



Park Hill School District

Building Successful Futures • Each Student • Every Day

7th Grade English Language Development: Reading Curriculum

Course Description: 7th Grade English Language Development Reading is a course that focuses on creating thoughtful readers. This course emphasizes student reading comprehension across literature and informational text while utilizing a variety of ELD strategies, including text analysis, research, compare/contrast, and story analysis. The goal is to accelerate English language growth while producing life-long readers and writers who can be successful in future endeavors.

ELD Can-Do's: Description of what and how to use this

Domain/ Level	Listening	Speaking	Reading	Writing
The student can... Additional subject-specific can do's				
1	-Follow one-step oral commands/ instructions -Match social language to visual/graphic displays -Identify objects, people, or places from oral statements/ questions using gestures (e.g., pointing) -Match instructional language with visual	-Answer yes/no and choice questions -Begin to use general and high frequency vocabulary -Repeat words, short phrases, memorized chunks -Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	-Associate letters with sounds and objects -Match content-related objects/pictures to words -Identify common symbols, signs, and words -Recognize concepts of print -Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text -Use picture dictionaries/illustrated glossary	-Draw content-related pictures -Produce high frequency words -Label pictures and graphs -Create vocabulary/concept cards -Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)

2	-Follow multi-step oral commands/instructions -Classify/sort content-related visuals per oral descriptions - Sequence visuals per oral directions -Identify information on charts or tables based on oral statements	-Convey content through high frequency words/phrases -State big/main ideas of classroom conversation -Describe situations from modeled sentences -Describe routines and everyday events -Express everyday needs and wants -Communicate in social situations -Make requests	-Sequence illustrated text of fictional and non-fictional events -Locate main ideas in a series of simple sentences -Find information from text structure (e.g., titles, graphs, glossary) -Follow text read aloud (e.g., tapes, teacher, paired-readings) -Sort/group pre-taught words/phrases -Use pre-taught vocabulary (e.g., word banks) to complete simple sentences -Use L1 to support L2 (e.g., cognates)	-Complete pattern sentences -Extend "sentence starters" with original ideas -Connect simple sentences -Complete graphic organizers/forms with personal information -Respond to yes/no, choice, and some WH- questions
3	-Categorize content-based examples from oral directions -Match main ideas of familiar text read aloud to visuals -Use learning strategies described orally - Identify everyday examples of content-based concepts described orally -Associate oral language with different time frames (e.g., past, present, future)	-Begin to express time through multiple tenses -Retell/rephrase ideas from speech -Give brief oral content-based presentations -State opinions -Connect ideas in discourse using transitions (e.g., "but," "then") -Use different registers inside and outside of class -State big/main ideas with some supporting details	-Identify topic sentences, main ideas, and details in paragraphs -Identify multiple meanings of words in context (e.g., "cell," "table") -Use context clues -Make predictions based on illustrated text -Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") -Differentiate between fact and opinion -Answer questions about explicit information in texts	-Produce simple expository or narrative text -String related sentences together -Compare/contrast content-based information -Describe events, people, processes, procedures
4	-Identify main ideas and details of oral discourse -Complete content-related tasks or assignments based on oral discourse -Apply learning strategies to new situations -Role play, dramatize, or re-enact scenarios from oral reading	-Answer opinion questions with supporting details -Discuss stories, issues, and concepts -Give content-based oral reports -Offer creative solutions to issues/problems -Compare/contrast content-based functions and relationships	-Classify features of various genres of text (e.g., "and they lived happily ever after" fairy tales) -Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) -Find details that support main ideas -Differentiate between fact and opinion in narrative and expository text	-Take notes using graphic organizers -Summarize content-based information -Author multiple forms of writing (e.g., expository, narrative, persuasive) from models -Explain strategies or use of information in solving problems
5 (Monitors)	-Use oral information to accomplish grade-level tasks -Evaluate intent of speech and act accordingly -Make inferences from grade-level text read aloud -Discriminate among multiple genres read orally	-Justify/defend opinions or explanations with evidence -Give content-based presentations using technical vocabulary -Sequence steps in grade level problem-solving -Explain in detail results of inquiry (e.g., scientific experiments)	-Summarize information from multiple related sources -Answer analytical questions about grade-level text -Identify, explain, and give examples of figures of speech -Draw conclusions from explicit and implicit text at or near grade level	-Create expository text to explain graphs/charts -Produce research reports using multiple sources/citations -Begin using analogies - Critique literary essays or articles

ELD Key Language: Description

Snapshots of Key Language Uses in Grades 6-8	
Narrate	• Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices • Manipulate pace to bring attention to key points in the narrative • Underscore the significance of events • Create tension and suspense • Interpret and use historical narratives as primary source evidence in constructing arguments
Inform	• Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Interpret multiple sources of information to develop knowledge before reporting on topics • Construct research reports that require multiple sources of factual information
Explain	• Identify, analyze, and give account for causal, consequential, or systems relationships • Apply scientific reasoning to show how or why something works • Construct explanations using models or representations • Use evidence in the construction of scientific explanations
Argue	• Interpret multiple sources of information to develop claims and counterclaims • Construct claims and offer them for debate • Respond to counterclaims • Contextualize and evaluate primary and secondary sources • Analyze literary techniques, such as the development of theme and characterization in works of fiction

Table 3-11: Distribution of Key Language Uses in Grades 6-8

Distribution of Key Language Uses in Grades 6-8				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

 Most Prominent
  Prominent
  Present

7th Grade English Language Arts Scope and Sequence: Reading and Writing

READING		WRITING	
Blocks	Unit	Blocks	Unit
7-8	<u>Unit 1</u> : The Reader's Workshop	7-8	<u>Unit 1</u> : The Writer's Workshop
21-24	<u>Unit 2</u> : Elements of Literature	21-24	<u>Unit 2</u> : Crafting Story
18-20	<u>Unit 3</u> : Research & Informational Texts	18-20	<u>Unit 3</u> : Crafting Informative Writing
7-8	<u>Unit 4</u> : Elements of Literature through Drama & Poetry	7-8	<u>Unit 4</u> : Crafting Poetic Writing
11-12	<u>Unit 5</u> : Understanding Argument	11-12	<u>Unit 5</u> : Crafting Argument
7-8	<u>Unit 6</u> : Empowered Readers	7-8	<u>Unit 6</u> : Empowered Writers

Sample Block Break Down: Classes are organized in a reader's workshop model.

Opening (Read)	QuickWrite (Write)	Mini Lessons (Study)	Student Work Time (Do)	Reflection (Share)
15 min	5 min	20 min	30-40 min	5 min

Unit 1: The Reader's Workshop

Subject: Reading

Grade: 7th

Name of Unit: The Reader's Workshop

Length of Unit: 8 blocks

Overview of Unit: Students will be introduced to the ELD room and reader's workshop, and establish norms and procedures to be successful readers. Each student will set up their Reader's Notebook (digital or non digital) that will be used throughout the year.

***Use the following list to set up routines and norms for your classroom, as well as spark students' passion for writing. See below for more detailed Engaging Experiences as needed.**

Quick Start to ELD Reading:

- Choose Get to know you activities
- Set up class expectations & norms
- Set up RAZ Kids accounts, then give kids logins and placement test
- Set up Epic! accounts, then give kids logins and browsing
- Build reading stamina using RAZ and Epic!
- Introduce & learn about different book genres
- Introduce & practice discussion skills
- Set up class notebook
- Support with school schedules, lockers, teachers names as needed

Priority Standards for unit:

- none

Supporting Standards for unit:

- 7.RL.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- 7.RI.3.C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
Explain how the text reflects historical and/or cultural contexts.
- 7.RI.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
Read and comprehend informational text independently and proficiently.
- 7.SL.1.A Collaborating Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.SL.2.B Presenting Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
- 7.SL.2.C Presenting Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.

Essential Questions:

1. How can I establish norms to grow as a reader?
2. How can I make sure my ideas are communicated clearly?

Enduring Understanding/Big Ideas:

1. I can read with purpose.
2. I can grow in reading through using established norms in reader's workshop.
3. I can successfully communicate with others.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Collaborate Cooperate Elaborate Engage Evidence Multimedia Relevant	Annotate

Engaging Experience 1

<u>Title:</u> Reading Routines			Suggested Time Length: 1 block + ongoing throughout the unit		
<u>Priority Standard(s):</u> None					
Learning Target(s):		Success Criteria:		Bloom’s Taxonomy Levels:	Webb’s DOK:
The students will set up and maintain a reader’s notebook.		• I can set an organizational structure for the year. • I can collect fiction and nonfiction examples of different literary elements. • I can reflect on what I have read. • I can share my thoughts about reading with others.		Apply	2
Supporting Standard(s): • 7.RL.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend literature, including stories, dramas and poems, independently and proficiently. • 7.RI.3.C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how the text reflects historical and/or cultural contexts. • 7.RI.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend informational text independently and proficiently.					
Read	Write	Study	Do	Share	
Have students check out independent books.	Reflect on the day’s independent reading.			Share reflections.	

Instructional Notes:

- Set up a reader's notebook.
- Establish Reader's Workshop expectations.
- Establish classroom routines: independent reading, reflection, conferring with students, etc.
- Library orientation.

Engaging Experience 2

Title: Presentations vs. Discussions

Suggested Time Length:
0.5 block

Priority Standard(s): None

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will understand how presentations and discussions are similar and different.	• I can identify the skills needed for a successful presentation. • I can identify the skills needed for a successful discussion.	Understand, Remember	1

Supporting Standard(s):

- 7.SL.1.A Collaborating Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.SL.2.B Presenting Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
- 7.SL.2.C Presenting Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.

