



Grade 7 - Unit 1 - Reading and Writing Under the Influence of Mentors

Unit Focus

Fostering motivation and engagement in reading and writing are critical in the beginning weeks of the Language Arts classroom. This launch unit establishes both as students merge the two with the help of mentor authors. In reading, students will be exposed to different styles of writing, such as novels in verse, screenplays, and graphic novels. Students will analyze the unique elements of each genre and how they help the reader navigate the text and develop inferences. Then in writing, students will have opportunity and freedom to practice writing in those styles, emulating the authors and texts they explored in their reading. Students will draft and plan writing pieces in each genre, then, will self-select the piece and genre they want to finish and polish for peer feedback. Throughout this process, teachers are modeling with their own writers' notebook will lay the foundation for risk-taking. As always, the teacher will emphasize the significance of examining ideas that are important and interesting, and which we can return to later on.

One of the primary purposes of this launch is to open the world of greater choice in writing - writing that is spontaneous, diverse, and creative. Readers and writers will work with partners to set goals and reflect together, and as always, they will read and write outside the classroom on a regular basis to continue building agency, engagement, and stamina in both reading and writing. All this work and exploration will culminate in a 7th grade writing celebration where students will spend time reading their peers' work and providing positive feedback.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • Common Core <ul style="list-style-type: none"> ○ <i>English Language Arts: 7</i> <ul style="list-style-type: none"> ▪ Reading Literature <ul style="list-style-type: none"> ▪ Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS.ELA-LITERACY.RL.7.4) ▪ Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (CCSS.ELA-LITERACY.RL.7.5) ▪ Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS.ELA-LITERACY.RL.7.6) ▪ Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS.ELA-LITERACY.W.7.3) ▪ Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS.ELA-LITERACY.W.7.3.A) ▪ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS.ELA-LITERACY.W.7.3.B) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Through the intentional use of elaboration and author's craft techniques, develop ideas to engage the intended audience for a specific purpose.</p> <p>T2 Intentionally select a structure for writing for a variety of genres.</p> <p>T3 Choose and read across genres and texts for specific purposes.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers examine the connotative and figurative meaning of words to explore nuances in language across various genres and topics.</p> <p>U2 Identifying a text's genre, purpose, and organizational structure helps readers analyze and comprehend the text.</p> <p>U3 Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do I figure out the meaning of unknown words/phrases/ concepts?</p> <p>Q2 How do I use what I know about this genre to tackle this text?</p> <p>Q3 Why am I writing? What is my purpose for writing?</p> <p>Q4 How do I best organize my writing based on the genre?</p>	

Stage 1: Desired Results - Key Understandings

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. *(CCSS.ELA-LITERACY.W.7.3.D)*
- Draw evidence from literary or informational texts to support analysis, reflection, and research. *(CCSS.ELA-LITERACY.W.7.9)*
- Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). *(CCSS.ELA-LITERACY.W.7.9.A)*
- Writing
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *(CCSS.ELA-LITERACY.W.7.10)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.7.1)*
- Explain the function of phrases and clauses in general and their function in specific sentences. *(CCSS.ELA-LITERACY.L.7.1.A)*
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. *(CCSS.ELA-LITERACY.L.7.1.B)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.7.2)*
- Spell correctly. *(CCSS.ELA-LITERACY.L.7.2.B)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.7.3)*
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* *(CCSS.ELA-LITERACY.L.7.3.A)*
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. *(CCSS.ELA-LITERACY.L.7.4)*
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). *(CCSS.ELA-LITERACY.L.7.4.B)*
- Language
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. *(CCSS.ELA-LITERACY.L.7.6)*

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*

U4 Writers choose organizational patterns and techniques to elicit an intended response from the reader.

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** Various genres have unique patterns, structures and themes.
- K2** Authors use text boxes, thought bubbles, speech bubbles, dialogue, color, close ups, foreground, background and other features to guide the reader.
- K3** Authors use craft moves to convey the meaning in novel in verse.
- K4** Authors use action lines, slug lines, parentheticals, dialogue, voice over, capitalization, stage directions, italics, and camera direction to move the plot forward.
- K5** Morphology: e-, ex- = out; co-, con-, com-, col- = with, together; ob-, oc-, of-, op- = up against, in the way; A-, an- = no, not, without

Skill(s)

Students will be skilled at...

- S1** Comparing different genres to notice patterns, structures, themes, similarities and differences.
- S2** Analyzing the unique features of graphic novels to make inferences.
- S3** Analyzing how the structure of poetry contributes to the meaning of the text as a whole.
- S4** Analyzing how the author includes stage directions and unique features to move the plot forward.
- S5** Recognizing morphemes hold their own individual meaning.