generators use Nancie Atwell's "Questions for Memoirists."<br>Students determine if chosen topic/idea has a purpose.<br>● After students decide on a topic, they ask themselves "So What?" in order to continue with a purposeful idea, or change, or abandon the idea and chose another.<br>Students analyze mentor text to determine if it has a purpose.<br>● Teacher can show an example of a bad personal narrative and have partners or table groups list ways to improve/fix the narrative.<br>● Students can use the good example "My Secret Garden" to find the purpose of the narrative, and determine how the purpose was shown.<br>Teacher demonstrates the importance of specific and observable writing.<br>● Teacher presents The Rule of Write About a Pebble (p.3) to students.<br>● Students read example poems with shoulder partner, highlighting the sensory images used.  Students then develop a list of specific, observable people, places, occasions, times, objects, animals, or experiences they can write about in their narrative.<br>Students write a narrative.<br>● Students write a personal narrative about a significant event in their life.<br>Students review can then revise their writing after mini lessons:<br>● Students review the first "typical" lead, assessing if it grabs their attention, or if they would want to read further.  Students, with | Reinforcing Effort and Providing Recognition<br><br>Providing Practice<br><br>Setting Objectives and Providing Feedback<br><br>Cooperative Learning<br><br>Identifying Similarities and Differences | B<br>C<br>D<br><br>Critical Thinking<br><br>Communica-tion<br><br>Creativity<br><br>Collaboration |

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| | | | partners, then analyze three more leads and determine what makes those paragraphs interesting.  Students share, then teacher guides students to see three commonalities: action, dialogue, and reaction.  Teacher can then show three more modeled leads (of their own or in link).<br>Teacher may use Exit Tickets as a quick formative assessment. | | |
| 7<br>8<br>9<br>10 | W1A<br>**W2A**<br>W3A<br>SL1A | | **Writing a Fictional Narrative**<br>1. **Activity: Review elements of fiction, through the lens of a  writer**<br> Objective:<br>   ● With a partner, students discuss, read, and  annotate mentor text, *Eleven*, based off a checklist.  The annotations guide the students through characteristics of good fiction.<br>   ● Teacher assess student understanding while listening to student conversations, and conferencing in small groups. | Summarizing and Note Taking<br><br>Providing Practice<br><br>Setting Objectives and Providing Feedback<br><br>Cooperative Learning<br><br>Identifying Similarities and Differences | B<br>C<br><br>Critical Thinking<br><br>Communica-tion<br><br>Collaboration |

| | | **Writing a Fictional Narrative** | | |
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| 7 | ISTE-S 1 | 2. **Activity: Use small moments in their lives to write a fictional narrative** | Providing Practice | B C D |
| 8 | ISTE-S 4 | | | |
| 9 | ISTE-S 6 | Objective: | | |
| 10 | | Students brainstorm conflicts in their lives. | Setting Objectives and Providing Feedback | Critical Thinking |
| | W1A | ● Students list conflicts in their own life  and determine how to fictionalize those small moments. | | |
| | **W2A** | | | |
| | W3A | ● Students build off the small moments they brainstormed and develop a focused idea | | Communica-tion |
| | SL1A | ● Students can test out their focused idea by "writing long." Students can either: (1) choose a scene and write in the moment, or (2) summarize or write more specifically how that story might go. | Identifying Similarities and Differences | Creativity |
| | | ● Students can complete a "Main Character Questionnaire" to determine who the main character is before they begin writing. | Cues, Questions, and Advance Organizers | Collaboration |
| | | Students begin writing. | | |
| | | ● Students practice writing scenes in their stories by making "A Movie behind Your Eyelids."  With partners, students can analyze the mentor texts, to determine what the author did ("moves") to improve their writing.  Teacher can write a list of these writing "moves" as class shares what they noticed.  Teacher can later make an anchor chart with the student determined writing "moves." | | |
| | | ● As students write, they understand there is a generalized structure to narratives. | | |
| | | Students review and comment on peer narratives. | | |
| | | ● Students analyze sample peer review comments in order to understand how to write  effective  comments to peers when reading their work.  Students then read and comment on peer narratives. | | |
| | | ● Teacher demonstrates how to respond to and review a peer's paper using a mentor text.  Teacher allows for partners to discuss then share with class, as teacher and class review the mentor text.  Teacher then demonstrates, with help from students, how to | | |

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| | | complete one of the selected Peer Response Sheets.<br><br>**Appendix Document(s):**<br>● Narrative Prewriting Graphic Organizers | | | |
| 8<br>9<br>10 | ISTE-S 1<br><br>SL1A<br>SL1C<br>W3A | **Grammar/Mechanics Mini Lessons (use throughout entire year according to student needs)**<br>1. **Activity: Subject, Verb, and Fragments**<br>● Teacher introduces rules using mentor sentences. ("What do you notice about these sentences?" "What sticks with you about this sentence?")<br>● Throughout week teacher uses short mini-lesson to guide practice.<br>● Practice could be used as bellwork<br>Objective:<br>Students understand foundations of sentences.<br>2. **Activity: Correcting Run-Ons**<br>● Teacher introduces rules using mentor sentences. ("What do you notice about these sentences?" "What sticks with you about this sentence?")<br>● Throughout week teacher uses short mini-lesson to guide practice.<br>● Practice could be used as bellwork<br>Objective:<br>Students understand how to correct sentences.<br>3. **Activity: Using Mentor Sentences to Improve Grammar and Mechanics**<br>● Teacher introduces rules using mentor sentences. ("What do you notice about these sentences?" "What sticks with you about this sentence?")<br><br>Objective:<br>Students understand how foundations of sentences. | Setting Objectives and Providing Feedback<br><br>Providing Practice<br><br>Cues, Questions, and Advance Organizers<br><br>Reinforcing Effort and Providing Recognition<br><br>Cooperative Learning<br><br>Summarizing and Note Taking | B<br>    C<br>    D<br><br>  Critical Thinking<br><br>Communica-tion<br><br>Creativity<br><br>Collaboration | |

| | | **Appendix Document(s):**<br>● [Mechanically Inclined: Chapter 1](#)- Introduction<br>● [Mechanically Inclined: Chapter 2](#)-Moving From Correct-Alls to Mentor Text<br>● [Mechanically Inclined: Chapter 3](#)- Weaving Grammar and Mechanics into Workshop<br>● [101 Skills to Practice (with definitions)](#) | | |
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| UNIT RESOURCES |
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 **Resources**:

- Some short stories to use in this unit would be the following:
- *"Raymond's Run"* by Toni Cade Bambara
- "Rules of the Game" by Amy Tan
- "Mother and Daughter" by Gary Soto
- "One Friday Morning"  by Langston Hughes

- *Lessons that Change Writers* by Nancie Atwell
- *Notice and Note* by Kylene Beers and Robert E. Probst
- *Teach Like a Pirate* by Dave Burgess
- *10 Things Every Writer Needs to Know* by Jeff Anderson
- *Mechanically Inclined* by Jeff Anderson
- *Teaching Adolescent Writers* by Kelly Gallagher
- *Mini Lessons for Lit Circles* by Harvey Daniels and Nancy Steineke
- *Fresh Takes on Teaching Literary Elements* by Michael W. Smith and Jeffrey D. Wilhelm
- *Notice and Note: Strategies for Close Reading* by Kylene Beers and Robert E. Probst
- *Prentice Hall Literature: Timeless Voices, Timeless Themes  Bronze Level*
- *Minilessons - Multiple minilessons on narrative writing*
- NewsELA website

Student Resources:

*Milkweed* by Jerry Spinelli

*The Outsiders* by S.E. Hinton

*Orbiting Jupiter* by Gary D. Schmidt

*The Running Dream* by Wendelin Van Draanen

*Prisoner B-3087* by Alan Gatz

*The Girl Who Was Supposed to Die* by April Henry

*Between Shades of Gray* by Ruta Sepetys

*A Matter of Days* by Amber Kizer

**Vocabulary:**

- Analysis—separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose

- Annotate--an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.

- Author's purpose--author's intent or reasoning for writing: to explain/inform, to entertain, to persuade or author's intent as demonstrated by the passage
- Central idea--a main idea in an informational text

- Claim--an opinion or argument

- Character traits—aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

- Compare--to tell how things are alike; to examine both points of similarity and difference but generally with the greater emphasis on similarities

- Conflict--a struggle or clash between opposing characters or opposing forces. External conflict: a struggle between a character and an outside force (person vs. person, person vs. nature, person vs. society) etc. Internal conflict: a struggle within a character (person vs. self)

- Connotation--attitude and emotional feelings associated with a word or idea

- Contrast--to explain how things are different

- Conventions—a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage

- Dialogue—discussion between two or more people

- Denotation--a word's literal meaning

- Drafting—a step in the writing process in which the writer takes the seed planted during prewriting and begins to grow the text in the form the writer envisions. During the drafting process, the writer composes freely with a focus on developing the content of writing.

- Editing/Proofreading—a step in the writing process in which the writer polishes the pieces of writing, taking into account the needs of the reading audience. The writer edits for the conventions of spelling, grammar, punctuation, capitalization, etc. The focus is on the

final product.

- Evaluate--to make a judgment of quality based on evidence

- Evidence—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

- Figurative language or meaning--not the literal meaning of a word or phrase; examples include idiom, metaphor, simile, personification, hyperbole, etc.

- Foreshadowing--literary technique in which the author provides clues to coming events in a narrative

- Flashback--literary technique in which the author presents information that happened in the past

- Inference--a conclusion about the unknown, based on the known

- Main Idea--implicit or explicit message; what a text is "mostly about"

- Mentor text—text used as an example of quality writing; a published piece of writing a teacher uses during a lesson to teach a skill or motivate the students to imitate the skill or style of the author

- Mood--feeling created in the reader which is evoked through the language of the text

- Narrative--writing that tells a story or account of events, either true or fictional

- Narrator—the person telling the story; narrative viewpoints include: first person, third-person omniscient, third-person limited

- Paraphrasing--using one's own words to express the main ideas in what has been read, seen, or heard

- Plot—the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution

- Point of View--perspective from which a story is told.

  - 1st person point of view: the narrator participating in the action and referring to himself/herself as "I".

  - 2nd person point of view: the "you" in directions, explanations or arguments (not frequently used).

- ○ 3rd person point of view: the narrator generally not a character in the story (although this is not always the case), and referring to the characters as "he" or "she" as the events are told.

- ○ Limited point of view: the narrator relating the inner thoughts and feelings of just one character.

- ○ Omniscient point of view: the narrator as all-knowing and relating the inner thoughts and feelings of all the characters

- Setting--geographic location and time period of a story

- Simple Sentence--one independent clause and no dependent clauses, as in "The dog ate my homework."

- Summarize--to make brief statement about the essential ideas or major points in a text

- Supporting details--examples provided to describe, explain, or reinforce the main idea

- Text structure--how the information within a given text is organized

- Theme- the message or lesson the author wants you to learn from the text

- Tone--attitude author takes toward the subject, the characters, or the audience

| Content Area: English Language Arts | Course: ELA Grade 7 | UNIT 2: The Past Determines the Future (expository) |
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**Unit Description**:
By the end of the unit, students will
- Understand and analyze how authors develop elements of nonfiction and fiction (such as plot, characterization, conflict, theme, setting, figurative language).
- Effectively participate in collaborative discussions in order to extend their learning.
- Use effective techniques in expository writing including citing evidence in MLA format.
- Produce clear and coherent expository writing using grade-level craft structures.
- Gather relevant information from multiple print and digital sources.