Read	Write	Study	Do	Share
		Take notes using a provided format using StudySync: • Spotlight: Communicating Ideas - Grade 7 (Skills) • Collaborative Conversations - Grade 7 (Skills) • Organizing an Oral Presentation - Grade 7 (Skills)		
<u>Instructional Notes:</u> Students will take notes on the similarities and differences between presentation skills and discussion skills.				

Engaging Experience 3

<u>Title:</u> Individual Presentation	<u>Suggested Time Length:</u> 1 block
<u>Priority Standard:</u> None WIDA Standards:	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will plan and present a quality presentation.	• I can practice my presentation before going in front of an audience. • I can identify the appropriate audience for my presentation. • I can speak clearly at the appropriate volume. • I can establish and maintain eye contact with my audience. • I can use nonverbal presentation skills to enhance my message. • I can use media to support the information I am presenting.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
			Plan, create and present your analogy.	Reflect on your experience.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains:
• <u>Instructional Notes:</u> • Students will create and share a presentation to a small group of 4-6 students. Students should find a picture that completes the analogy of "Reading is like ____." Students will show the picture to their small group and share why it represents reading to them. The visual should be a picture only so that students can practice elaborating without reading words on a screen. • Students listening to the presentations should evaluate the presenter on their physical presentation skills (body language, eye contact), and vocal presentation skills (volume, pace, enunciation).

Engaging Experience 4

<u>Title:</u> Fishbowl Discussions	<u>Suggested Time Length:</u> 2 blocks
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Priority Standard(s): None

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
Students will observe and participate in a group discussion based around a shared text.	- I can prepare for a discussion by reading and annotating a common text. - I can listen to and respond to others' thoughts about the text. - I can add relevant information to the discussion. - I can determine if the information is on or off topic. - If information is off topic, I can ask a question or provide information to bring the discussion back on topic.	Apply, Create	2, 3

Supporting Standard(s):

- 7.RL.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- 7.RI.3.C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how the text reflects historical and/or cultural contexts.
- 7.RI.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend informational text independently and proficiently.
- 7.SL.1.A Collaborating Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Read	Write	Study	Do	Share
All read and annotate: - Amigo Brothers (StudySync Library) - Each group read and annotate one of the following: - Here They Are the Words (StudySync Blast) - Down for the Count (StudySync Blast)			Fishbowl discussion	Reflect on the experience

Instructional Notes:

Read	Write	Study	Do	Share
All read and annotate: - Amigo Brothers (StudySync Library) - Each group read and annotate one of the following: - Here They Are the Words (StudySync Blast) - Down for the Count (StudySync Blast)			Fishbowl discussion	Reflect on the experience
Students will participate in two fishbowl discussions. - Students will all read the same fiction text. - Students will be placed in two groups, each reading a different related nonfiction text. - Students should first read and annotate the two assigned pieces to prepare their own thoughts. (Use this opportunity to set up annotation expectations for the year.) - Once read and annotated, students will either be an observer or a participant in the discussion. The observer should take notes on their partner's strengths and weaknesses as a participant. Each group should focus on a different guiding question. Possible questions: - Why is it important to communicate effectively? - How will effective communication impact me in the future? - Why is it important to focus on how others perceive your communication rather than how you perceive your communication? - What barriers hold people back from communicating with one another? How can people overcome these barriers? - What are other challenges of human interaction? - How do people's backgrounds and personal experiences impact their communication styles or their ability to communicate?				

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario #1 (2 blocks)

Student Presentation Using Multimedia

- Students will create six memes explaining who they are. The first five memes are how different people in their lives see them: teacher, parents, siblings, etc. The last meme would be "The Real Me."
- Students can organize their 6-part meme into one slide with six sections or as six separate slides.
- They should include six pictures or GIFs, each with a corresponding caption that is succinct. For example, "How my teacher sees me" or "How my coach sees me."
- Use pictures/GIFs as a gateway to teach students how to create meaning and tone.
- There should not be any additional words on the slide. This is to encourage practiced spoken elaboration. (They should not just be reading words on a slide.)
- Once created, students will present this to the class explaining why they chose each picture and how they are seen.

RESOURCE MODIFICATION: Consider reducing the number of memes/slides the student must create.

Engaging Scenario #2 (2 blocks)

Students will annotate a variety of thematically related texts in order to gather information to support a Socratic Seminar discussion. These texts should be diverse in content and genre, and they should connect in different ways to a shared focus (i.e., "communication", "humanity," "survival," etc.). Students should be given guiding or essential discussion questions to initiate the discussion with the expectation that students come prepared with additional self-generated higher-order and lower-order text-based questions.

Engaging Scenario #2 is an intentional space for Reading & Writing collaboration and overlap.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Reading Routines	Establish routines and procedures for the entire year.	1 Block + ongoing throughout the unit
Presentations vs. Discussions	Students take notes comparing presentations and discussions.	0.5 Block
Individual Presentation	Students create and share a picture that represents reading to the student.	0.5 Block
Fishbowl Discussions	Students read a story, annotate, contribute to a discussion, and evaluate a discussion.	2 Blocks
Engaging Scenario 1	Student Presentation Using Multimedia: students will create six memes explaining who they are.	2 Blocks
Engaging Scenario 2	Students will annotate a variety of thematically related texts in order to gather information to support a Socratic Seminar discussion.	2 Blocks

Unit 2: Elements of Literature

Subject: Reading

Grade: 7th

Name of Unit: Elements of Literature

Length of Unit: 21-24 blocks

Overview of Unit: Throughout this unit students will read a variety of stories to help them better grasp how a knowledge of literary elements can deepen their understanding of what they read. Students will read entertaining and thought-provoking survival themed short stories and novels, including the anchor text “To Build a Fire.” Engaging Experiences throughout the units are designed to help students further their knowledge of characterization, setting and mood, point of view and perspective, and theme.

Priority Standards for unit:

- 7.RL.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) 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.
- 7.RL.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.RL.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

Supporting Standards for unit:

WIDA Priority Standards
Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
Standard 3 Language for Mathematics: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unwrapped Priority Standards

Priority Standard												
7.RL.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.												
Learning Targets		Success Criteria										
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.		• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.										
The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.		• I can use my previous knowledge to support the topic of study. • I can make a logical inference based on information learned from the text and life. • I can recognize when life lessons do or do not apply to the text read.										
<table><tr><th><u>Listening</u></th><th><u>Speaking</u></th><th><u>Reading</u></th><th><u>Writing</u></th></tr><tr><td>Identifies key details to draw inferences from read-aloud and/or oral discussions.</td><td>Verbalizes inferences using key details from a read-aloud or text through oral discussions.</td><td>Analyzes a text to determine key details and draw inferences.</td><td>Constructs a written response using key details and evidence to draw inferences.</td></tr></table>					<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	Identifies key details to draw inferences from read-aloud and/or oral discussions.	Verbalizes inferences using key details from a read-aloud or text through oral discussions.	Analyzes a text to determine key details and draw inferences.	Constructs a written response using key details and evidence to draw inferences.
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>									
Identifies key details to draw inferences from read-aloud and/or oral discussions.	Verbalizes inferences using key details from a read-aloud or text through oral discussions.	Analyzes a text to determine key details and draw inferences.	Constructs a written response using key details and evidence to draw inferences.									
Priority Standard												
7.RL.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) 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.												
Learning Targets		Success Criteria										

The student will determine the theme(s) of a text.	• I can define the meaning of theme. • I can determine life lessons learned from a text.								
The student will explain the relationship between the themes and the supporting evidence of a text.	• I can identify how details about the setting support the theme. • I can identify how details about characters support the theme. • I can identify how plot events support the theme.								
The student will summarize a text distinct from personal opinions.	• I can identify the main events of a text. • I can recognize the difference between my opinions about and facts from the story.								
<table><tr><td><u>Listening</u></td><td><u>Speaking</u></td><td><u>Reading</u></td><td><u>Writing</u></td></tr><tr><td>Identifies theme, key details, and main idea in read-aloud and/or oral discussions.</td><td>Verbalizes the theme, key details, and main idea in a story through peer discussions.</td><td>Analyzes a text to determine the theme, key details, and main idea.</td><td>Constructs a written response summarizing the text, including the theme, key details, and main idea.</td></tr></table>		<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	Identifies theme, key details, and main idea in read-aloud and/or oral discussions.	Verbalizes the theme, key details, and main idea in a story through peer discussions.	Analyzes a text to determine the theme, key details, and main idea.	Constructs a written response summarizing the text, including the theme, key details, and main idea.
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>						
Identifies theme, key details, and main idea in read-aloud and/or oral discussions.	Verbalizes the theme, key details, and main idea in a story through peer discussions.	Analyzes a text to determine the theme, key details, and main idea.	Constructs a written response summarizing the text, including the theme, key details, and main idea.						
Priority Standard									
7.RL.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.									
Learning Targets	Success Criteria								
The student will analyze how a specific point of view limits or enhances the reader’s knowledge of characters and events.	• I can identify the narrator of a text. • I can identify the specific point of view used to structure the text. • I can identify pros and cons of the chosen narrator.								
The student will analyze how an author develops the points of view (perspective) of different characters or narrators in a text.	• I can explain the subtle difference between point of view and perspective. • I can explain why characters make specific choices based on their background and personalities. .								
The student will analyze how an author contrasts the points of view (perspective) of different characters or narrators in a text.	• I can explain why the main character responds differently to events compared to minor characters.								

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies narrator's or character's words and/or actions in read-aloud to determine how it contributes to their point of view.	Verbalizes how the narrator's or character's words and/or actions contribute to their point of view in a story with peers and/or teacher.	Evaluates the points of view of different characters or narrators in a story supported by text evidence.	Explains why characters respond differently to events based on their point of view supported by text evidence.

Priority Standard

7.RL.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

<u>Learning Targets</u>	<u>Success Criteria</u>
The student will analyze how the setting, characters, and plot of a text affect each other.	• I can explain how setting impacts character traits. • I can explain how setting impacts what events can take place in a story. • I can explain how characters can impact the plot of a story.
The student will analyze how the setting contributes to the meaning of the text.	• I can identify the place, time, and social context of a story. • I can explain why the place, time, and social context help in understanding a story.
The student will analyze how the characters contribute to the meaning of the text.	• I can identify the major and minor characters in a story. • I can explain how traits are used to develop characters. • I can explain how characters grow and change throughout the story.
The student will analyze how the plot contributes to the meaning of the text.	• I can identify important plot events. • I can explain how different events impact the overall meaning of the story.

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Determines how the setting, plot, and characters affect the meaning of the story. .	Reflects how the setting, characters, and plot impact one another and the overall story through peer discussions and/or teacher conference.	Analyzes a text to determine how setting, characters, and plot impact a story.	Constructs a written response sharing how the setting, characters, and plot affect the meaning of a story.

Essential Questions:

1. How does textual evidence strengthen my conclusions and inferences about my understanding of the story?
2. How do writer's use details to help develop an overall theme?
3. How does point of view shape what a reader knows about characters?
4. Why is it important to understand how authors use plot, characters, and setting to develop a story?

Enduring Understanding/Big Ideas:

1. I can use evidence from the text to support any logical conclusions or inferences made.
2. I can summarize a story and determine and explain which pieces of evidence support the theme.
3. I can analyze how an author uses point of view to help me understand the perspective of different characters.
4. I can understand that setting, characters, and plot are all interrelated in the development of a story's meaning.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
cite contrast explicitly evidence inference summary	characterization conflict flashback foreshadowing inference narrator perspective plot point of view setting theme

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- StudySync stories that have ELD resources.
- History articles/text/nonfiction
- Epic
- Raz Kids

- **To Build a Fire (StudySync)**
- *Peak* by Roland Smith,
- *Hatchet* by Gary Paulsen,
- *Endangered* by Eliot Schrefer,
- *Alone* by Megan E. Freeman,
- *A Night Divided* by Jennifer A. Nielsen
- *The Honest Truth* by Dan Gemeinhart
- *Code Orange* by Caroline B. Cooney
- *Life as We Knew It* by Susan Beth Pfeffer
- *Unbroken (The Young Adult Adaptation): An Olympian's Journey from Airman to Castaway to Captive* by Laura Hillenbrand
- *Ninth Ward* by Jewell Parker Rhodes
- *Salt to the Sea* by Ruta Sepetys
- *96 Miles* by J.L. Esplin

ELD Modifications:

Engaging Experience 1	
Title: To Build A Fire (Anchor Text)	Suggested Time Length: 2 Blocks
Priority Standard: 7.RL.1.A,7.RL.2.D WIDA Standards: 1, 2, 3, 4 & 5	
Learning Target(s):	Success Criteria:
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	● I can find specific examples in the text to support the topic of study. ● I can draw logical conclusions based on information learned from the text.
The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.	● I can use my previous knowledge to support the topic of study. ● I can make a logical inference based on information learned from the text and life.

The student will analyze how the setting, characters, and plot of a text affect each other.	- I can explain how setting impacts character traits. - I can explain how setting impacts what events can take place in a story. - I can explain how characters can impact the plot of a story.
The student will analyze how the setting contributes to the meaning of the text.	- I can identify the place, time, and social context of a story. - I can explain why the place, time, and social context help in understanding a story.
The student will analyze how the characters contribute to the meaning of the text.	- I can identify the major and minor characters in a story. - I can explain how traits are used to develop characters. - I can explain how characters grow and change throughout the story.
The student will analyze how the plot contributes to the meaning of the text.	- I can identify important plot events. - I can explain how different events impact the overall meaning of the story.
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	- I can find specific examples in the text to support the topic of study. - I can draw logical conclusions based on information learned from the text.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: - Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. - Plan activities to ensure the practice of all language domains using the sentence stems.				
All read and annotate: - To Build a Fire (StudySync Library) - Watch video for solid comprehension: Jack London 'To Build a Fire' Nexus Studios		Annotate for characterization, foreshadowing, and predictions.		Compare annotations with a partner or group.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- My annotation show ____, while your annotations show ____.
- Both our annotations show ____.
- One foreshadow I noted was ____.
- I predict that ____ because ____.

Instructional Notes:

- Read together “To Build a Fire.” Use this story as an opportunity to reinforce annotation expectations. Throughout reading, students should focus on characterization, foreshadowing, and predictions.
- There is a great intro video to this story in StudySync
- You should refer back to this story at some point in each engaging experience within this unit.

ELD Modifications:

Engaging Experience 2	
<u>Title:</u> Survival Themed Books/Stories	<u>Suggested Time Length:</u> 6-8 Blocks
<u>Priority Standard:</u> 7.RL.1.A,7.RL.2.D, 7.RL.1.D, 7.RL.2.B WIDA Standards: 1, 2, 3, 4 & 5	
Learning Target(s):	Success Criteria:
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.
The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can use my previous knowledge to support the topic of study. • I can make a logical inference based on information learned from the text and life.
The student will analyze how the setting, characters, and plot of a text affect each other.	• I can explain how setting impacts character traits. • I can explain how setting impacts what events can take place in a story. • I can explain how characters can impact the plot of a story.
The student will analyze how the setting contributes to the meaning of the text.	• I can identify the place, time, and social context of a story. • I can explain why the place, time, and social context help in understanding a story.
The student will analyze how the characters contribute to the meaning of the text.	• I can identify the major and minor characters in a story. • I can explain how traits are used to develop characters. • I can explain how characters grow and change throughout the story.
The student will analyze how the plot contributes to the meaning of the text.	• I can identify important plot events. • I can explain how different events impact the overall meaning of the story.
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Read chosen novel or survivor stories (Scholastic Action has varied levels of many nonfiction survivor stories)	Analyze language and story	Annotations or journal	Book Club discussion	Reflect on the experience

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: ● The protagonist in the story/historical event is _____. I know this because _____. ● The antagonist in the story/historical event is _____. I know this because _____. ● The character/historical figure ____ goes from ____ to _____. This change can be seen when they _____. ● Based on the reading, the character/historical figure is _____. ● According to the text, the character/historical figure is _____. ● A key character trait is _____. ● The character/historical figure's character trait is _____. ● The character changes throughout the story. In the beginning, they _____. In the middle, he/she _____. By the end, the character _____. ● One important theme in the story is _____. Some scenes from the story that show this lesson is when _____. Another moment that supports the theme is when _____. ● First, _____. Next, _____. Then, _____. So, _____. Finally, _____. ● _____ wanted _____. But _____, so _____. Then, _____.
<u>Instructional Notes:</u> Determine what titles will be used that connect to the theme of SURVIVAL. Possible titles include, but are limited to: ● <i>Peak</i> by Roland Smith, ● <i>Hatchet</i> by Gary Paulsen, ● <i>Endangered</i> by Eliot Schrefer, ● <i>Alone</i> by Megan E. Freeman, ● <i>A Night Divided</i> by Jennifer A. Nielsen ● <i>The Honest Truth</i> by Dan Gemeinhart ● <i>Code Orange</i> by Caroline B. Cooney ● <i>Life as We Knew It</i> by Susan Beth Pfeffer ● <i>Unbroken (The Young Adult Adaptation): An Olympian's Journey from Airman to</i>

Castaway to Captive by Laura Hillenbrand

- *Ninth Ward* by Jewell Parker Rhodes

Students will read and annotate/journal about a section of the text to prepare for their book club discussions. These annotations should align, but not be limited to the literary elements addressed throughout this unit. Other techniques to address: flashback, foreshadowing.

Book Clubs should meet a minimum of four times and focus discussions on these essential questions:

- Discussion #1: How can you connect with and learn from the characters in your novel? How is the setting being used to create the conflict of your novel?
- Discussion #2: How does the point of view limit the reader's knowledge of events? How have the characters changed so far in the story?
- Discussion #3: What theme is emerging from your story and how can it be applied to real life? How is setting, point of view, and character development supporting this theme?
- Discussion 4: What is the most important word that represents your story? What did you see as the big turning point in the story (climax)? What character decisions led to the resolution of the story?

ELD Modifications:

Engaging Experience 3	
Title: Scooby Doo, Can I Learn From You?	Suggested Time Length: 1 Block
Priority Standard: 7.RL.1.A, 7.RL.2.D WIDA Standards:	
Learning Target(s):	Success Criteria:
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.
The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can use my previous knowledge to support the topic of study. • I can make a logical inference based on information learned from the text and life.
The student will analyze how the setting, characters, and plot of a text affect each other.	• I can explain how setting impacts character traits. • I can explain how setting impacts what events can take place in a story. • I can explain how characters can impact the plot of a story.
The student will analyze how the setting contributes to the meaning of the text.	• I can identify the place, time, and social context of a story. • I can explain why the place, time, and social context help in understanding a story.
The student will analyze how the characters contribute to the meaning of the text.	• I can identify the major and minor characters in a story. • I can explain how traits are used to develop characters. • I can explain how characters grow and change throughout the story.
The student will analyze how the plot contributes to the meaning of the text.	• I can identify important plot events. • I can explain how different events impact the overall meaning of the story.
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Watch Scooby-Doo clips		Identify traits, setting, and mood		

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: ● The setting is _____. I know this because _____. ● I know the mood is _____ since _____. ● This character seems to be _____ because _____.
<u>Instructional Notes:</u> ● Have students watch the following clip of <u>Scooby-Doo chase scene</u>. (Other similar clips or episodes would work as well.) While watching, using a structured note sheet, have students identify character traits and setting elements. ● Analyze the setting of each chase scene. What is the time of day? Where are they located? Students should realize that the setting is almost always dark and in a location that is abandoned or isolated. How do these settings contribute to the “scary” setting? How would the story change if the setting was bright/sunny and/or populated? How would the characters’ actions and reactions change with this change of setting? How would the plot of the story be impacted negatively and positively? ● Tie back to anchor text: Have students identify setting details in “To Build a Fire” that created suspense for the reader and contributed to the mood.