**Unit Timeline:**
8 weeks- Second Quarter

## DESIRED RESULTS

**Transfer Goal** - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate collaborative members of society.

**Understandings** – *Students will understand that…*
1. Workshop involves reading, writing, and working both independently and collaboratively.
2. Texts have both explicit and inferential meanings.
3. A text's theme or central idea is conveyed through particular details.
4. An author's purpose and audience determines the choice of style and craft.
5. The setting influences character(s).
6. Words and phrases can have a figurative or connotative meaning that affect the meaning or tone of the writing based on context.

7. Writing examines a topic using a variety of structures (Argumentative, **Expository**, and Narrative).
8. Writers use conventions to create meaning.
9. Collaborative discussions require a diverse group of learners to be prepared, knowledgeable, and open to new ideas by posing questions and answering questions.

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**Essential Questions**: *Students will keep considering…*
- What is the relationship between decisions and consequences?
- How do we know how to make good decisions?
- How can a person's decisions and actions change his/her life?
- How do the decisions and actions of characters reveal their personalities?
- How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?
- To what extent do belief systems shape and/or reflect culture and society?

| Students Will Know… | Standard | Students Will Be Able to … | Standard |
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| **The definition of conclusion and inference; how to think beyond the text. Inferences need to be supported with evidence from the text.** | **RL1A** | **Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** | **RL1A** |
| **The definition of figurative vs literal meaning (connotation vs. denotation) and that word choices impact the overall tone and meaning in a text.** **The definition of context clues and affixes (prefixes and suffixes).** **The use of reference materials (including online resources, dictionary, thesaurus).** | **RL1B** | **Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.** | **RL1D** |
| **The definition of theme and how to determine supporting evidence.** **The definition of summary.** | **RL1D** | **Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.** | **RL1D** |
| The definition of narrator and point of view. | RL2B | Explain how an author develops the point of view of the narrator or speaker in a text. Explain how an author contrasts the point of view of different characters or narrators in a text. | RL2B |
| The definition of figurative meaning and how word choices impact the overall tone and meaning in a text. | RL2C | Analyze how word choice, including the use of figurative language contributes to meaning. | RL2C |
| The definition plot (including parts of the plot), characterization (character motivation and static/dynamic characters), conflict (person vs. person, self, nature, | RL2D | Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | RL2D |

| | | Describe how the setting affects characters and plot. | |
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| society; and internal & external conflict) and how all can affect each other. | | | |
| The definition of genre and theme. The same theme can be presented through fiction and nonfiction. | RL3B | Compare and contrast texts in fiction and nonfiction that address similar themes or topics. | RL3B |
| The definition of plot and conflict. An individual can be affected by the historical context and cultural norms. | RL3C | Explain how plot and conflict reflect historical and/or cultural contexts. | RL3C |
| Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems.  Readers choose different strategies for different types of text. | RL3D | Read and comprehend literature, including stories, dramas and poems, independently and proficiently. | RL3D |
| **Reading Informational Text** | | **Reading Informational Text** | |
| **The definition of conclusion and inference; how to think beyond the text.  Inferences need to be supported with evidence from the text.** | **RI1A** | **Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** | **RI1A** |
| **The definition of figurative vs literal meaning (connotation vs. denotation) and that word choices impact the overall tone and meaning in a text.** <br> **The definition of context clues and affixes (prefixes and suffixes).** <br> **The use of reference materials (including online resources, dictionary, thesaurus).** | **RI1B** | **Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.** | **RI1B** |

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| **The definition of central/main idea; how to determine supporting details.**<br>**The definition of summary.** | **RI1D** | **Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.** | **RI1D** |
| The definition of point of view author's purpose (to inform, to entertain, and to persuade) and how to determine point of view and author's purpose from a text. | RI2B | Explain how an author develops his or her point of view or purpose and distinguishes it from those of others. | RI2B |
| The definitions of credibility and plagiarism, and what it means to quote or paraphrase rather than copy.<br><br>Information collected from print and digital sources must be assessed for credibility and accuracy; information must be recorded and cited following a standard format. | W1A | Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.<br><br>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 of citation. | W1A |
| **Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**<br>**   b.   Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.** | **W2Ab** | | |

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| Review, revise, and edit writing with consideration for the task, purpose, and audience.<br><br>A.     Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.<br>B.     Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.<br>C.     Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.<br>D.     Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.<br>E.     Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others. | W3A | Writers develop and strengthen their writing by revising, editing, rewriting.<br><br>Writers know and use specific traits to produce clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.<br><br>Writers use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.<br><br>Technology and the Internet offer a variety of ways to produce and publish writing, as well as collaborate with others. Keyboarding skills are necessary to use technology. | W3A |
| Collaborative discussions require preparation by reading or studying the material in advance and being able to offer evidence from that material to think deeper and reflect on the topic.<br><br>Setting goals, deadlines, and defining roles are required for collegial discussions. | SL1A | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | SL1A |

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| **The definition of argument and claims; making comments help contribute to collegial discussions** | **SL1B** | **Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.** | **SL1B** |
| Recognize that many topics will have multiple perspectives (claims) supported by evidence; Reflecting and possibly modifying their own view. | SL1C | Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views. | SL1C |
| Conventions of language as appropriate to task; purpose and audience; appropriate volume | SL2A | Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace. | SL2A |
| Speakers position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint. | SL2B | Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint. | SL2B |
| | | **Technology Standards** | |
| | | Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve upon learning outcomes.<br>Build networks and customize their learning environments in ways that support the learning process. | ISTE-S1 |

| | | Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.<br>Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.<br>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:<br>a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.<br> b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.<br>c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.<br>d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. | |
| | | Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:<br>a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.<br>b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.<br>c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.<br>d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. | ISTE-3 |

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| | | Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.<br>Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.<br>Develop, test and refine prototypes as part of a cyclical design process.<br>Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. | ISTE-S4 |
| | | Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.<br>Students:<br>a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.<br> b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.<br>c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.<br>d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. | ISTE-5 |
| | | Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.<br>    Publish or present content the customizes the message and medium for their intended audience. | ISTE-6 |

| | | Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:<br>a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.<br>b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.<br>c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.<br>d. explore local and global issues and use collaborative technologies to work with others to investigate solutions. | ISTE-7 |
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| EVIDENCE of LEARNING | | | |
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| <u>Understanding</u><br><br>1, 2, 3, 4, 5, 6, 7, 8, 9 | <u>Standards</u><br><br>W1A<br>**W2A**<br><br>ISTE-3, 5, 6 | **Unit Performance Assessment**:<br>    **Description of Assessment Performance Task(s):**<br>Your favorite person (celebrity, author, athlete, etc.) is scheduled to speak at an assembly at your school. You have been chosen to introduce this person to your entire school. Your speech must analyze the events in this person's life and explain how these events relate to the person's achievements.<br><br>**Learning Objective:** Students will be able to gather research from multiple, relevant sources to develop an expository text which includes the following: examines the topic with relevant facts, examples, and details; and establishes relationships between ideas and supporting evidence.<br><br>**Student Prompt:** *Student Directions*    *Speech Organizer*<br><br>**Scoring Guide: Expository Scoring Guide** | <u>**R/R Quadrant**</u><br><u>**21st Century Skills**</u><br>C, D<br><br>Critical Thinking<br><br>Communica-tion |

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| | **Performance Mastery:** a score of 3 or 4 on all aspects of the scoring guide.<br><br>**Authentic Audience Extension:** Students will share their speeches with a small group of classmates. | | |

| **Sample Learning Plan** | | | | |
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| **Understanding** | **Standards** | **Major Learning Activities:** | **Instructional Strategy:** | **R/R Quadrant 21st Century Skills** |
| 1,2,4,5,7,8,9 | **RL1A**<br>RL2C | 1. **Activity:  Bellringer Activities**<br>Objective:  Students will recall prior information or learn new information important to individual daily lessons. Teachers may use a variety of different writing prompts, vocabulary, figurative language, plot, literary elements, etc. to teach and reteach students throughout the year.<br>**Appendix Documents:** Bellringers | Providing Practice | B<br><br>Creativity<br><br>Critical Thinking |
| | **RL1A**<br>**RL1B**<br>RL1C<br>**RL1D**<br>RL2B<br>RL3C<br>RI3C<br>W3A | 2. **Activity: "The Treasure of Lemon Brown"**<br>Objective: Students will determine how an author uses language to show conflict, develop characters, and theme in "The Treasure of Lemon Brown"?<br><br>Step 1: What is a treasure?  Discuss historical aspects of a treasure. Students will complete a web organizer that details something that they consider a treasure.  Students will share their notes in small groups explaining why they consider those items to be valuable to people.<br>-Check for prior knowledge of setting (urban, New York City, tenement). Show pictures on the SMARTboard and discuss http://www.flickr.com/photos/jgeo/5848915600/<br> -Quickly confirm understanding of literary conflict and types of conflict via mini-lesson. | Summarizing and Notetaking<br><br>Cooperative Learning<br><br>Providing Practice<br><br>Cues, Questions, and Advanced Organizers | B, C, D<br><br>Critical Thinking<br><br>Collaboration<br><br>Communica-tion<br><br>Creativity |

Step 2: Students will read "The Treasure of Lemon Brown"
-Students will work in pairs or small groups for deeper comprehension.
-Students will highlight or use "sticky notes" to find examples of dialogue using non-standard English (dialect) and rewrite the examples of Lemon's dialectical dialogue in the format of academic language activity.
-Using a different color, highlight examples of figurative language/sound devices (simile, metaphor, personification, onomatopoeia).
Create a master list; discuss what each phrase means and why the language choice enriched the reader's experience.
- "You O.K. for a youngster."..."better than those scalawags…" Metaphor
- "...a car passed, its tires hissing…" Onomatopoeia
- "The voice...like dry twigs being broken." Simile
- "Hard times always after a poor man...felt a tap on my shoulder. Hard times caught up with me." Personification
- "You don't give up the blues; they give you up." Personification
- "Howdy Mr. Pain, sees you back again…" Personification
-Using a different color, highlight the areas of conflict in the story.
Step 3: Create a class list of specific examples of conflict.
- Students will create and complete an organizer as the list is completed.
- Determine the major conflicts: (Greg vs. dad; Lemon vs. thugs). How does Lemon Brown's need to protect his treasure help Greg to resolve his conflict with his father?
- Engage students in a Socratic Seminar about the conflicts that are relevant in the text. The teacher will create open ended questions for the seminar or allow students to come up with their own questions after reading the text.
Specific language choice
- Reread the scene on the stairs. Students should determine why the following underlined word choices influence the scene. What other words could be substituted and how would they alter the scene?

Identifying
Similarities
and
Differences

- "Greg felt Lemon Brown's hand first lying on his shoulder, then <u>probing</u> down his arm until he finally took Greg's hand into his own as they <u>crouched</u> in the darkness."
- "Lemon Brown squeezed Greg's hand in his own, <u>gnarled</u> fist."
- "The beam from the flashlight danced crazily…"
- "He was an eerie sight, a bundle of rags…"
- "...Greg saw him hurl his body down the stairs…"

Recurring Language
- What does the repeated discussion of Lemon Brown's treasure tell the reader about its importance to Lemon Brown?  To the theme of the story?

Written Response
- Summary of Events
- Reread the passage in which Lemon Brown describes his life and the importance of the harmonica and clippings.  ("I used to travel around and make money…" ending at "Ain't that something?")  Students will summarize the events in Lemon Brown's story in sequential order.
- What is the theme of "The Treasure of Lemon Brown?"  How does the author develop that theme from the beginning to the end of the story?  What helps us understand the theme?  Explain your answer using specific textual evidence from the story.
- There are a number of different conflicts in "The Treasure of Lemon Brown."  In a well-developed paragraph, present one of the three conflicts found in the story, and explain how the conflict was resolved with textual evidence and reasoning for each conflict.