ELD Modifications:

Engaging Experience 4	
<u>Title:</u> Battle of Kruger (Point of View & Perspective)	<u>Suggested Time Length:</u> 2 Blocks

Priority Standard: 7.RL.1.A, 7.RL.2.D, 7.RL.2.B

WIDA Standards: 1, 2, 3, 4, 5

Learning Target(s):	Success Criteria:
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.
The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can use my previous knowledge to support the topic of study. • I can make a logical inference based on information learned from the text and life.
The student will analyze how the setting, characters, and plot of a text affect each other.	• I can explain how setting impacts character traits. • I can explain how setting impacts what events can take place in a story. • I can explain how characters can impact the plot of a story.
The student will analyze how the setting contributes to the meaning of the text.	• I can identify the place, time, and social context of a story. • I can explain why the place, time, and social context help in understanding a story.
The student will analyze how the characters contribute to the meaning of the text.	• I can identify the major and minor characters in a story. • I can explain how traits are used to develop characters. • I can explain how characters grow and change throughout the story.
The student will analyze how the plot contributes to the meaning of the text.	• I can identify important plot events. • I can explain how different events impact the overall meaning of the story.
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence				

stems.				
Watch “ <u>Battle of Kruger</u> ”		Review point of view using guided notes	Retell the events of the video from various points of view	

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- From the (choose animal) point of view, they feel _____.
- If I was the (choose animal), then I would _____.
- In the (choose animal) perspective, they are thinking _____.
- Based on the video, the (choose animal) is _____.

Instructional Notes:

After reviewing the different types of point of view and how it influences perspective, students will analyze possible points of view for a video.

First, students are to watch “Battle at Kruger” They should pay close attention to the events taking place and the characters involved. After the video, review the most important events and key characters.

Assign students to different points of view (first person, third person objective, third person limited, third person omniscient). Students should discuss how their assigned point of view influences the reader’s understanding of a character’s perspective.

Possible discussion questions:

- What does this character’s point of view bring to the story?
- What does this character’s point of view leave out of the story?
- Students are to determine which character would be best to narrate the story, including the option of none of them.
- Explain why their decision is the best using evidence from the text (video) and knowledge of narrator point of view.

Tie back to anchor text: Have students discuss how the plot would change with a shift in perspective by making it first person point of view of the man or dog.

ELD Modifications:

Engaging Experience 5	
<u>Title:</u> TV Land Themes	<u>Suggested Time Length:</u> 1 Block
<u>Priority Standard:</u> 7.RL.1.A., 7.RL.1.D, WIDA Standards: 1, 2, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.
The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can use my previous knowledge to support the topic of study. • I can make a logical inference based on information learned from the text and life. • I can recognize when life lessons do or do not apply to the text read.
The student will determine the theme(s) of a text.	• I can define the meaning of theme. • I can determine life lessons learned from a text.
The student will explain the relationship between the themes and the supporting evidence of a text.	• I can identify how details about the setting support the theme. • I can identify how details about characters support the theme. • I can identify how plot events support the theme.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Lyrics from Gilligan's Island theme song and Baywatch theme song (search youtube for opening		Study and annotate each TV show theme song	Students find their own theme song to analyze	Share chosen theme songs and themes with a partner or group

scenes to watch)				
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- One important theme in the song is _____. I know this because _____.
- Some parts of the song that show this idea is when _____.
- Another moment that supports the theme is when _____.
- I think the theme is _____ because _____.
- In my point of view, the theme is _____.

Instructional Notes:

First, students will be given a written version of the theme song for Gilligan's Island and Baywatch. They should read and annotate each, focusing on how they tie to the topic of survival. Students expand on the topic of survival by explaining what the author is trying to convey about it.

- Students should finish this stem sentence: The theme of this song is _____. I know this because ____, ____, and ____.
- The support given should be pieces of textual evidence stated explicitly and/or inferences drawn from the text.

Students can then find their own theme songs to shows, identifying the topic and full theme, and explaining how it is developed.

ELD Modifications:

Engaging Experience 6	
<u>Title:</u> Short Story Analysis	<u>Suggested Time Length:</u> 2 Blocks
<u>Priority Standard:</u> 7.RL.1.A., 7.RL.1.D, WIDA Standards: 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will draw conclusions by citing several pieces of textual evidence to support	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.

analysis of what the text says explicitly.	
The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can use my previous knowledge to support the topic of study. • I can make a logical inference based on information learned from the text and life. • I can recognize when life lessons do or do not apply to the text read.
The student will determine the theme(s) of a text.	• I can define the meaning of theme. • I can determine life lessons learned from a text.
The student will explain the relationship between the themes and the supporting evidence of a text.	• I can identify how details about the setting support the theme. • I can identify how details about characters support the theme. • I can identify how plot events support the theme.
The student will summarize a text distinct from personal opinions.	• I can identify the main events of a text. • I can recognize the difference between my opinions about and facts from the story.
The student will analyze how a specific point of view limits or enhances the reader's knowledge of characters and events.	• I can identify the narrator of a text. • I can identify the specific point of view used to structure the text. • I can identify pros and cons of the chosen narrator.
The student will analyze how an author develops the points of view (perspective) of different characters or narrators in a text.	• I can explain the subtle difference between point of view and perspective. • I can explain why characters make specific choices based on their background and personalities. .
The student will analyze how an author contrasts the points of view (perspective) of different characters or narrators in a text.	• I can explain why the main character responds differently to events compared to minor characters.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Divide class into small groups or			Complete analysis project	Share project with groups that read

choose 2 to read as a whole class & select one of the following: • The Most Dangerous Game (StudySync) • Sound of Thunder (StudySync) • Find Youtube videos of stories to support comprehension				other selected stories
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- The protagonist in the story is _____. I know this because _____.
- The antagonist in the story is _____. I know this because _____.
- The character ____ goes from ____ to _____. This change can be seen when they _____.
- Based on the reading, the character/historical figure is _____.
- According to the text, the character/historical figure is _____.
- A key character trait is _____.
- The character/historical figure's character trait is _____.
- The character changes throughout the story. In the beginning, they _____. In the middle, he/she _____. By the end, the character _____.
- One important theme in the story is _____. Some scenes from the story that show this lesson is when _____. Another moment that supports the theme is when _____.
- First, _____. Next, _____. Then, _____. So, _____. Finally, _____.
- _____ wanted _____. But _____, so _____. Then, _____.
- The Point of view of this story is _____.

Instructional Notes:

- Provide students the choice of a survival themed short story. Options include, but are not limited to The Most Dangerous Game, and Sound of Thunder. Have them read and annotate the text looking for the literary elements covered in this unit: characterization, setting and mood, point of view, theme.
- Within groups of 3-4 students should analyze all aspects of literary elements. This can be a student created mini-project or a teacher provided choice board.

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (3 blocks)

After completing book clubs, students will work with their group to create a student-choice project where students identify a theme in the book and provide explanation of how characters, setting, and plot help to develop that theme.

Project suggestions:

- Book trailer
- TED Talk
- Website
- Infographic
- One pager
- Visual representation with oral or written explanation

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
To Build a Fire (Anchor Text)	Students read an anchor text and annotate for characterization, foreshadowing, and predictions. This text should be referred back to throughout the unit.	2 Blocks
Survival Themed Book Clubs	Students will participate in survival themed book clubs, focusing on the literary elements learned throughout the unit.	6 Blocks (ongoing throughout unit)
Scooby-Doo, Can I Learn from You?	Students will watch clips from Scooby-Doo to analyze characters, setting and mood.	1 Block
Battle of Kruger (Point of View & Perspective)	Students will watch a video to help them understand the importance of point of view and perspective.	2 Blocks
TV Land Themes	Students will analyze survival related theme songs to see how theme is created.	1 Block
Short Story Analysis	Students will read and analyze a short story and create a mini project to showcase their understanding of character, setting and mood, point of view, and theme.	2 Blocks
Engaging Scenario	After completing book clubs, students will work with their group to create a student-choice project where students identify a theme in the book and provide explanation of how characters, setting, and plot help to develop that theme.	3 Blocks

Unit 3: Research & Informational Texts

Subject: Reading

Grade: 7th

Name of Unit: Research & Informational Texts

Length of Unit: 16-18 blocks

Overview of Unit: Students will learn to analyze informational texts about survival for relevant information and evaluate the credibility of sources. After this they will use research skills to gather their own relevant information from credible sources to ultimately create a “how to survive” presentation to their peers as described in the Engaging Scenario. Each Engaging Experience in this unit leads to the completion of the Engaging Scenario.

Priority Standards for unit:

- 7.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RI.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) 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.
- 7.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) 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.
- 7.RI.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice contributes to meaning and tone.