Exit Slip:  Why was Lemon Brown's treasure (the harmonica and clippings) so important to him?  Further discussion could begin the next day's class.

| | | **Appendix Documents:** Written Response | | |
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| 1,2,4,5,7,8,9 | **RL1A** **RL1B** RL1C **RL1D** RL2B RL3C RI3C | **3. "Knock Knock" Paired Text to "The Treasure of Lemon Brown"** Objective: Students will analyze connection between the two pieces through paired text comprehension questions. After analyzing, students will compose a poem mirroring "Knock Knock." Teacher will lead group discussion after allowing students time to read, analyze, and answer paired questions. **Questions:** Ask students to discuss how the two texts explore the relationship between fathers and sons. 1. How does the speaker portray his relationship with his father in "Knock Knock?" 2. How does this compare to Greg's relationship with his father? **Appendix:** "Knock Knock" CommonLit, "Knock Knock" poem task | Setting Objectives and Providing Feedback Summarizing and Note Taking Cues, Questions, and Advanced Organizers Identifying Similarities and Differences Providing Practice | B, C Critical Thinkin g Communic -ation Creativity |
| 2, 6,7,8 | W1A **W2Ab** W3A SL2A SL2B | **4. Activity: Explanatory/Informative Speech** Objective: Students will develop an expository or informative speech providing information, explanation, clarification, or definition. The student will inform or add to the audience's understanding through a presentation of key points, explanations, and supportive details. | Setting Objectives and Providing Feedback | B, C Critical Thinking |

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| | SL2C | Teacher will deliver a Mini-lesson on expository writing hooks, transitions, and conclusions.  Students will work in groups to define given expository vocabulary.    Examples of anchor charts and expository outlines are included. | Summarizing and Note Taking | Communica-tion |
| | ISTE 1, 3, 7 | | | |
| | | | | Collaboration |
| | | Students will view various famous speeches, such as speeches by President Obama, Steve Jobs, Martin Luther King Jr, George W. Bush, Hillary Clinton, etc. via http://www.americanrhetoric.com/21stcenturyspeeches.htm. Selected speeches should include both good and poor examples of speech giving. While viewing, students will analyze the speaker's presentation skills.  Students will also compare/contrast two of the selected speeches. | Cues, Questions, and Advanced Organizers | A, B, C, D |
| | | | Identifying Similarities and Differences | Critical Thinking |
| | | | | Communica-tion |
| | | Students will be asked to read a text and and respond to a prompt in an expository format. Based on the the speeches students watched previously, they will model their quick response after these famous speeches. | Providing Practice | Collaboration |
| 2, 3, 4, 5, 6, 9 | **RL1A** **RL1B** RL1C RL2A RL3D W3A ISTE 1,3, 5 | ● Read the book, Wilfred Gordon McDonald Partridge, by Mem Fox <br>● Brainstorm writing ideas of "treasures" students have that bring them good memories. <br>● Students write about one "treasure" they have and explain in an expository format why it's so special. <br>● Each student will practice delivering their expository explanation in front of the class. | Reinforcing Effort and Providing Recognition | Creativity |
| | | | Setting Objectives and Providing Feedback | |
| | | **5.  The Power of Poetry** | | |
| | | Play this video of a high school student performing Maya Angelou's poem "Still I Rise." Ask students to pay attention to how they feel as they listen to the poem. | Cues, Questions, and, | |

| | | Video: Sabrina Walker recites "Still I Rise" by Maya Angelou<br> • (https://www.youtube.com/watch?v=fnBVgzp7P3l)<br><br>Project the text from "Still I Rise."<br> • Available through Academy of American Poets:<br>http://www.poets.org/poetsorg/poem/still-i-rise<br><br>Ask the class, "How did you feel listening to this poem? What was powerful?" Explain what you think is powerful about the poem.  Some talking points might be:<br><br>    ● Describes the experience of rising above challenges,<br>    ● Being comfortable with yourself and who you are,<br>    ● Not being conquered by prejudice, and ,<br>    ● Refusing to give in to people who try to attack.<br><br>Angelou uses detailed imagery, figurative language, and strong specific details that appeal to the reader's senses. For example, here you can see images of the rising dust, and the wide ocean with the tide coming in. Imagery gives your reader a new way of looking at things. Something else you may have noticed about "Still I Rise" is that Angelou uses the first person point of view. Point of view means the perspective the poem is told from. First person point of view means narration from the perspective of "I" or "We." The narrator participates in what's happening in the poem.<br><br>Ask the group, "What do you think is special about poetry?" Discuss the power of poetry, and why poetry is important and unique from other forms of writing.Objective:<br><br> "Mindful" by Mary Oliver<br>Read aloud the poem "Mindful" by Mary Oliver, which is especially rich in poetic devices.   Explain that after this poem, you'll need volunteers for a Detective Focus Team, so everyone should remember their | Advanced Organizers<br><br>Identifying Similarities and Differences<br><br>Reinforcing Effort and Providing Recognition<br><br>Cooperative Learning | |

thoughts as they listen.

Project a slide with the text of the poem.
• Available online through Best Poems:
http://www.best-poems.net/mary_oliver/mindful.html

Ask for volunteers for a Detective Focus Team to help talk about the poem and find poetic tools that are used.

What is the heart of this poem? What emotions does the author feel?
What things in the world make you feel this way?
How does the author use language in her poem to make us feel her meaning?

Now we're going to be detectives. What poetic tools can you find in this poem?
(Write poetic devices on the whiteboard/Smartboard as they think of them, and have them point out where in the poem each is used. Let them suggest devices first, then bring up whatever they miss):

• Simile – comparison stating one thing is like another: "leaves me like a needle"
• Metaphor – comparison stating that something IS something else; using one thing to designate another: "in the haystack of light"
• Hyperbole – exaggeration to create a strong impression or emphasize a point: "More or less kills me."
• Rhyme – "delight/light." She only uses one rhyme in this poem; what effect do you think it adds?
• Alliteration – repetition of consonant sounds, usually at the beginning of words: 'To look, to listen, to lose myself'
• Assonance – repetition of a vowel sound: 'that leaves me like a needle'.
• Point of View – First Person Good job, detectives! Poetry is not just mechanical; these poetic tools should enhance the meaning and

emotional effect of the poem.

**Personification**

Point of view relates to another poetic tool, personification. When a poet uses personification, he describes an abstraction, a thing, or a nonhuman form as if it were a person.

Read an example of a personification poem; both are available online:
• Linda Nemec Foster's "The Field Behind the Dying Father's House"
• Pablo Neruda's XLIX from The Book of Questions

In a personification poem, you become the thing you are writing about. A voice other than the poet tells the entire poem. You write from the perspective of something that is not a person, using "I" or "We," and giving human qualities like speech.

"When we speak for something in nature, we take on the personality of that thing and speak with its voice."

Choose something you like and can identify with. You can say you're anything, but to be believable, you have to get into character, just like in a play.
"Personify!" Challenge

Now we need six new volunteers who feel confident with improvising and thinking on their feet, for our magical "Personify!" challenge. (Call six students up front, and put them in two teams of three students each.) Your teams are going to take turns practicing personification with a special challenge. Remember that in a personification poem, you're writing from the perspective of something that is not a person. In each turn, the first person will give the name of a non-human thing. The second person will say something that is happening. The third person will say something in that non-human narrator's voice. For example:

B, C

Critical
Thinking

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| | | • First person: A teakettle<br>• Second person: Boiling on the stove<br>• Third person: I've always wanted to sing opera but I never got very good at it. I don't think the cook likes it either because she turns me off every time I get a good high note going.<br><br>Now it's your turn to personify. (Alternate between groups, giving each group 3 turns. Help the narrator person out, and encourage teammates to help them out, if they're stuck.) | | Communica-tion<br><br>Collaboration<br><br>Creativity |
| | **RL1A**<br>**RL1B**<br>RL1C<br>**RL1D**<br>RL2A<br>RL2D<br>**W2Ab**<br>W3A<br>SL1A<br>**SL1B**<br>SL2C<br><br>ISTE 3, 6 | **6. Blackout Poetry**<br><br>**Objective:**  Students will create a blackout poem based on our unit's theme (how are past affects our future), multiple readings, and choose a piece that they feel they can produce the best possible poem.<br>Put up the blackout poetry examples ([1], [2], [3], [4], [5]) or use Laura Randazzo Prezi (picked by the teacher beforehand for appropriate language and themes) and hard copies, if available, one at a time. Read through each one and talk about the "hidden meaning" the author is trying to get across. Have they used any Literal or Figurative devices in their writing? Discuss the nature of blackout poetry's interesting "canvas", as the writer can only use words pre-written on the page. The poet's job is to manipulate the pre-existing text into a new, meaningful message, but they may not write new words to help them through a tough sentence or complete an idea; they have to work with what they've got. This makes the choosing of the text very important, or, the author must be confident in their use of language. Explain we will be making our own Blackout poems using old library books or pages from pre-printed text.<br><br>Each student is responsible for the creation of one new poem, but there is no limit on the amount of pages used to complete it, or the number of | Summarizing and Note Taking<br><br>Cues, Questions, and Advanced Organizers<br><br>Providing Practice<br><br>Cooperative Learning | B,D<br><br>Critical Thinking<br><br>Communica-tion<br><br>Collaboration<br><br><br>A,B, C<br><br>Communica-tion<br><br>Creativity |

| 2, 3, 4, 5, 6, 7,8,9 | | words the poem contains, so long as it has depth and is meaningful.

Think about poems (Mentor Texts) studied in class which talked about the themes of: being Nobody vs Somebody; illusions and memory; and loss and longing. What other themes can we identify from these poems? Use one of these themes for your blackout poem, or if you think of an alternative idea you'd like to "write" about, talk to your teacher.

First, read through your page to get an understanding of the words used on the page. Remember you may not add new words so this is an important step. Make a brainstorming chart on ideas you have while reading. When you feel confident to move forward, use a pencil to begin circling words to make the poem. This may be the hardest step because you are choosing the exact words to form your lines! Don't hesitate or you will never begin. Try circling whole phrases that you like the sound of and narrowing it down later. If you get going and really need a word to complete a sentence or idea, use individual letters near each other on the page to make it happen. Be creative with your page!

Students will be assessed with the blackout poetry rubric. Example #1, Example #2, Example #3 | | Collaboration |
| --- | --- | --- | --- | --- |
| | **RL1A** **RL1B** RL2A RL2B RL2C RL3C RL3D ISTE 3, 5 | **7. "The Landlady"** Objective: Students will be able to identify the plot elements while evaluating the element of foreshadowing in "The Landlady."

- The teacher will play a short video clip which includes examples of foreshadowing from popular films. They will ask students to write down at least two examples they see.

- The teacher will then lead a short discussion on foreshadowing and how it is used in films as well as literature.