Supporting Standards for unit:

WIDA Priority Standards
Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
Standard 3 Language for Mathematics: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.
Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unwrapped Priority Standards

Priority Standard			
7.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Learning Targets		Success Criteria	
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.		- I can find specific examples in the text to support the topic of study. - I can draw logical conclusions based on information learned from the text.	
The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.		- I can use my previous knowledge to support the topic of study. - I can make a logical inference based on information learned from the text and life. - I can recognize when life lessons do or do not apply to the text read.	
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies key details to draw inferences from read-aloud and/or oral discussions.	Verbalizes inferences using key details from a read-aloud or text through oral discussions.	Analyzes a text to determine key details and draw inferences.	Constructs a written response using key details and evidence to draw inferences.
Priority Standard			
7.RI.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) 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.			
Learning Targets		Success Criteria	
The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.		- I can identify new or unfamiliar words and phrases in a text. - I can use context clues to determine the meaning of new or unfamiliar words and phrases. - I can use word parts to help determine the meaning of new or unfamiliar words and phrases. - I can use available resources to look up the meaning of new or unfamiliar words and phrases	

The student will determine the figurative meanings of words and phrases as they are used in a text using context, affixes, or reference materials.	• I can identify figurative language being used in a text. • I can use context clues to determine the figurative meaning of new or unfamiliar words and phrases. • I can use word parts to help determine the figurative meaning of new or unfamiliar words and phrases. • I can use available resources to look up the figurative meaning of new or unfamiliar words and phrases.
The student will determine the connotative meanings of words and phrases as they are used in a text using context, affixes, or reference materials.	• I can identify if a word or phrase has a positive or negative meaning. • I can use context clues to determine the connotative meaning of new or unfamiliar words and phrases. • I can use word parts to help determine the connotative meaning of new or unfamiliar words and phrases. • I can use available resources to look up the connotative meaning of new or unfamiliar words and phrases.
The student will determine the content-specific meanings of words and phrases as they are used in a text using context, affixes, or reference materials.	• I can identify content-specific words used in a text. • I can use context clues to determine the meaning of content-specific words and phrases. • I can use word parts to help determine the content-specific words and phrases. • I can use available resources to look up the content-specific words and phrases.

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Determines the meaning of a word or phrase in read-aloud and/or oral discussions using context clues and word parts.	Verbalizes connotative, denotative, and figurative meanings of a word or phrase through peer discussions.	Analyzes a text to determine the connotative, denotative, and figurative meanings of word or phrase by using context clues and word parts.	Constructs a written response determining the meaning of a word or phrase based on context clues and word parts.

Priority Standard

7.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) 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.

Learning Targets	Success Criteria
The student will explain the central/main idea(s) of a text.	• I can define the meaning of central/main idea. • I can identify the meaning of central/main idea.
The student will explain the relationship between the central/main idea(s) and supporting evidence of a text.	• I can use evidence from the text to support the central/main idea. Such as: ○Location ○Time ○Subject ○Events
The student will summarize a text distinct from personal opinions.	• I can identify the main points for a text. • I can recognize the difference between my opinions about and facts from the text.

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies key details to determine the central idea from read-aloud and/or oral discussions.	Verbalizes the central idea using key details from a read-aloud or text through oral discussions.	Analyzes a text to determine multiple key details and the central idea.	Constructs a summary using key details and the central idea.
Priority Standard			
7.RI.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice contributes to meaning and tone.			
Learning Targets	Success Criteria		
The student will analyze how word choice contributes to meaning in a text.	- I can identify powerful words within a text. - I can explain why these powerful words within the text were chosen. - I can explain how different words could change the meaning of the text.		
The student will analyze how word choice contributes to tone in a text.	- I can identify the tone of a text. - I can explain what words/phrases helped to develop the tone.		
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies powerful words and tone of words impact a text's meaning in read-aloud and/or oral discussions.	Verbalizes how the author's word choice and tone contributes to the text.	Identifies powerful words and tone in a text and provides evidence.	Explains how the author's word choice and tone contributes to the overall meaning of a text.

Essential Questions:

1. How does textual evidence strengthen my conclusions and inferences about my understanding of the text?
2. How do writers use words to convey different meanings?
3. How do writers use details to help develop an overall central/main idea?
4. How does an author's word choice impact overall meaning and tone?

Enduring Understanding/Big Ideas:

1. I can use evidence from the text to support any logical conclusions or inferences made.
2. I can learn new words and phrases to help me deepen my understanding of a text.
3. I can summarize a text and determine and explain which pieces of evidence support the central/main idea.
4. I can explain how and why authors use specific words within a text.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
credible digital sources evidence irrelevant print sources quote relevant reliable search terms	cause and effect citation (cite) compare and contrast in-text citation paragraph paraphrase plagiarism problem solution sequential/chronological structure

ELD Modifications:

Engaging Experience 1	
Title: Nonfiction Text Structures Review	Suggested Time Length: 0.5 blocks
Priority Standard: 7.RI.2.C WIDA Standards: 1, 2, 4, 5	
Learning Target(s):	Success Criteria:
The student will analyze how word choice contributes to meaning in a text.	I can explain how different words could change the meaning of the text.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: - Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. - Plan activities to ensure the practice of all language domains using the sentence stems.				
Students read various texts	Think/pair/share about reading.	Review organizational		

throughout the unit.	Connect to the day's topic as a pre-teaching moment.	patterns of nonfiction texts; Spotlight: Informational Text Structure (StudySync Skills)		
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- The word _____ has different meanings like _____ or _____.
- The author uses the word _____ to express _____.
- This text follows a cause-and-effect structure... I know this because...
- This text follows a compare and contrast structure ... I know this because...
- This text follows a descriptive/main idea-detail structure... I know this because...
- This text follows a chronological/sequence structure... I know this because...

Instructional Notes:

- Throughout this unit, when reading a text, have students focus on how the author has organized the information to help them better understand the author's purpose in writing the text. In 6th grade students learn, in great detail, the different organizational patterns of nonfiction texts: cause and effect, compare and contrast, descriptive/main idea-detail, problem-solution, sequential/chronological.
- Provide students with a brief review of each structure.

ELD Modifications:

Engaging Experience 2	
<u>Title:</u> Real Life Survival Stories	<u>Suggested Time Length:</u> 2-3 blocks
<u>Priority Standard:</u> 7.RI.1.A, 7.RI.1.B, 7.RI.1.D WIDA Standards: 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.
The student will determine the meaning of words and phrases as	• I can identify new or unfamiliar words and phrases in a text. • I can use context clues to determine the meaning of new or unfamiliar words and phrases.

they are used in a text using context, affixes, or reference materials.	
The student will explain the relationship between the central/main idea(s) and supporting evidence of a text.	- I can use evidence from the text to support the central/main idea. Such as: - Location - Time - Subject - Events

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. Plan activities to ensure the practice of all language domains using the sentence stems.				
All read: - Survivors: How do people survive in extreme situations? (StudySync Blast) Small groups choose from - How do people survive in extreme situations? (StudySync Blast, Research Links)	Think/pair/share about reading. Connect to the day's topic as a pre-teaching moment.		Gather evidence from the text to answer the questions listed in the instructional notes below	Share answers with a partner or group

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: - Based on the context, the word _____ means _____. - One example of _____ (<i>figurative language</i>) is _____. - Based on the text, I can infer _____. - One detail that supports the main idea of the text is, _____.
Instructional Notes: Have all students read "Survivors: How do people survive in extreme situations?" Then choose one real life survival story for all students to read and annotate. (There are a few options linked in the "Research Links" portion of the Study Sync Blast.) While annotating, have students focus on the following questions:

- What dangers are present in the location?
- How does the survivor's decisions impact their outcome?
- How does the survivor's personal traits impact their chance of survival?
- Which was more of a struggle - mental or physical survival?

Students should then be put into small groups to read a different real life survival story. They should focus on the same questions above. After reading, they should share what they learned with other groups.

ELD Modifications:

Engaging Experience 3				
<u>Title:</u> Guided Gathering of Information			<u>Suggested Time Length:</u> 3 blocks	
<u>Priority Standard:</u> 7.RI.1.A, 7.RI.1.B, 7.RI.1.D WIDA Standards: 1, 2, 3, 4, 5				
Learning Target(s):		Success Criteria:		
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.		• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.		
The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.		• I can identify new or unfamiliar words and phrases in a text. • I can use context clues to determine the meaning of new or unfamiliar words and phrases.		
The student will summarize a text distinct from personal opinions.		• I can identify the main points for a text. • I can recognize the difference between my opinions about and facts from the text.		
Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR:				

- **Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level.**
- **Plan activities to ensure the practice of all language domains using the sentence stems.**

Teacher provided articles on basic survival skills	Think/pair/share about reading. Connect to the day's topic as a pre-teaching moment.	Guided notes on the CRAAP test	Paraphrase, summarize, and quote relevant information	
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Based on the reading, the central idea is _____.
- The central idea is illustrated when _____.
- Based on the text, I can conclude that _____.
- I can infer that the word, _____, means _____ based on the clues from the text.

Instructional Notes:

Prior to this Engaging Experience, students should take guided notes on the CRAAP acronym as a tool to help with gathering credible and reliable sources and practice using it.

Note: This Engaging Experience is the start of preparing for the Engaging Scenario.

Provide students with an article that provides information about basic survival skills. Work with the students to complete the following on a structured note taking device:

- Determine if the article is credible and reliable. (CRAAP test)
- Provide citation information to determine the credibility and reliability of the source. (MLA suggested)
- Take notes from the source paraphrasing, summarizing, and quoting.

Next, provide students with another article focused on basic survival skills. Have them work in small groups to successfully take notes.

After this Engaging Experience, provide students with their location information needed for the Engaging Scenario.

ELD Modifications:

Engaging Experience 4

Title: Guided Gathering of Information		Suggested Time Length: 3 blocks
Priority Standard: 7.RI.1.A, 7.RI.1.B, 7.RI.1.D, 7.RI.2.C WIDA Standards: 1, 2, 3, 4, 5		
Learning Target(s):	Success Criteria:	
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	- I can find specific examples in the text to support the topic of study. - I can draw logical conclusions based on information learned from the text.	
The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	- I can identify new or unfamiliar words and phrases in a text. - I can use context clues to determine the meaning of new or unfamiliar words and phrases.	
The student will summarize a text distinct from personal opinions.	- I can identify the main points for a text. - I can recognize the difference between my opinions about and facts from the text.	
The student will analyze how word choice contributes to meaning in a text.	- I can identify powerful words within a text. - I can explain why these powerful words within the text were chosen. - I can explain how different words could change the meaning of the text.	