- The teacher will utilize Google slide presentation for whole group | Providing Practice

Cues, Questions, and Advanced Organizers

Cooperative | |

| 2, 3, 4, 6 | **RL1A** **RL1B** RL1C **RL1D** RL2A RL2B RL2D RL3B RL3C W1A | discussion<br><br>● Students will then be asked to read and annotate examples of foreshadowing.  Students will also be responsible for identifying and crafting a plot chart on the short story.<br><br>● Students will play "The Landlady" Kahoot to confirm their completion of individual plot diagrams as well as confirming foreshadowing using their own devices or classroom set of Chromebooks.<br><br>● https://play.kahoot.it/#/?quizId=b270561c-a184-4758-b922-364ed1d24c5e<br><br>● The teacher will place students into small groups to find clues or hints which foreshadow the protagonist's, Billy's, fate in a t-chart (answers).  Groups will then transfer t-chart findings to a classroom padlet for deeper discussion.  The padlet will be projected on the front board.<br><br>● The teacher will discuss and correct or expand on the examples students provided if necessary during the discussion of these examples.<br><br>● Exit slip is to read independent novel to transfer foreshadowing identification by completing 2 dialectical journal entries.  One must be foreshadowing and the second entry can be another required element.<br><br>Writing extension<br><br>● Students will construct a speech to present to a TV production company at a conference in which they ask for "The Landlady" to be turned into a TV mini-series.  They must provide reasons and examples from the short story to explain why it would be a suspenseful show. Students will be permitted to make two changes to the show if they feel necessary. Teachers will use | Learning<br><br>Summarizing and Note Taking<br><br><br><br>Setting Objectives and Providing Feedback<br><br>Summarizing and Note Taking<br><br>Cues, Questions, and Advanced Organizers<br><br>Providing Practice | |

| | | and modify performance event directions and outline. | | |
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| 2, 3, 4, 5, 6, 8 | | **8. Activity:  "A Mother to Son"**<br>Objective:  Identify and analyze the effect of figurative language while describing word choice regarding tone and determining purpose of word choice.<br>**During reading:**<br>●    Students annotate the figurative language the speaker uses throughout the poem:<br>○    How does the mother describe the stairs in the beginning of the poem?<br>○    What is the mother's attitude toward the stairs?<br>○    How does the mother want her son to view the stairs?<br>**After reading:**<br>●    Make sure that they understand that the figurative language draws a connection between stairs and life, and how the tone changes at the middle of the poem from gloomy to resilient:<br>○    How does the speaker describe the stairs in this poem? How does the use of figurative language create the tone of the poem?<br>●    Have students look back at their annotations and determine how the word choice changes and shifts the tone by the end of the poem: What is the purpose of the mother sharing her struggles with her son? Central message:  A mother utilizes metaphor to communicate the struggles she is faced and the importance of perseverance to her son.<br><br>Assessment:<br>Students will complete the Commonlit text dependent questions with a partner.  Teacher will assess discussion by having mini-feedback sessions with pairs to ensure understanding of theme, figurative language, and tone. | | |

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| | | **9. Independent Novel Project** (to be introduced at the beginning of the unit)<br><br>    Objective:  Students will be required to read 1-2 independent novels over the course of the unit.  Teacher will engage in a series of mini-lessons (see appendix for each Google slide presentation) at the beginning of each identified class to enhance literary meaning within a given text.<br><br>Novel/Short Story One-Pager<br>● Objective: Students will create a single-page response to either a novel or short story that connects the ideas in the book to thoughts in a creative way. Students will create a One-Pager to display understanding of the novel/short story's big ideas, themes, or connection.<br>● **Appendix Documents**: One-Pager, One-Pager Example #1, Example #2, Example #3<br><br>**Appendix:** Reading Choice Board, Conferencing Form | | |
| | | **10. Activity: Informational Text Assignments**<br>    Objective: Students will increase their background knowledge and vocabulary by thoughtfully reading and participating in an insightful discussion about a variety of nonfiction articles in a variety of fields.<br>**Appendix Documents**: AoW Talking to Old People, AoW Random Acts of Kindness, AoW Actions Today Impact Tomorrow<br><br><br>**Appendix Documents:**  Mini-lessons:  Plot, Author's Craft, Setting, and Imagery, Direct and Indirect Characterization, Tone, Mood, and Irony, | Summarizing and Notetaking<br><br>Cues, Questions, and Advanced Organizers<br><br>Providing Practice | B, C<br><br>Critical Thinking |

| UNIT RESOURCES |
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**Teacher Resources:**
Kelly Gallagher's *In the Best Interest of Students*
Kahoot
Padlet
[www.americanrhetoric.com](www.americanrhetoric.com)
Sabrina Walker reciting "Still I Rise"  *https://www.youtube.com/watch?v=fnBVgzp7P3*
Best Poems https://best-poems.net/mary_oliver/mindful.html

**Student Resources:**
- "The Treasure of Lemon Brown" *Prentice Hall Purple Literature Book*
- "Ribbons" *Prentice Hall Purple Literature Book*
- Kahoot
- Padlet

**Vocabulary:**
   ● Analysis—separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose

- Annotate--an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.

- Author's purpose--author's intent or reasoning for writing:  to explain/inform, to entertain, to persuade or author's intent as demonstrated by the passage
- Central idea--a main idea in an informational text

- Claim--an opinion or argument

- Character traits—aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

   ● Compare--to tell how things are alike; to examine both points of similarity and difference but generally with the greater emphasis on similarities

   ● Conflict--a struggle or clash between opposing characters or opposing  forces. External conflict: a struggle between a character and

an outside force (person vs. person, person vs. nature, person vs. society) etc. Internal conflict: a struggle within a character (person vs. self)

- Connotation--attitude and emotional feelings associated with a word or idea

- Contrast--to explain how things are different

- Conventions—a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage

- Dialogue—discussion between two or more people

- Denotation--a word's literal meaning

- Drafting—a step in the writing process in which the writer takes the seed planted during prewriting and begins to grow the text in the form the writer envisions. During the drafting process, the writer composes freely with a focus on developing the content of writing.

- Editing/Proofreading—a step in the writing process in which the writer polishes the pieces of writing, taking into account the needs of the reading audience. The writer edits for the conventions of spelling, grammar, punctuation, capitalization, etc. The focus is on the final product.

- Evaluate--to make a judgment of quality based on evidence

- Evidence—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

- Figurative language or meaning--not the literal meaning of a word or phrase; examples include idiom, metaphor, simile, personification, hyperbole, etc.

- Foreshadowing--literary technique in which the author provides clues to coming events in a narrative

- Flashback--literary technique in which the author presents information that happened in the past

- Inference--a conclusion about the unknown, based on the known

- Main Idea--implicit or explicit message; what a text is "mostly about"

- Mentor text—text used as an example of quality writing; a published piece of writing a teacher uses during a lesson to teach a skill or motivate the students to imitate the skill or style of the author

- Mood--feeling created in the reader which is evoked through the language of the text

- Narrative--writing that tells a story or account of events, either true or fictional

- Narrator—the person telling the story; narrative viewpoints include: first person, third-person omniscient, third-person limited

- Paraphrasing--using one's own words to express the main ideas in what has been read, seen, or heard

- Plot—the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution

- Point of View--perspective from which a story is told.

  - 1st person point of view: the narrator participating in the action and referring to himself/herself as "I".

  - 2nd person point of view: the "you" in directions, explanations or arguments (not frequently used).

  - 3rd person point of view: the narrator generally not a character in the story (although this is not always the case), and referring to the characters as "he" or "she" as the events are told.

  - Limited point of view: the narrator relating the inner thoughts and feelings of just one character.

  - Omniscient point of view: the narrator as all-knowing and relating the inner thoughts and feelings of all the characters

- Setting--geographic location and time period of a story

- Simple Sentence--one independent clause and no dependent clauses, as in "The dog ate my homework."

- Summarize--to make brief statement about the essential ideas or major points in a text

- Supporting details--examples provided to describe, explain, or reinforce the main idea

- Text structure--how the information within a given text is organized

- Theme- the message or lesson the author wants you to learn from the text

- Tone--attitude author takes toward the subject, the characters, or the audience

| Content Area:  English Language Arts | Course:  ELA Grade 7 | UNIT: The Human Experience (research/argumentative) |
| --- | --- | --- |

| Unit Description: | Unit Timeline: |
| --- | --- |
| By the end of the unit, students will<br>● Effectively participate in collaborative discussions in order to extend their learning.<br>● Understand and be able to determine an author's point of view and purpose for writing and analyze how authors develop arguments through claims that are supported by reasons and evidence.<br>● Produce clear and coherent arguments in writing by incorporating clear reasons supported by relevant evidence.<br>● Use effective techniques in argumentative writing including citing evidence in MLA format.<br>● Gather relevant information from multiple print and digital sources. | 8 weeks- 3rd quarter |

## DESIRED RESULTS

**Transfer Goal -** Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.

**Understandings – *Students will understand that…***
1. Texts have both explicit and inferential meanings.
2. A text's structure and features can contribute to the development of theme in fictional texts and ideas in informational texts.
3. Author's purposely use specific words and phrases that affect the meaning and tone of the text.
4. Researchers gather information from multiple, credible sources while avoiding plagiarism.
5. Collaborative discussions require a diverse group of learners to be prepared, knowledgeable, and open to new ideas.
6. Writers use specific argumentative structures to develop and prove their claims.

**Essential Questions:** What do we all experience as humans that connects us?
How does our culture shape our beliefs?

| Students Will Know… | Standard | Students Will Be Able to … | Standard |
|---|---|---|---|
| **Reading Literature** | | **Reading Literature** | |
| **The definition of conclusion and inference; how to think beyond the text. Inferences need to be supported with evidence from the text.** | **RL1A** | **Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** | **RL1A** |
| **The definition of figurative vs literal meaning (connotation vs. denotation) and that word choices impact the overall tone and meaning in a text.**<br>**The definition of context clues and affixes (prefixes and suffixes).**<br>**The use of reference materials (including online resources, dictionary, thesaurus).** | **RL1B** | **Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.** | **RL1B** |
| **The definition of theme and how to determine supporting evidence.**<br><br>**The definition of summary.** | **RL1D** | **Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.** | **RL1D** |
| The definition of text structure and how text structures contribute to the development of a text's ideas and meaning. | RL2A | Analyze how a text's form or overall structure contributes to meaning. | RL2A |
| How word choices impact the overall tone and meaning in a text.<br><br>The definition of tone. | RL2C | Analyze how specific word choices contribute to meaning and tone. | RL2C |

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| The definition plot (including parts of the plot), characterization (character motivation and static/dynamic characters), conflict (person vs. person, self, nature, society; and internal & external conflict) and how all can affect each other. | RL2D | Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.<br>Describe how the setting affects characters and plot. | RL2D |
| The definition of characters and setting. An individual can be affected by the historical context and cultural norms. | RL3C | Explain how characters and setting reflect historical and/or cultural contexts. | RL3C |
| Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems.  Readers choose different strategies for different types of text. | RL3D | Read and comprehend literature, including stories, dramas and poems, independently and proficiently. | RL3D |
| **Reading Informational Text** | | **Reading Informational Text** | |
| **The definition of conclusion and inference; how to think beyond the text.  Inferences need to be supported with evidence from the text.** | **RI1A** | **Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** | **RI1A** |
| **The definition of figurative vs literal meaning (connotation vs. denotation) and that word choices impact the overall tone and meaning in a text.<br>The definition of context clues and affixes (prefixes and suffixes).<br>The use of reference materials (including online resources, dictionary, thesaurus).** | **RI1B** | **Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.** | **RI1B** |

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| The definition of text features, media, and drawing conclusions. Media and information can be presented through diverse formats to deeper our understanding of a topic. Some media formats are more effective than others. | RI1C | Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). | RI1C |
| **The definition of central/main idea; how to determine supporting details.**<br><br>**The definition of summary.** | **RI1D** | **Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.** | **RI1D** |
| The definition of text structure and how particular sentences, paragraphs, sections, or text features contribute to the development of a text's ideas. | RI2A | Analyze how a particular sentence, paragraph, section, or image contributes to meaning. | RI2A |
| The definition of point of view author's purpose (to inform, to entertain, and to persuade) and how to determine point of view and author's purpose from a text. | RI2B | Explain how an author develops his or her point of view or purpose and distinguishes it from those of others. | RI2B |
| How word choices impact the overall tone and meaning in a text.<br><br>The definition of tone. | RI2C | Analyze how word choice contributes to meaning and tone. | RI2C |

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| The definitions of argument and claims. An author's arguments and claims can be traced and evaluated to determine if they are supported by evidence or not.<br><br>How to determine if evidence is relevant and sufficient. | RI2D | Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | RI2D |
| **Writing** | | **Writing** | |
| The definitions of credibility and plagiarism, and what it means to quote or paraphrase rather than copy.<br><br>Information collected from print and digital sources must be assessed for credibility and accuracy; information must be recorded and cited following a standard format. | W1A | Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.<br><br>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 of citation. | W1A |
| **Writers use argumentative writing to communicate a position or claim.**<br>  **a. Writers support their claim/position with clear reasons and relevant evidence (in the form of specific details, facts, quotes, or other information from sources).**<br>  **b. Writers introduce their claim/position and organize it clearly with an effective beginning, middle, and end.**<br>  **c. Writers use credible sources.**<br>  **d. Writers use transitions to connect and clarify ideas.**<br>  **e. Writers acknowledge counterclaims and refute them using text evidence.**<br>  **f. Writers use an effective ending to conclude the text.** | **W2A** | **Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**<br>  **A. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.**<br>  **B. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.**<br>  **C. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging** | **W2A** |

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| | | **counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.** | |
| Writers develop and strengthen their writing by revising, editing, rewriting.<br><br>Writers know and use specific traits to produce clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.<br><br>Writers use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.<br><br>Technology and the Internet offer a variety of ways to produce and publish writing, as well as collaborate with others. Keyboarding skills are necessary to use technology. | W3A | Review, revise, and edit writing with consideration for the task, purpose, and audience.<br>    A.    Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.<br>    B.    Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.<br>    C.    Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.<br>    D.    Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.<br>    E.    Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others. | W3A |
| **Speaking and Listening** | | **Speaking and Listening** | |
| Collaborative discussions require preparation by reading or studying the material in advance and being able to offer evidence from that material to think deeper and reflect on the topic.<br><br>Setting goals, deadlines, and defining roles are required for collegial discussions. | SL1A | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | SL1A |
| **The definition of argument and claims; making comments help contribute to collegial discussions** | **SL1B** | **Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration** | **SL1B** |

| | | and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. | |
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| Recognize that many topics will have multiple perspectives (claims) supported by evidence; Reflecting and possibly modifying their own view. | SL1C | Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views. | SL1C |
| Conventions of language as appropriate to task; purpose and audience; appropriate volume | SL2A | Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace. | SL2A |
| Speakers position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint. | SL2B | Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint. | SL2B |
| **Technology Standards** | | **Technology Standards** | |
| | | Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve upon learning outcomes. Build networks and customize their learning environments in ways that support the learning process. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. | ISTE-S 1 |
| | | A) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. | ISTE-S 3 |

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| | | B) Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.<br>C) Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.<br>D) Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. | |
| | | B) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.<br>D) Publish or present content the customizes the message and medium for their intended audience. | ISTE-S 6 |

| EVIDENCE of LEARNING | | | |
|---|---|---|---|
| Understanding<br><br>3, 4, 6 | Standards<br><br><br>W1A<br>**W2A**<br><br>ISTE 3, 6 | **Unit Performance Assessment**:<br>**Description of Assessment Performance Task(s):**<br>You are getting paid to write a blog about a topic of your choice. Your payment is based on the following criteria:<br>1) how well developed and supported the argument is<br>2) how many people you are able to persuade<br><br>Choose from one of the following prompts (or a teacher approved prompt) and research the chosen topic in order to produce a well developed and proven argument.<br><br>● When is cheating acceptable?<br>● Is suffering an essential part of becoming a true human being?<br>● Do our friends influence our quality of life?<br>● What makes life worth living?<br>● Should people be forced to serve/help others? | <u>R/R Quadrant</u><br>**<u>21st Century Skills</u>**<br><br>C, D<br><br>Critical Thinking<br><br>Creativity and Innovation |

● Should middle school students be restricted from learning about mature subjects?
● When is it acceptable to do something that contradicts your values?
● Teacher approved

Using one of the provided formats, develop a blog that clearly communicates the following:
1. Claim
2. Evidence fully supporting the claim
3. Explanations of each piece of evidence
4. Counterclaim
5. Explanation arguing against the counterclaim

**Learning Objective:** Students will be able to produce a well-developed claim, fully defend the claim using specific and relevant sources, and acknowledge and refute the counterclaim.

**Student Prompt:** *Student Directions*    Argument Organizer

**Scoring Guide:** Argument Scoring Guide

**Performance Mastery:** a score of 3 or 4 on all aspects of the scoring guide.

**Authentic Audience Extension:** Students will post their essay to a blog so that their classmates can read and comment.

| SAMPLE LEARNING PLAN | | | | |
|---|---|---|---|---|
| **Understanding** | **Standards** | **Major Learning Activities:** | **Instructional Strategy:** | **R/R Quadrant 21st Century Skills** |
| 1, 2, 3 | **RL1A** **RL1B** **RL1D** RL2C RL3C **W2A** W3A SL1A **SL1B** SL1C SL2A SL2B ISTE 1 | **1. Activity: Myths, Legends, and Folktales** Objectives: <ul><li>Students will be able to infer the theme of the text and explain how it's developed in the text.</li><li>Students will be able to determine and explain author's choice of words and phrases used in the texts, especially figurative and connotative meanings.</li><li>Students will be able to explain how myths, legends, and folktales reflect the historical and/or cultural contexts of society.</li></ul> **Background information**- Students will read various informational texts that explain the characteristics of myths, legends, and folktales and take notes over them. Then, students will write a one paragraph reflection over their notes stating the similarities, differences, and reasons they are still relevant today. **Appendix Documents:** Myth, Legend, and Folktales Notes Organizer Myth info text Legend Info text Folktale info text myths, legends, and folktales notes reflection directions **Myths-** Students will choose one of the following myths to read: "Medusa", "King Midas and the Golden Touch", "Theseus and the Minotaur" or "Pandora's Box." They will annotate the text as they read specifically noting figurative language, word choice, and making inferences about the cultural beliefs of that time period. Then, with a small group of classmates who read the same myth, they will share their annotations and infer the theme of the myth. After that, each group will present to the class a brief summary of the myth, theme inferred, and historical and cultural context of the myth. | Summarizing and Notetaking Similarities and Differences Cooperative Learning Homework and Practice | A, B Critical Thinking Communica-tion Collaboration |

| | | | **Appendix Documents:** | | |
|---|---|---|---|---|---|
| | | | King Midas and the Golden Touch text | | |
| | | | Theseus and the Minotaur text | | |
| | | | Medusa Text | | |
| | | | Pandora's Box Text | | |
| | | | Pandora's Box Questions | | |
| | | | | | |
| | | | **Legends-** Students will read one or more legends such as "The Sword in the Stone" or "The Legend of Robin Hood" and students will annotate figurative language used in the legend and write a paragraph analyzing and explaining the meaning of the figurative language used and author's purpose in using it. Then, they will trade paragraphs with a partner and give feedback. | | |
| | | | **Appendix Documents:** | | |
| | | | The Legend of Robin Hood text | | |
| | | | The Sword in the Stone text | | |
| | | | FL in legends paragraph reflection | | |
| | | | | | |
| | | | **American Tall Tales-** Students will read one or more American tall tales annotating figurative language, tone, and making inferences about what these tales show about American life and beliefs in the 1800s. Students will have small Socratic Seminar discussions over these topics in the texts. | | |
| | | | **Appendix Documents:** | | |
| | | | Davy Crockett Text | | |
| | | | Johnny Appleseed Text | | |
| | | | Paul Bunyan Text | | |
| | | | Tall Tales Questions | | |
| | | | ★ If you have technology in your classroom, the student could post observations and comments about each text on Padlet or some other platform where students can share ideas. | | |
| 1, 3, 5 | **RI1A** **RI1B** RI1C **RI1D** | | **2. Activity: Tracing persuasive appeals used in famous speeches** Objective: Students will be able to identify ethos, pathos, and logos used in famous speeches and understand how speakers' use them to persuade their audience. | Setting objectives and providing | A, B, C Critical Thinking |

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| | RI2A<br>RI2B<br>RI2C<br>RI2D<br>**SL1B**<br><br>ISTE 1 | • Students will watch a video that explains ethos, pathos, and logos. Here are some sample videos:<br>https://www.youtube.com/watch?v=8Thwi6VhIoQ<br>https://www.youtube.com/watch?v=gf81d0YS58E<br>• Students will read and listen to a few famous speeches and highlight examples of ethos, pathos, and logos used.<br>http://www.americanrhetoric.com/top100speechesall.html<br>• Some suggestions are the following: "Duty, Honor, Country" by General Douglass MacArthur, "The Perils of Indifference" by Ellie Wiesel, and "I Have a Dream" by Martin Luther King, Jr.<br>• Students will then work in small groups to use each of the 3 persuasive techniques to persuade their parents on their topic of choice. For example, one group could use each technique to convince their parents to allow them to stay out later at night. Then, they will highlight in different colors each type of technique used.<br>• Finally, the teacher will have 3 posters around the room labeled ethos, pathos, and logos, and 3 people from the group will add to the poster an example of the technique they used in their parent persuasive appeal. After all groups have added their examples, students will read the examples on each poster and fill out an exit slip of what they learned about ethos, pathos, and logos and how they can apply it to their argumentative writing.<br>• Based upon exit slip data, teachers can strategy group or use individual conferences for the purpose of re-teaching.<br>• If you have technology in your classroom, you could use Padlet, Google Doc or some other technology platform that students could post to instead of a poster. | feedback<br><br>Cooperative Learning<br><br>Homework and practice | Communica-t ion<br><br>Collaboration |
| 2, 3, 6 | **RI1A**<br>**RI1D**<br>**W2A**<br><br>ISTE 1 | **3. Activity: Tracing an author's claim in a nonfiction article and explaining how evidence supports the claim**<br>Objective: Students will be able to trace a claim and supporting evidence in an article as well as explain how evidence supports the claim.<br>• Students will read an article about a current topic that shows 2 sides of an issue. One example might be the following article from NewsELA: "Do Video Games Cause Violence?". | Setting objectives and providing feedback<br><br>Cooperative | A, B<br><br>Critical Thinking<br><br>Communica-tion |