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: - Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. - Plan activities to ensure the practice of all language domains using the sentence stems.				
Student located articles on chosen topic	Think/pair/share about reading. Connect to the day's topic as a pre-teaching moment.	Database lesson with library media specialist	Paraphrase, summarize, and quote relevant information	

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: Based on the text, I can infer _____.

- As read in the article, I can infer _____.
- From the graph, I can infer _____.
- According to the chart, I can infer _____.
- Based on the context in the text, I can deduct that _____ means _____.

Instructional Notes:

- Prior to this Engaging Experience, you should coordinate with your library media specialist for a lesson on databases available to students.
- After choosing a survival location, as referenced in the Engaging Scenario, students should research information about their chosen region (climate, natural disasters, terrain, natural resources, etc.) to determine the best means of survival. Students should continue using the note taking device from Engaging Experience #4 to gather evidence to support their survival plan.
- Students will need to cite their sources using a specified citation format (MLA suggested) to ensure they are credible and reliable. NOTE: Citing a source and creating a Works Cited page will be taught directly in the ELA classroom.

ELD Modifications:

Engaging Experience 5	
<u>Title:</u> Creating Meaning for Researched Information	<u>Suggested Time Length:</u> 3 blocks
<u>Priority Standard:</u> 7.RI.1.A, 7.RI.1.B, 7.RI.1.D, 7.RI.2.C WIDA Standards: 1, 2, 3, 4, 5	
Learning Target(s):	Success Criteria:
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.
The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	• I can identify new or unfamiliar words and phrases in a text. • I can use context clues to determine the meaning of new or unfamiliar words and phrases.
The student will summarize a text distinct from personal opinions.	• I can identify the main points for a text. • I can recognize the difference between my opinions about and facts from the text.

The student will analyze how word choice contributes to meaning in a text.	● I can identify powerful words within a text. ● I can explain why these powerful words within the text were chosen. ● I can explain how different words could change the meaning of the text.
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Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Student located articles on chosen topic	Think/pair/share about reading. Connect to the day's topic as a pre-teaching moment.		Paraphrase, summarize, and quote relevant information	

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: ● Based on the text, I can infer _____. ● As read in the article, I can infer _____. ● From the graph, I can infer _____. ● According to the chart, I can infer _____. ● Based on the context in the text, I can deduct that _____ means _____.
<u>Instructional Notes:</u> Students need to evaluate their researched information to see if they can answer the following questions: ● What dangers are present in your location? ● What personal traits would a person need to survive in your given location? ● Which poses more of a danger in your location: mental or physical survival? ● What type of shelter could be used in your location? ● Is drinkable water easily accessible in your location? If not, how could one get it? ● How would fire be beneficial in your location? ● What would be the best way to signal for help in your location? If students are unable to successfully answer one or more of the above questions, they should gather more information.

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (3 blocks)

Note: All Engaging Experiences directly lead to the development and completion of this Engaging Scenario.

- Student-chosen groups (determined at the start of the unit) select a random scenario from a predetermined list. Each scenario would include a tragedy and location.
 - Sample scenario: You were in a plane crash in the Sahara Desert. Unfortunately, the contents of the cargo department were completely destroyed by a fire, but all items in the cockpit and cabin were scattered but survived.
 - INTERDISCIPLINARY OPPORTUNITY: Work with your Social Studies teacher to make scenarios based on different cultures/geographic regions.
- Students are to create a presentation explaining how to survive this tragedy.
 - Extension opportunity: Students could create a first person focused project where they are the one who survived the tragedy.
- Student presentations would need to include credible, reliable sources.
- Project suggestions:
 - Website
 - Ted Talk
 - Interview Script

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Nonfiction Text Structures Review	Students will review how information is provided through different text structures.	0.5 Block
Real Life Survival Stories	Students will read stories of real-life survivors to determine what traits and skills are needed to survive.	3 Blocks
Guided Gathering of Information	Students will use provided sources to take notes by summarizing and paraphrasing.	3 Blocks
Independent Gathering of Information	Students will locate their own sources to take note by summarizing and paraphrasing.	4 Blocks
Creating Meaning from Researched Information	Students will evaluate their research to determine if they can answer the questions needed for the Engaging Scenario or if they need to conduct more research.	3 Blocks
Engaging Scenario	Student groups select a random disaster scenario from a list and create a presentation explaining how to survive this tragedy. Student presentations would need to include credible, reliable sources.	3 Blocks

Unit 4: Elements of Literature Through Drama & Poetry

Subject: Reading

Grade: 7th

Name of Unit: Elements of Literature Through Drama & Poetry

Length of Unit: 8 blocks

Overview of Unit: Students will discover how drama and poetry are structured differently, but still contain the same literary elements as prose.

Priority Standards for unit:

- 7.RL.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) 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.
- 7.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how specific word choices contribute to meaning and tone.

Supporting Standards for unit:

WIDA Priority Standards
Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
Standard 3 Language for Math: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of math.
Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.
Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unwrapped Priority Standards

Priority Standard											
7.RL.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) 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.											
Learning Targets		Success Criteria									
The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	• I can identify new or unfamiliar words and phrases in a text . • I can use context clues to determine the meaning of new or unfamiliar words and phrases. • I can use word parts to help determine the meaning of new or unfamiliar words and phrases. • I can use available resources to look up the meaning of new or unfamiliar words and phrases.										
The student will determine the figurative meanings of words and phrases as they are used in a text using context, affixes, or reference materials.	• I can identify figurative language being used in a text. • I can use context clues to determine the figurative meaning of new or unfamiliar words and phrases. • I can use word parts to help determine the figurative meaning of new or unfamiliar words and phrases. • I can use available resources to look up the figurative meaning of new or unfamiliar words and phrases.										
The student will determine the connotative meanings of words and phrases as they are used in a text using context, affixes, or reference materials.	• I can identify if a word or phrase has a positive or negative meaning. • I can use context clues to determine the connotative meaning of new or unfamiliar words and phrases. • I can use word parts to help determine the connotative meaning of new or unfamiliar words and phrases. • I can use available resources to look up the connotative meaning of new or unfamiliar words and phrases.										
<table><tr><td><u>Listening</u></td><td><u>Speaking</u></td><td><u>Reading</u></td><td><u>Writing</u></td></tr><tr><td>Determines the meaning of a word or phrase in read-aloud and/or oral discussions using context clues.</td><td>Verbalizes connotative, denotative, and figurative meanings of a word or phrase through peer discussions.</td><td>Analyzes a text to determine the connotative, denotative, and figurative meanings of word or phrase by using context clues.</td><td>Constructs a written response determining the meaning of a word or phrase based on context clues.</td></tr></table>				<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	Determines the meaning of a word or phrase in read-aloud and/or oral discussions using context clues.	Verbalizes connotative, denotative, and figurative meanings of a word or phrase through peer discussions.	Analyzes a text to determine the connotative, denotative, and figurative meanings of word or phrase by using context clues.	Constructs a written response determining the meaning of a word or phrase based on context clues.
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>								
Determines the meaning of a word or phrase in read-aloud and/or oral discussions using context clues.	Verbalizes connotative, denotative, and figurative meanings of a word or phrase through peer discussions.	Analyzes a text to determine the connotative, denotative, and figurative meanings of word or phrase by using context clues.	Constructs a written response determining the meaning of a word or phrase based on context clues.								

Priority Standard	
7.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how specific word choices contribute to meaning and tone.	
Learning Targets	Success Criteria
The student will analyze how specific word choices contribute to meaning in a text.	• I can identify powerful words within a text. • I can explain why these powerful words within the text were chosen. • I can explain how different words could change the meaning of the text.

The student will analyze how specific word choices contribute to tone in a text.		• I can identify the tone of a text. • I can explain what words/phrases helped to develop the tone.	
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies powerful words and tone of words impact a text's meaning in read-aloud and/or oral discussions.	Verbalizes how the author's word choice and tone contributes to the text.	Identifies powerful words and tone in a text and provides evidence.	Explains how the author's word choice and tone contributes to the overall meaning of a text.

Essential Questions:

1. How do writers use words to convey different meanings?
2. How does an author's word choice impact overall meaning and tone?

Enduring Understanding/Big Ideas:

1. I can learn new words and phrases to help me deepen my understanding of a story.
2. I can explain how and why authors use specific words within a text.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
structure analyze	drama figurative meaning/figurative language hyperbole imagery metaphor personification poem repetition rhyme simile stanza

ELD Modifications:

Engaging Experience 1

Title:

What's With All the Drama?

Suggested Time Length:

3 blocks

Priority Standard: 7.RL.1.B, 7.RL.2.C

WIDA Standards: 1, 2, 3, 4 & 5

Learning Target(s):**Success Criteria:**

The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.

- I can find specific examples in the text to support the topic of study.
- I can draw logical conclusions based on information learned from the text.

The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.

- I can identify new or unfamiliar words and phrases in a text.
- I can use context clues to determine the meaning of new or unfamiliar words and phrases.

The student will summarize a text distinct from personal opinions.

- I can identify the main points for a text.
- I can recognize the difference between my opinions about and facts from the text.

The student will analyze how word choice contributes to meaning in a text.

- I can identify powerful words within a text.
- I can explain why these powerful words within the text were chosen.
- I can explain how different words could change the meaning of the text.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
All read: • The Monsters are Due on Maple Street (StudySync Library) or language-level	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.		Notes on drama structure: Recognizing Genre - Drama (StudySync Skills)	

appropriate piece.				
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- After reading the text, I can conclude _____.
- Based on my reading, the main points of the text are _____, _____, and _____.
- An example of an opinion in the text is _____.
- An example of a fact in the text is _____.
- The author used language like _____ to express _____.