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| | | ● Students will highlight with 2 different colored highlighters the two different claims in the article as well as evidence in the article to support both claims.<br>● Then, pair students and have student #1 complete the organizer outlining one claim and evidence from the article and student #2 will outline the opposite claim and evidence from the article.<br>● After that, the teacher will model how to complete the explanation of the evidence with the students and they will fill that part out on the organizer. Then, students will verbally argue their side of the argument with their partner.<br>● Next, have students create counterclaims and rebuttals with their partner for both sides of the issue and each person will write a 2 paragraph argument over one side of the issue.<br>● Students can type these arguments on Google Docs and share with a classmate for the purpose of feedback.<br>**Appendix Documents:**<br>Video Games Article<br>Video Games Argument Organizer | Learning<br><br>Homework and Practice | Collaboration |
| 1, 2, 3, 5, 6 | RI2D<br>**SL1B**<br>SL1C | **4. Activity: Listening to a podcast to determine author's argument and evaluate evidence and reasoning given.**<br>Objective: Students will be able to delineate an author's argument and claims and determine the relevance and credibility of evidence presented.<br>● Students will listen to the podcast "Pants on Fire" and take notes on the evidence presented in the podcast. From that, they will work with a partner to make an inference about the author's main claim and purpose in producing the podcast. Then, the partners will discuss if this was the most effective means of communicating this idea or if a written article would have been more effective. Once everyone is finished, the students will make an inside, outside circle and share their findings.<br>**Appendix Documents:**<br> "Pants on Fire" | Summarizing and Notetaking | A, B<br><br>Critical Thinking<br><br>Commu ication |

| | | Podcast note page and questions | | |
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| 1, 2, 4, 5, 6 | **RI1A**<br>**RI1D**<br>RI2B<br>W1A<br>**W2A**<br><br>ISTE 1 | **5. Activity: Analyzing multiple sources to create an argument**<br>Objective: Students will read and analyze multiple sources, make a claim, and support their claim with relevant text evidence from the sources.<br>● Read the 3 sources: "Cultural Common Ground Gets Harder to Come By," "Hello, My Name is _____," and "Learning How to Code-Switch: Humbling, But Necessary," and identify the claim made by each author.<br>● As a class, share the claims and discuss what all 3 sources have to do with culture. Then, come up with some sample claims about culture that all 3 sources would support.<br>● Students will choose one of the class claims and write an argument or create their own claim and write an argument on Google Classroom and post it for the class to read.<br>● After each student has written the argument, they must read one classmate's argument and give feedback based on persuasive language and relevant support used.<br>**Appendix Documents:**<br>**"Cultural Common Ground"**<br>**"Hello, My Name is"**<br>**"Learning How to Code Switch"** | Summarizing and note taking<br><br>Similarities and differences | A, B, C<br><br>Critical Thinking<br><br>Communica-tion |
| 1, 2, 3 | **RL1A**<br>**RL1B**<br>**RL1D**<br>RL2A<br>RL2C<br>RL2D<br>RL3D<br><br>ISTE 1 | **6. Activity: Novel Study**<br>Objective: Students will analyze their independent novels, make inferences about literary devices used, and make personal connections.<br>● Students will read multiple self-selected novels during the course of this unit. At various times, they will respond in their reading journal to the various prompts.<br> ○ How does a character in your novel handle a major trial or conflict in his or her life? How does this shape who he or she becomes? What can you learn from this?<br> ○ What literary device does the author of your novel use abundantly? Give an example of this from the novel. Explain | Reinforcing effort and providing recognition<br><br>Summarizing and note taking | A, B, C<br><br>Critical Thinking<br><br>Communica-tion |

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| | | why the author uses this and what the effect is on the reader?<br>○ Explain how they novel you read reflects common human experiences. Give specific text based examples<br><br>● Students can get into small groups and share their answers to some of these prompts. Students could also respond to a Padlet online instead of sharing verbally.<br>**Appendix Documents:**<br>Independent Novel Journal Prompts | | |
| 4 | W1A<br><br>ISTE 3 | **7. Activity: Research and Note Taking Practice**<br>Objective: Students will be able to choose a topic to research, use search terms effectively, assess sources for credibility and accuracy, quote or paraphrase evidence, and follow a standard format for citation.<br>● The teacher walks students through choosing a research topic, creating a research question, devising appropriate search terms, evaluating the reliability and credibility of sources, gathering relevant evidence, citing sources, and creating a thesis statement.<br>**Appendix Documents:**<br>*Research Practice Worksheet*<br>CRAAP Test Evaluating Sources Worksheet<br>Cornell Notes Worksheet<br>Thesis Statement Worksheet<br>Citing Electronic Sources | Setting objectives and providing feedback<br><br>Reinforcing effort<br><br>Summarizing and notetaking<br><br>Homework and practice<br><br>Generating and testing hypothesis | A, B<br><br>Critical Thinking |
| 5, 6 | **W2A**<br>W3A | **8. Activity: Writing introduction and conclusion paragraphs**<br>Objective: Students will be able to write an effective introduction and | Setting objective | A, B, C |

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| | ISTE 1 | conclusion paragraph for an argumentative essay.<br>● The students will look at sample introductory paragraphs from mentor argumentative essays and label the hook, background/bridge information, and claim. Then, we will look at the corresponding conclusion paragraphs from the mentor essays,and students will identify the claim, main points summary, and impact statement.<br>● Students will write an introductory paragraph and concluding paragraph using the claim from their research and note taking activity prior to this.<br>● Students will do a gallery walk evaluating and giving feedback to their classmates' introduction and conclusion paragraphs or if technology is available, they can share them on Google Docs for the purpose of feedback.<br>**Appendix Documents:**<br>Sample Arg essay #1<br>Sample Arg essay #2<br>Hooks Tip Sheet<br>Conclusion Tips | and providing feedback<br><br>Homework and practice | Critical Thinking<br><br>Communica-tion |

| UNIT RESOURCES |
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**Teacher Resources:**

*Greek Myths* by Olivia Coolidge

*Prentice Hall Literature: Myths, and Legends from Ancient Greece and Around the World*

*Greek Myths and Legends* by James R. Squire and Barbara L. Squire

*American Tall Tales* by Mary Pope Osborne

*Scope Magazine*

NewsELA website

*Oh Yeah?! Putting Argument to Work Both in School and Out* by Smith, Wilhelm, and Fredrickson

*Prentice Hall Literature: Timeless Voices, Timeless Themes  Bronze Level*

*No More Fake Reading* by Berit Gordon

*The Book Whisperer* by Donalyn Miller

*10 Things Every Writer Needs to Know* by Jeff Anderson

*Mechanically Inclined* by Jeff Anderson

*Teaching Adolescent Writers* by Kelly Gallagher

*Mini Lessons for Lit Circles* by Harvey Daniels and Nancy Steineke

*Fresh Takes on Teaching Literary Elements* by Michael W. Smith and Jeffrey D. Wilhelm

*Notice and Note: Strategies for Close Reading* by Kylene Beers and Robert E. Probst

**Vocabulary:**

- Annotate--an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.

- Argumentative writing--writing that seems to influence readers or listeners to agree with a perspective or perform an action

- Author's purpose--author's intent or reasoning for writing:  to explain/inform, to entertain, to persuade or author's intent as demonstrated by the passage
- Claim--an opinion or argument

- Compare--to tell how things are alike; to examine both points of similarity and difference but generally with the greater emphasis on similarities

- Conflict--a struggle or clash between opposing characters or opposing forces. External conflict: a struggle between a character and an outside force (person vs. person, person vs. nature, person vs. society) etc. Internal conflict: a struggle within a character (person vs. self)

- Connotation--attitude and emotional feelings associated with a word or idea

- Contrast--to explain how things are different

- Conventions—a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage

- Counterclaim-- the view opposite of the claim

- Credible (reliable) sources--text written by authors respected in their fields of study that can be trusted

- Denotation--a word's literal meaning

- Ethos-- an appeal to ethics, convincing someone of the character or credibility of the persuader

- Evaluate--to make a judgment of quality based on evidence

- Evidence—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

- Figurative language or meaning--not the literal meaning of a word or phrase; examples include idiom, metaphor, simile, personification, hyperbole, etc.

- Foreshadowing--literary technique in which the author provides clues to coming events in a narrative

- Flashback--literary technique in which the author presents information that happened in the past

- Inference--a conclusion about the unknown, based on the known

- Logos-- an appeal to logic, using reason to persuade

- Main Idea--implicit or explicit message; what a text is "mostly about"

- Media--the means of communication, as radio and television, newspapers and magazines , that reach or influence people widely

- Mood--feeling created in the reader which is evoked through the language of the text

- Paraphrasing--using one's own words to express the main ideas in what has been read, seen, or heard

- Pathos-- an appeal to emotion, creating an emotional response

- Plagiarism--act of using or closely imitating the language or thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author

- Point of View--perspective from which a story is told.

  - 1st person point of view: the narrator participating in the action and referring to himself/herself as "I".

  - 2nd person point of view: the "you" in directions, explanations or arguments (not frequently used).

  - 3rd person point of view: the narrator generally not a character in the story (although this is not always the case), and referring to the characters as "he" or "she" as the events are told.

  - Limited point of view: the narrator relating the inner thoughts and feelings of just one character.

  - Omniscient point of view: the narrator as all-knowing and relating the inner thoughts and feelings of all the characters

- Plot--action or sequence of events in a story; five basic elements: exposition, rising action, climax, falling action, and resolution

- Reasoning--A general rule: simply common sense rules that people accept as generally true, laws, scientific principles or studies, and thoughtfully argued definition
- Rebuttal-- to refute or disprove an argument
- Setting--geographic location and time period of a story

- Text structure--how the information within a given text is organized

- Theme- the message or lesson the author wants you to learn from the text

- Tone--attitude author takes toward the subject, the characters, or the audience

| Content Area: English Language Arts | Course: ELA Grade 7 | UNIT: Individual in Society (literary analysis) |
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| **Unit Description**: By the end of the unit, students will<br>● Effectively participate in collaborative discussions in order to extend their learning.<br>● Produce clear and coherent literary analysis writing using grade-level craft structures.<br>● Use effective techniques in writing a literary analysis such as citing text evidence using MLA format.<br>● Understand and analyze how authors develop literary elements in fiction and nonfiction (such as plot, characterization, conflict, theme, setting, figurative language).<br><br>. | | **Unit Timeline:**<br>　8 weeks- 4th Quarter |

## DESIRED RESULTS

**Transfer Goal -** Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as culturally literate, collaborative members of society.

**Understandings –** *Students will understand that…  (Big Ideas)*
1. Good intentions can go too far.
2. The role of ethics and morals in dystopian society.
3. Our actions are motivated by human nature.
4. Authors of dystopian novels make commentary on government, technology, society and human behavior.
5. We learn things about ourselves through characters in literature.

**Essential Questions**: *Students will keep considering…*
- How does motivation shape our character and actions?
- How can I use strategies from reading other genres in order to make sense of imaginary, often complicated worlds? In what ways does my understanding of these worlds affect underlying ideas the text is highlighting—ideas that might also offer insights or critiques of my own world?
- How does noticing some traditional literary techniques, themes and archetypes that I see playing out in the stories I have read help strengthen my understanding of those stories? How can seeing those same patterns in my life and in world events help me make sense of them as well??
- How are good intentions ruined by human nature?
- How do we determine if we've gone a step too far?
- What role do ethics and morals play in a dystopian society?
- What can survival and conflict teach us about ourselves?
- What do authors of dystopian novels say about government, society, and human behavior?

| Students Will Know… | Standard | Students Will Be Able to … | Standard |
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| The definition of conclusion and inference; how to think beyond the text. Inferences need to be supported with evidence from the text. | RL1A | Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | RL1A |
| The definition of figurative vs literal meaning (connotation vs. denotation) and that word choices impact the overall tone and meaning in a text. The definition of context clues and affixes (prefixes and suffixes). The use of reference materials (including online resources, dictionary, thesaurus). | RL1B | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. | RL1B |
| The definition of theme and how to determine supporting evidence. The definition of summary. | RL1D | Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions. | RL1D |

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| The definition of narrator and point of view. | RL2B | Explain how an author develops the point of view of the narrator or speaker in a text.<br>Explain how an author contrasts the point of view of different characters or narrators in a text. | RL2B |
| The definition of figurative meaning and how word choices impact the overall tone and meaning in a text.<br>RL2C | RL2C | Analyze how word choice, including the use of figurative language contributes to meaning. | RL2C |
| The definition plot (including parts of the plot), characterization (character motivation and static/dynamic characters), conflict (person vs. person, self, nature, society; and internal & external conflict) and how all can affect each other. | RL2D | Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.<br>Describe how the setting affects characters and plot. | RL2D |
| The definition of genre and theme. The same theme can be presented through fiction and nonfiction. | RL3B | Compare and contrast texts in fiction and nonfiction that address similar themes or topics. | RL3B |
| The definition of plot and conflict. An individual can be affected by the historical context and cultural norms. | RL3C | Explain how plot and conflict reflect historical and/or cultural contexts. | RL3C |
| Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems. Readers choose different strategies for different types of text. | RL3D | Read and comprehend literature, including stories, dramas and poems, independently and proficiently. | RL3D |
| **Reading Informational Text** | | **Reading Informational Text** | |

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| **The definition of conclusion and inference; how to think beyond the text.  Inferences need to be supported with evidence from the text.** | **RI1A** | **Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** | **RI1A** |
| **The definition of figurative vs literal meaning (connotation vs. denotation) and that word choices impact the overall tone and meaning in a text.**<br>**The definition of context clues and affixes (prefixes and suffixes).**<br>**The use of reference materials (including online resources, dictionary, thesaurus).** | **RI1B** | **Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.** | **RI1B** |
| **The definition of central/main idea; how to determine supporting details.**<br>**The definition of summary.** | **RI1D** | **Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.** | **RI1D** |
| The definition of point of view author's purpose (to inform, to entertain, and to persuade) and how to determine point of view and author's purpose from a text. | RI2B | Explain how an author develops his or her point of view or purpose and distinguishes it from those of others. | RI2B |
| The definitions of credibility and plagiarism, and what it means to quote or paraphrase rather than copy.  Information collected from print and digital sources must be assessed for credibility and accuracy; information must be recorded and cited following a standard format. | W1A | Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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 of citation. | W1A |
| **Writers use argumentative writing to communicate a position or claim.**<br>   **a. Writers support their claim/position with clear reasons and relevant evidence (in the form of specific details, facts, quotes, or other information from** | **W2A** | **Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.** | W2A |

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| sources).<br>**b. Writers introduce their claim/position and organize it clearly with an effective beginning, middle, and end.**<br>**c. Writers use credible sources.**<br>**d. Writers use transitions to connect and clarify ideas.**<br>**e. Writers acknowledge counterclaims and refute them using text evidence.**<br>**f. Writers use an effective ending to conclude the text.** | | **b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.** | |
| Writers develop and strengthen their writing by revising, editing, rewriting.<br><br>Writers know and use specific traits to produce clear, cohesive writing.  These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.<br><br>Writers use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.<br><br>Technology and the Internet offer a variety of ways to produce and publish writing, as well as collaborate with others. Keyboarding skills are necessary to use technology. | W3A | Review, revise, and edit writing with consideration for the task, purpose, and audience.<br><br>A.      Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.<br>B.      Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.<br>C.      Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.<br>D.      Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.<br>E.      Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others. | W3A |
| Collaborative discussions require preparation by reading or studying the material in advance and being able to offer evidence from that material to think deeper and reflect on the topic.<br><br>Setting goals, deadlines, and defining roles are required for | SL1A | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | SL1A |

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| collegial discussions. | | | |
| **The definition of argument and claims; making comments help contribute to collegial discussions** | **SL1B** | **Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.** | **SL1B** |
| Recognize that many topics will have multiple perspectives (claims) supported by evidence; Reflecting and possibly modifying their own view. | SL1C | Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views. | SL1C |
| Conventions of language as appropriate to task; purpose and audience; appropriate volume | SL2A | Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace. | SL2A |
| Speakers position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint. | SL2B | Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint. | SL2B |
| | | **Technology Standards** | |
| | | Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve upon learning outcomes. Build networks and customize their learning environments in ways that support the learning process. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. | ISTE-1 |
| | | Students recognize the rights, responsibilities and | ISTE-2 |

| | | opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:<br> a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.<br> b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.<br> c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.<br> d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. | |
| | | Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:<br>a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.<br> b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.<br> c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.<br> d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. | ISTE-3 |
| | | Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.<br>Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.<br>Develop, test and refine prototypes as part of a cyclical | ISTE-4 |

| | | design process.<br>Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. | |
| | | Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.<br>Students:<br>a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.<br> b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.<br>c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.<br>d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. | ISTE-5 |
| | | Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.<br>    d.  publish or present content the customizes the message and medium for their intended audience. | ISTE-6 |
| | | Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:<br>a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.<br>b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. | ISTE-7 |

| | | c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. | |
| | | d. explore local and global issues and use collaborative technologies to work with others to investigate solutions. | |

| EVIDENCE of LEARNING | | | |
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| Understanding | Standards | Unit Performance Assessment: | R/R Quadrant 21st Century Skills |
| 1, 2, 3, 5 | W2A ISTE 2,3,4 | Description of Assessment Performance Task(s): The students will read and analyze "All Summer in a Day" by Ray Bradbury. Students will identify a single theme within the text. After theme identification, students will select a song that mimics the chosen theme. A literary analysis essay will be composed as the final product. Learning Objective: Students will compose a literary analysis essay of a given text and song lyrics to show the development of theme across both texts. Student Prompt: *Student Directions* Scoring Guide: Literary Analysis **Scoring Guide** Performance Mastery: a score of 3 or 4 on all aspects of the scoring guide. Authentic Audience Extension: Students will tweet out the theme based on text and song. | B, C, D Critical Thinking Creativity Communica-tion |

| SAMPLE LEARNING PLAN | | | | | |
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| **Pre-assessment:** <br> Students will answer a series of questions regarding literary analysis terms, read short passage excerpts, and answer question regarding setting, plot, point of view, theme, and character development. Pre-assessment | | | | | |
| **Understanding** | **Standards** | **Major Learning Activities:** | | **Instruction Strategy:** | **R/R Quadrant 21st Century Skills** |
| 1, 2, 3, 4 | **RI1A** <br> RI1C <br> **RI1D** <br> RI2B <br> RI2C <br> SL1A <br> **SL1B** <br><br> ISTE <br> 1, 2, 3, 6, 7 | 1. **Activity: Pre-Reading** <br><br> **Step One**--Students will read and annotate the article "Utopia vs. Dystopia" (use an annotation method that your students are familiar with.) <br> **Step Two**- Students should use the article and annotations to create their Cornell Notes which will be used throughout the unit. <br><br> Students will complete the anticipation guide--students will decide whether they strongly agree, agree, disagree, or strongly disagree with a series of statements. Teacher will actively engage students in inside/outside circle discussion to enhance understanding of utopias vs. dystopias. <br><br> **Step One**--Teacher will break students into groups of 3 or 4 students to discuss ideas, questions, or prior knowledge about Dystopian societies. <br><br> **Step Two**--Students will view pictures via a gallery walk and complete "I Know, I Notice, I Wonder" chart. Assign each group a starting picture (there may be more than one group at each picture). Give students 3-4 minutes at each picture and have them move to the next picture. <br><br> **Step Three**--Once the students have viewed all the pictures, groups should discuss what they have found, and then wrap up with a share out from each group using MIP (Most Important Point). <br> Students will view the Twin Oaks Community in Virginia video and visit their website. This is a modern-day attempt at utopia and students continue with their Cornell Notes evaluating the commune's success. | | Summarizing and Notetaking <br><br> Cooperative Learning <br><br> Cues, Questions, and Advanced Organizers <br><br> Identifying Similarities and Differences <br><br> Providing Practice | B, C <br><br> Critical Thinking <br><br> Collaboration <br><br> Creativity |

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| | | http://www.youtube.com/watch?v=7HffKdrLz1k<br><br>http://www.twinoaks.org/<br><br>**Appendix Documents:** The Giver Hyperdoc Teachers can utilize this hyperdoc as needed.  Each section can be divided into individual activities, and links should be changed to reflect specific teacher Google links. | | |
| 1, 2, 3, 4, 5 | **RL1A**<br>**RL1B**<br>**RL1D**<br>RL2C<br><br>ISTE 3, 5, 7 | **2.  Dialectical Journal**<br><br>**Step One**--Teacher will explain example and model  in the dialectical journal projected on SmartBoard (Select a quote or line from the chapter that has meaning or significance to the reader).<br>**Step Two**--List the page number of quote, write the quote exactly as it is written in the novel.<br>**Step Three**--Write an explanation of how the quote is connected to the big idea or the essential questions of the novel.<br>**Step Four**--Students share entries with partner using academic conversation placemats if needed.<br>(Group shares will occur frequently to assist with group summary slide development). | Summarizing and Notetaking<br><br>Setting Objectives and Providing Feedback<br><br>Providing Practice<br><br>Cooperative Learning | A, B, C<br><br>Critical Thinking<br>Communica-tion<br><br>Collaboration |
| 1, 2, 3, 4, 5 | **RL1A**<br>**RL1B**<br>RL2B<br>RL2C<br>RL2D<br>RL3B<br>RL3C<br>RL3D<br>SL1A | **3.  Group Summaries**<br>As students read their class Dystopian novel, each group will be responsible for creating a shared Google slide summary (Google Slide Summary Worksheet) to be presented to the class.  The requirements for the slide include:<br>● chapter # read<br>● bullet points of significant events<br>● an agreed upon quote and explanation from dialectical journal | Cooperative Learning<br><br>Cues, Questions, and Advanced Organizers | C, D<br><br>Critical Thinking<br><br>Collaboration<br><br>Communica-tion |

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| | SL2A<br><br>ISTE 1, 2, 3, 5, 7 | Groups will present the slide with the requirement that all members contribute and speak during the presentation. | Summarizing and Notetaking | |
| 1, 2, 3 ,4, 5 | **RL1A**<br>**RL1B**<br>RL2B<br>RL2C<br>RL2D<br>RL3B<br>RL3C<br>RL3D<br><br>ISTE<br>1, 2, 3, 6, 7 | **4.  Canvas Discussion Board**<br>**Step one-** Teacher posts the text dependent questions (these are specific to *The Giver*) for the corresponding chapters as a discussion topic (Padlet, Google, mywejit, Collaborize Classroom, or any other discussion board).<br>**Step two-** Student groups have an opportunity to post answers and post thoughtful comments in response to peer posts.<br>**Step three-** Teacher monitors and assesses student posts via canvas board guidelines and rubric. | Cooperative Learning<br><br>Setting Objectives and Providing Feedback | A, C<br><br>Critical Thinking<br><br>Collaboration<br><br>Communica-tion |
| | W3Ab<br>W3Ac<br>W3Ad | **5. Independent and Dependent Clause Practice**<br><br>**Step One:** Tell students that as preparation for the writing portions of the various projects they will practice writing sentences using varied sentence structure.<br><br>**Step Two**: Tell students this practice will include learning about, identifying, and writing sentences with independent and dependent clauses.<br><br>**Step Three**: Ensure students have access to a technological device that supports youtube.  Alternately, teacher can use a device and show the video to the class as a whole group.<br><br>**Step Four:** Pass out Cornell Notes on independent and dependent clauses to students. Explain to students that they will be completing the notes based on the youtube video. Tell them they can start and stop the video based on their own learning needs. Point out that they have | Providing Practice<br><br>Reinforcing Effort and Providing Recognition<br><br>Cues, Questions, and Graphic Organizers | A, C |

independent practice to complete at the end of the notes section. For full credit they should complete the questions in the margins and the summary at the bottom.