Instructional Notes:

- Provide students with a guided note-taking experience that covers the specific parts to a drama (e.g., scene, stage directions, dialogue, narration).
- Have them read a short drama, annotating the different parts of the play. Students can be assigned roles in the play. The purpose of this is for each student to analyze how, if they were actors, they would know where to go, what to say, and how to say it.
- Additionally, students should look at how literary elements such as characterization, setting and mood, point of view/perspective

ELD Modifications:

Engaging Experience 2	
<u>Title:</u> Guided Gathering of Information	<u>Suggested Time Length:</u> 3 blocks
<u>Priority Standard:</u> 7.RI.1.A, 7.RI.1.B, 7.RI.1.D, 7.RI.2.C WIDA Standards: 1, 2, 3, 4 & 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.
The student will determine the meaning of	• I can identify new or unfamiliar words and phrases in a text. • I can use context clues to determine the meaning of new or unfamiliar words and

words and phrases as they are used in a text using context, affixes, or reference materials.	phrases.
The student will summarize a text distinct from personal opinions.	• I can identify the main points for a text. • I can recognize the difference between my opinions about and facts from the text.
The student will analyze how word choice contributes to meaning in a text.	• I can identify powerful words within a text. • I can explain why these powerful words within the text were chosen. • I can explain how different words could change the meaning of the text.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
TV Show or Movie Scripts www.imsdb.com www.simplyscript.com	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.		Compare written script to screen production	

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: • After reading the text, I can conclude _____. • Based on my reading, the main points of the text are _____, _____, and _____. • An example of an opinion in the text is _____. • An example of a fact in the text is _____. • The author used language like _____ to express _____.
Instructional Notes: • Use the notes taken in Engaging Experience 1 to examine how the script is structured, specific to scenes, narration, dialogue, and stage direction to get the desired emotions from the actors and directors. • Students will read one or two scenes of a movie or TV show script and compare it to the filmed version. For a wide variety of scripts go to www.imsdb.com or www.simplyscripts.com. Next, using a structured note sheet, students should watch the scene/show and examine how lighting, sound, color and camera focus was used to evoke the desired emotion from the audience.

ELD Modifications:

Engaging Experience 3

Title:
Guided Gathering of Information

Suggested Time Length:
3 blocks

Priority Standard: 7.RI.1.A, 7.RI.1.B, 7.RI.1.D, 7.RI.2.C
WIDA Standards: 1, 2, 3, 4 & 5

Learning Target(s):	Success Criteria:
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	- I can find specific examples in the text to support the topic of study. - I can draw logical conclusions based on information learned from the text.
The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	- I can identify new or unfamiliar words and phrases in a text. - I can use context clues to determine the meaning of new or unfamiliar words and phrases.
The student will summarize a text distinct from personal opinions.	- I can identify the main points for a text. - I can recognize the difference between my opinions about and facts from the text.
The student will analyze how word choice contributes to meaning in a text.	- I can identify powerful words within a text. - I can explain why these powerful words within the text were chosen. - I can explain how different words could change the meaning of the text.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: - Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. - Plan activities to ensure the practice of all language domains using the sentence stems.				
Several poetry examples (available in StudySync or partner with library)	Think/pair/share about reading. Connect to the day's topic as pre-	Spotlight: Figurative Language - Literary Texts (StudySync)	Find several examples of figurative language	Share figurative language examples with a small group

media specialist)	teaching moment.	Skills)		
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- After reading the text, I can conclude _____.
- Based on my reading, the main points of the text are _____, _____, and _____.
- An example of an opinion in the text is _____.
- An example of a fact in the text is _____.
- The author used language like _____ to express _____.

Instructional Notes:

- Students will review their knowledge of different types of figurative language and poetic devices such as simile, metaphor, personification, hyperbole, and repetition by searching for examples. Provide students with several sources of poetry (print and/or digital) and allow them to find examples for each type of figurative language.
- After students have found several examples of each type of figurative language, have them share their findings with a small group and determine how the figurative language helps create meaning. Each small group should choose one poem to share with the whole class, explaining how the figurative language used helps deepen the meaning and contributes to the theme for their chosen poem.

ELD Modifications:

Engaging Experience 4	
<u>Title:</u> Guided Gathering of Information	<u>Suggested Time Length:</u> 3 blocks
<u>Priority Standard:</u> 7.RI.1.A, 7.RI.1.B, 7.RI.1.D, 7.RI.2.C WIDA Standards: 1, 2, 3, 4, & 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.

The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	• I can identify new or unfamiliar words and phrases in a text. • I can use context clues to determine the meaning of new or unfamiliar words and phrases.
The student will summarize a text distinct from personal opinions.	• I can identify the main points for a text. • I can recognize the difference between my opinions about and facts from the text.
The student will analyze how word choice contributes to meaning in a text.	• I can identify powerful words within a text. • I can explain why these powerful words within the text were chosen. • I can explain how different words could change the meaning of the text.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Song lyrics that connect to each emotion	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.		Rewrite a song	Groups will share their rewritten songs with the class

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: • After reading the text, I can conclude _____. • Based on my reading, the main points of the text are _____, _____, and _____. • An example of an opinion in the text is _____. • An example of a fact in the text is _____. • The author used language like _____ to express _____.
<u>Instructional Notes:</u> • Students should know how songs are usually structured lyrically, focusing on verse and chorus. (The verse tells the story; the chorus is the summary of the song's story.) • Students will travel to four different stations to examine the power of words within a song. (More stations could be added at teacher discretion.) Each station should represent a different emotion: love, hate, sadness, joy. At each station student groups should examine how the assigned emotion is portrayed within

the lyrics of the song. Students should pay close attention to the specific word choice (figurative language) and repetition used. Next, for each song at the station, students should determine the most power word/phrase within the song. They should be able to explain why this word/phrase is the most powerful within the song.

- Student groups should work collaboratively to rewrite one of the songs to alter its meaning, focusing on changing the figurative language used.

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (2 blocks)

Students will find at least one meaningful piece (a poem, song, or scene from a drama) and prepare it for performance. The focus should be to encourage students to reflect on and explain language that is highly influential, including figurative language, sensory details, sentence structure, and other techniques to create a highly engaging performance for the audience.

This is an intentional space for Reading & Writing collaboration and overlap.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
What's with all the Drama?	Students will review the parts of a drama. They will then read a drama to see how this structure creates meaning.	2 Blocks
From Script to Screen	Students will compare a written script to the production on the screen.	1 Block
On the Hunt for Figurative Language	Students will collect a sampling of poems to represent several types of figurative language.	1 Block
The Power of a Song	Students will read a variety of songs to see how word choice, specific to figurative language, creates meaning.	2 Blocks
Engaging Scenario	Students will find at least one meaningful piece (a poem, song, or scene from a drama) and prepare it for performance. The focus should be to encourage students to reflect on and explain language that is highly influential, including figurative language, sensory details, sentence structure, and other techniques to create a highly engaging performance for the audience.	2 Blocks

Unit 5: Understanding Argument

Subject: Reading

Grade: 7th

Name of Unit: Understanding Argument

Length of Unit: 11-12 blocks

Overview of Unit: Students will first analyze the argument of multiple provided articles. They will then focus on their own topic, finding information, and participating in a debate.

Priority Standards for unit:

- 7.RI.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.
- 7.RI.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- 7.RI.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.
- 7.SL.1.B Collaborating 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.

Supporting Standards for unit:

- 7.RI.3.A Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

WIDA Priority Standards

Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Standard 3 Language for Mathematics: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unwrapped Priority Standards

Priority Standard				
7.RI.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.				
Learning Targets		Success Criteria		
The student will analyze how an author develops his/her point of view (perspective) and distinguishes it from those of others in a text.		● I can identify the author's perspective on a topic. ● I can explain how the author's perspective is similar and/or different to an author writing about the same topic.		
The student will analyze how an author develops his/her purpose and distinguishes it from those of others in a text.		● I can identify the author's purpose for writing an article. ● I can explain how the author's purpose is similar and/or different from others.		
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	
Identifies and compares word choice of two or more authors in read-aloud and/or oral discussions and how it contributes to their point of view.	Verbalizes how the author's word choice contributes to the point of view in a story.	Identifies and compares the point of view in two or more texts, supported by text evidence.	Compares two or more author's word choice and explains how it contributes to their point of view.	
Priority Standard				
7.RI.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.				
Learning Targets		Success Criteria		
The student will assess whether the reasoning in a text is sound.		● I can identify the author's claim ● I can identify the author's reasoning in an argument. ● I can assess whether the reasoning makes sense.		