**Step Five**: Direct them to the youtube link below:
https://www.youtube.com/watch?v=xTZifhX5AQs

**Step Six:** Next, tell students that they will be playing a game online to practice their knowledge of clauses. They should choose a partner to play with or alternately, the teacher can assign partners. Students may also work alone if necessary. Tell them to go to the following website to play the game:
http://www.quia.com/cb/117062.html

**Step Seven:** Tell students to take out their Cornell Notes for the next activity. Tell students they will take an online quiz. Guide students to the next website link:
http://esl.fis.edu/grammar/multi/clauses.htm

Explain the directions for the quiz are on the far left and that they need to focus on the words that are in red. Tell them to record their scores on the bottom of the Cornell Notes in the appropriate section.

**Step Eight:** Teacher collects notes and reviews quiz scores. Based on scores, teacher decides if any students need additional support or re-teaching.

| 1, 2, 3, 4 | **RL1A**<br>RL1D<br>RL3D<br>SL1A<br>SL1B<br><br>ISTE | 6. **Debate**<br><br>Rosemary, the former Receiver-in-training, experienced memories of poverty, hunger, and terror. She was so overwhelmed by these memories that she asked the Chief Elder if she could be released. What type of relief, if any, did Rosemary expect from her release? What other options | Cues, Questions, and Advanced Organizers<br><br>Cooperative | A, B<br><br>Critical Thinking<br><br>Creativity |

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| | 2, 4, 6 | did Rosemary have within the Community for coping with her immense new sadness?<br><br>Students will state a claim regarding Rosemary's release (whether she committed or did not commit suicide) and try to overcome the objections of their opponents while the judges will explain who had the best arguments and why. | Learning | Communica-tion |
| 1, 2, 3, 4, 5 | **RL1A**<br>**RL1B**<br>SL1A<br>SL1B<br>SL1C<br>SL2A | **7. Socratic Seminar**<br>Students will engage in a whole class collaborative conversation using the essential questions from the unit as their shared inquiry questions.<br><br>This particular Socratic Seminar is specific to **The Giver**, but can be adjusted to reflect book club/literature circle novels. Kelly Gallagher's Trace the Conversation can be used by the teacher to track student participation during the seminar for assessment purposes. | Providing Practice<br><br>Identifying Similarities and Differences<br><br>Setting Objectives and Providing Feedback<br><br>Cooperative Learning<br><br>Reinforcing Effort and | C, D<br><br>Critical Thinking<br><br>Communica-tion |

| | | | Providing Recognition | |
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| 1, 2, 4, 5 | **RI1A** **RI1D** **W1A** | **8. Non-Fiction Compare/Contrast**<br><br>Students will compose a non-fiction compare/contrast paragraph comparing the article "Picked Baby's Name? Not so fast in Denmark" and The Giver or selected Dystopian novel.<br><br>Teacher will present a mini-lesson on informational text.<br><br>**Step One**-Students read the article independently.<br><br>**Step Two**-Teacher reads aloud article while students annotate article using provided post-its. See annotation chart on top of article. Students highlight or underline text and use annotation symbol in margins of article.<br>**Step Three**- Students write a detailed paragraph using the Compare/Contrast Paragraph Frame comparing the naming process in Denmark and in The Giver. Students should address the importance of sameness in each community. | Setting Objectives and Providing Feedback<br><br>Summarizing and Notetaking<br><br>Providing Practice<br><br>Cues, Questions, and Advanced Organizer<br><br>Identifying Similarities and Differences | B, C<br><br>Critical Thinking<br><br>Communica-tion |
| 1, 2, 3, 4, 5 | **RL1A** **RL1B** RL1CRL2A RL2B RL2C RL2D RL3C RL3D | **9. Activity: "The Monsters Are Due on Maple Street" by Rod Serling**<br><br>**Step One:** -Discuss who Rod Serling was. What kind of writing did he do?<br>-Based on the title, what do you think is the main theme of "The Monsters Are Due On Maple Street?"<br>**Step Two:** -Read the teleplay, "The Monsters Are Due On Maple Street" to deeply engage students, so they answer and analyze the Literary Analysis Questions. | Setting Objectives and Providing Feedback<br><br>Reinforcing Effort and Providing | B, C<br><br>Critical Thinking<br><br>Collabor-ation |

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| | ISTE 2,5, 6, 7 | **Step Three:** Theme—Students will choose one of the themes below or create their own and explain how Rod Serling illustrates that theme in his teleplay, "The Monsters are Due on Maple Street." - Prejudice can be as dangerous as any weapon - Fear can turn human beings into monsters - When we let prejudice and suspicion control us, we become our own worst enemy. Using the theme's storyboard template use specific and relevant evidence from the play to support your chosen theme. http://www.storyboardthat.com/storyboards/rebeccaray/theme---monsters-on-maple https://www.quickrubric.com/r#/qr/anna-warfield/themes-symbols-motifs-grades-9-12 | Recognition<br><br>Providing Practice<br><br>Cooperative Learning | Communica-tion |
| 1, 2, 3, 4, 5 | **RL1A**<br>**RL1B**<br>RL1C<br>RL2A<br>RL2B<br>RL2C<br>RL3C<br>RL3D<br>W3A<br><br>ISTE 1, 2, 3, 6 | **10. "All Summer in a Day"**<br>● Objective: Students will gain a deeper understanding of the text in preparation for the performance event. They will also be taught that when readers are reading dystopian and fantasy stories, where the world of the story is specifically created to help show a theme or message, they take the beginning of the story analytically, almost reading the characters and setting with a sense of suspicion. "What is this setting? Who are these characters? Why are they significant?" Teacher guided discussion<br><br>Teachers may use alternative Dystopian texts from Diverse Energies. This is an anthology of short stories with culturally diverse protagonists and antagonists. Individual schools will be responsible for obtaining their own classroom copy for distribution. | Summarizing and Notetaking<br><br>Identifying Similarities and Differences<br><br>Setting Objectives and Providing Feedback<br><br>Cues, Questions, and Advanced Organizers<br><br>Providing Practice | B, C<br><br>Critical Thinking<br><br>Collaboration<br><br>Communica-tion<br><br>Creativity |

| UNIT RESOURCES |
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**Teacher Resources:**

This may include:

- Keller Gallagher's*: In the Best Interest of Students*
- NewsELA
- commonlit.org
- Laura Randazzo
- Prezi
- Kahoot
- Storyboardthat.com
- David Stuart, Jr. Article of the Week
- Vale Middle School Article of the Week
- Youtube  http://www.youtube.com/watch?v=7HffKdrLz1k
- Twin Oaks Community in Virginia http://www.twinoaks.org/
- Quia http://www.quia.com/cb/117062.html

**Student Resources:**

- *The Giver* by Lois Lowry
- *Unwind* Series by Neil Schusterman
- *The Hunger Games* by Suzanne Collins
- *The Divergen*t series Veronica Roth
- *The Testing* by Joelle Charbonneau
- *A Matter of Days* of Amber Kizer
- *Scythe* and *Thunderhead* Neil Schusterman
- *Forget Tomorrow* by Pintip Dunn
- *Cinder* by Marissa Meyer
- "All Summer in a Day" Prentice Hall Purple Literature Book
- "Monsters are Due on Maple Street" Prentice Hall Purple Literature Book
- Storyboardthat.com
- Prezi
- Kahoot

**Vocabulary:**

- Analysis—separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose

- Annotate--an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.

- Author's purpose--author's intent or reasoning for writing:  to explain/inform, to entertain, to persuade or author's intent as demonstrated by the passage

- Conflict--a struggle or clash between opposing characters or opposing  forces. External conflict: a struggle between a character and an outside force (person vs. person, person vs. nature, person vs. society) etc. Internal conflict: a struggle within a character (person vs. self)

- Connotation--attitude and emotional feelings associated with a word or idea

- Citation---a reference which documents the source of a quote, fact, or idea:  parenthetical citations are used internally in texts following the information, bibliographic citations are used at the end of texts in lists of works cited or consulted

- Contrast--to explain how things are different

- Conventions—a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage

- Credible (reliable) sources--text written by authors respected in their fields of study that can be trusted

- Denotation--a word's literal meaning

- Drafting—a step in the writing process in which the writer takes the seed planted during prewriting and begins to grow the text in the form the writer envisions. During the drafting process, the writer composes freely with a focus on developing the content of writing.

- Editing/Proofreading—a step in the writing process in which the writer polishes the pieces of writing, taking into account the needs of the reading audience. The writer edits for the conventions of spelling, grammar, punctuation, capitalization, etc. The focus is on the final product.

- Evaluate--to make a judgment of quality based on evidence

- Evidence—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular

discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.notation--a word's literal meaning

- Figurative language or meaning--not the literal meaning of a word or phrase; examples include idiom, metaphor, simile, personification, hyperbole, etc.

- Foreshadowing--literary technique in which the author provides clues to coming events in a narrative

- Flashback--literary technique in which the author presents information that happened in the past

- Inference--a conclusion about the unknown, based on the known

- Informational text---text designed to convey facts; may employ techniques such as lists, graphs, and charts
- Informative/explanatory---type of writing which conveys information accurately or which explains a concept or situation
  irony    literary technique that contrasts expectations with reality dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters • situational irony involves an occurrence that contradicts the expectations of the reader or audience • verbal irony occurs when a writer or speaker says one thing but means the opposite, dramatic irony occurs when a character in a narrative or drama is unaware of something the reader or audience knows

- Main Idea--implicit or explicit message; what a text is "mostly about"
- Mentor text—text used as an example of quality writing; a published piece of writing a teacher uses during a lesson to teach a skill or motivate the students to imitate the skill or style of the author

- Media--the means of communication, as radio and television, newspapers and magazines , that reach or influence people widely

- Mood--feeling created in the reader which is evoked through the language of the text

- Narrative--writing that tells a story or account of events, either true or fictional

- Narrator—the person telling the story; narrative viewpoints include: first person, third-person omniscient, third-person limited

- Paraphrasing--using one's own words to express the main ideas in what has been read, seen, or heard

- Plagiarism--act of using or closely imitating the language or thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author

- Point of View--perspective from which a story is told.

- 1st person point of view: the narrator participating in the action and referring to himself/herself as "I".

- 2nd person point of view: the "you" in directions, explanations or arguments (not frequently used).

- 3rd person point of view: the narrator generally not a character in the story (although this is not always the case), and referring to the characters as "he" or "she" as the events are told.

- Limited point of view: the narrator relating the inner thoughts and feelings of just one character.

- Omniscient point of view: the narrator as all-knowing and relating the inner thoughts and feelings of all the characters

- Plot—the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution
- Setting--geographic location and time period of a story

- Simple Sentence--one independent clause and no dependent clauses, as in "The dog ate my homework."

- Socratic Seminar--method of engaging students in intellectual discussion. Using open-ended questions, teachers prompt students to form answers using divergent thinking as opposed to searching for correct answers. The seminar method is appropriate for elementary through high school learners.

- Stanza---division of a poem consisting of a series of lines arranged together

- Summarize--to make brief statement about the essential ideas or major points in a text

- Supporting details--examples provided to describe, explain, or reinforce the main idea

- Text Types/Writing---
  **argument**-a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In K–5, the term —opinion‖ is used to refer to this developing form of argument.
  **informational/explanatory** -conveys information accurately; includes, but is not limited to: literary analyses, scientific and historical reports, summaries, memos, reports, applications, and résumés.
  **narrative** -conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, describe, instruct, persuade, or entertain.

- Text structure--how the information within a given text is organized

- Theme- the message or lesson the author wants you to learn from the text

- Tone--attitude author takes toward the subject, the characters, or the audience