The student will assess whether the evidence in a text is relevant and sufficient to support the claims in a text.	• I can identify the author's claim. • I can identify the reasoning used to support the claim. • I can identify the evidence used to support the claim and reasoning. • I can determine if the evidence is on topic or off topic. • I can determine if there is enough evidence to prove the claim.		
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies the author's argument and claims in a text or read-aloud.	Verbalizes an author's argument and claims in a text with peers and/or teacher.	Identifies the author's argument and claims in a text.	Constructs a written response analyzing claims and reasoning to determine an author's point of view.
Priority Standard			
7.RI.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.			
Learning Targets	Success Criteria		
The student will compare and contrast how two or more authors writing about the same topic make decisions about craft.	• I can identify the main idea of each passage. • I can identify the supporting details to support each main idea in each passage. • I can explain similarities and differences between two authors' writing about the same topic.		
The student will compare and contrast how two or more authors writing about the same topic make decisions about structure.	• I can identify the organizational structure of the text. • I can explain the advantages of using a specific organizational structure. • I can explain similarities and differences between two authors' organizational structure about the same topic.		
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies similarities and differences between authors' texts.	Articulates similarities and differences between authors' texts with peers and/or teacher.	Analyze two texts in order to compare and contrast the authors' purposes and points of view.	Construct a response comparing and contrasting the authors' purposes and points of view.
Priority Standard			
7.SL.1.B Collaborating 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.			
Learning Targets	Success Criteria		

The student will describe and evaluate a speaker's argument and claims.	● I can identify the speaker's main claim. ● I can identify the evidence and reasoning used to support the claim. ● I can explain how the claims, evidence, and reasoning the speaker uses support the main claim.
The student will ask questions that encourage elaboration.	● I can ask questions that clarify the topic. ● I can ask questions that extend the discussion.
The student will respond to others' questions and comments with relevant observations and ideas.	● I can actively listen and consider others' ideas during a discussion. ● I can respond to others in a discussion in ways that move the conversation forward. ● I can respond with information that is relevant to the current conversation.
The student will bring the discussion back on topic as needed through questions or comments.	● I can identify the topic of a discussion. ● I can identify when a statement or question is off topic. ● I can ask a question or make a statement to bring the discussion back on topic.

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Engages in an argumentative discussion with peers.	Articulates a response with a clear claim, evidence, and reasoning to a discussion.	Interprets multiple sources of information to develop a claim and counterclaim.	Constructs a claim and evidence to bring to class discussion.

Essential Questions:

1. How does the author's purpose shape what a reader knows about the subject?
2. Why is a claim, reasoning, and evidence necessary for a solid argument?
3. Why are different organizational patterns used by authors?
4. How does effective communication empower you to have meaningful discussions that encourage deeper understanding?

Enduring Understanding/Big Ideas:

1. I can analyze how an author uses perspective (point of view) to help me understand the purpose of their writing.
2. I can evaluate an author's argument in a text.
3. I can understand the purpose of different organizational structures.
4. I can actively participate in an on-topic discussion where my understanding of the topic is demonstrated through crafting relevant responses that move the conversation forward and asking clarifying questions when needed.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
argument evaluate irrelevant opposing relevant	claim evidence reasoning

ELD Modifications:

Engaging Experience 1	
<u>Title:</u> Guided Gathering of Information	<u>Suggested Time Length:</u> 3 blocks
<u>Priority Standard:</u> 7.RI.1.A, 7.RI.1.B, 7.RI.1.D, 7.RI.2.C WIDA Standards: 1, 2, 3, 4, 5	
Learning Target(s):	Success Criteria:
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.
The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	• I can identify new or unfamiliar words and phrases in a text. • I can use context clues to determine the meaning of new or unfamiliar words and phrases.
The student will summarize a text distinct from personal opinions.	• I can identify the main points for a text. • I can recognize the difference between my opinions about and facts from the text.
The student will analyze how word choice contributes to meaning in a text.	• I can identify powerful words within a text. • I can explain why these powerful words within the text were chosen. • I can explain how different words could change the meaning of the text.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Apple vs. FBI (StudySync Blasts + Research Links) Choose a debate topic to read pros/cons.		Learn parts of an argument: -claim/argument -evidence -counterargument -rebuttal -closing		

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: ● Based on _____, _____ ● According to _____, _____. ● You might think _____; however, _____. ● I believe _____ ● It is important that _____ because _____ ● One reason is _____. ● Another reason is _____. This is vital since _____. ● The claim is _____ because _____. ● I know the argument is _____ because _____. ● I think that _____ is the better choice because... ● One reason that _____ is a better choice is that... ● I argue that _____ is the better choice because... ● You're ignoring the fact that... ● Your argument isn't logical because... ● You may be right about _____, but you're not considering the fact that _____ ... ● I recognize your point that _____, but I wonder if you're taking into account that... ● I find your explanation/evidence/reasoning/logic weak because... ● When you argue that _____, you're ignoring _____.
<u>Instructional Notes:</u> ● Prior to this Engaging Experience, students should review the parts of an argument. ● Students will read two opposing views to the same argument. (Suggested reading "Apple vs. the FBI" and related researched links) Students will analyze each piece and focus on what the author was trying to accomplish as well as how the structure contributed to the meaning of the piece.

- Students should focus on how claims drive the overall argument/message of the author and connect them to ethos, pathos, and logos. They should identify the reasoning and evidence used to support the claim and evaluate their strength of support used.

ELD Modifications:

Engaging Experience 2

<u>Title:</u> Guided Gathering of Information	<u>Suggested Time Length:</u> 3 blocks
<u>Priority Standard:</u> 7.RI.1.A, 7.RI.1.B, 7.RI.1.D, 7.RI.2.C WIDA Standards: 1, 2, 3, 4, 5	
Learning Target(s):	Success Criteria:
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	- I can find specific examples in the text to support the topic of study. - I can draw logical conclusions based on information learned from the text.
The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	- I can identify new or unfamiliar words and phrases in a text. - I can use context clues to determine the meaning of new or unfamiliar words and phrases.
The student will summarize a text distinct from personal opinions.	- I can identify the main points for a text. - I can recognize the difference between my opinions about and facts from the text.
The student will analyze how word choice contributes to meaning in a text.	- I can identify powerful words within a text. - I can explain why these powerful words within the text were chosen. - I can explain how different words could change the meaning of the text.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: Refer to Can-Dos and choose appropriate modifications based on your students'				

language proficiency level.

- **Plan activities to ensure the practice of all language domains using the sentence stems.**

Two arguments on the same topic (Scholastic Action has great debates in each issue)

Structured note taking

Philosophical chairs

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Based on _____, _____
- According to _____, _____.
- You might think _____; however, _____.
- I believe _____
- It is important that _____ because _____
- One reason is _____.
- Another reason is _____. This is vital since _____.
- The claim is _____ because _____.
- I know the argument is _____ because _____.
- I think that _____ is the better choice because...
- One reason that _____ is a better choice is that...
- I argue that _____ is the better choice because...
- You're ignoring the fact that...
- Your argument isn't logical because...
- You may be right about _____, but you're not considering the fact that _____ ...
- I recognize your point that _____, but I wonder if you're taking into account that...
- I find your explanation/evidence/reasoning/logic weak because...
- When you argue that _____, you're ignoring _____.

Instructional Notes:

- Students will be given two arguments addressing the same topic. Find sources based on your students' English abilities. (Suggested source: www.procon.org; Topic of arguments should be student-related issues.) With teacher guidance, students should examine how each argument is structured.
-
- With the use of a structured note-taking device, students should examine how each author emphasizes different evidence or how they interpret the same facts differently. Students should then determine if the reasons provided are relevant. (This engaging experience should be repeated with different articles, as needed for student understanding.)
-
- After reading and completing the note-taking device, students will share their personal opinions on the topic in a philosophical chairs format. They should

use what they learned from their reading to support their opinions.

Engaging Scenarios

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (4 blocks)

Option A: Traditional Debate

- First, teach the basic debate format. (Make sure this is the same format as used by the ELA Writing teacher.)
- Student pairs/groups will examine both sides of a school-related argument (e.g., dress code, passing time, assigned seats). After reviewing research expectations from Unit 3, students will collect information from nonfiction readings, interviews, and self-created student surveys.
- Student pairs/groups will then be divided into two sides and then debate the topic researched.
- Audience members determine a winner based on claims and evidence presented.

This Engaging Scenario is an intentional space for Reading & Writing collaboration and overlap.

Option B: Philosophical Chairs

- Propose a question to the class. For example: Do students need a strict dress code?
- Students physically choose a side of the room: Yes, students need a strict dress code. No, students should not have a dress code. Once there, they gather evidence to support their position. Within the group, they determined what evidence is strongest to present.
- Students present evidence to support their position.
- At any time, students can choose to switch sides based on claims and evidence presented. If a student changes sides, they need to explain what evidence persuaded them.
- The above pattern can be repeated for more questions. It is suggested to complete as many questions as needed for students to demonstrate proficiency.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
One Topic -Two Sides	Students will read and analyze at least two articles on the topic of Apple vs. the FBI.	2 Blocks
Opposing Viewpoints	Students will read a variety of pair arguments, analyzing and evaluating each of the arguments.	2 Blocks
Engaging Scenario	Option A: Debate Option B: Philosophical Chairs	4 Blocks

Unit 6: Empowered Readers

Subject: Reading

Grade: 7th

Name of Unit: Empowered Readers

Length of Unit: 7-8 blocks

Overview of Unit: Students will select at least one dystopian novel to read, analyze, and produce a project related to as a culminating project - proof of all they have learned throughout the course of the year.

Priority Standards for unit:

- 7.RL.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting Standards for unit:

WIDA Priority Standards
Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
Standard 3 Language for Math: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of math.
Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.
Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unwrapped Priority Standards

Priority Standard											
7.RL.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.											
Learning Targets		Success Criteria									
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.		● I can find specific examples in the text to support the topic of study. ● I can draw logical conclusions based on information learned from the text.									
The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.		● I can use my previous knowledge to support the topic of study. ● I can make a logical inference based on information learned from the text and life. ● I can recognize when life lessons do or do not apply to the text read.									
<table><tr><th>Listening</th><th>Speaking</th><th>Reading</th><th>Writing</th></tr><tr><td>Identifies key details to draw inferences from read-alouds and/or oral discussions.</td><td>Verbalizes inferences using key details from a read-aloud or text through oral discussions.</td><td>Analyzes a text to determine key details and draw inferences.</td><td>Constructs a written response using key details and evidence to draw inferences.</td></tr></table>				Listening	Speaking	Reading	Writing	Identifies key details to draw inferences from read-alouds and/or oral discussions.	Verbalizes inferences using key details from a read-aloud or text through oral discussions.	Analyzes a text to determine key details and draw inferences.	Constructs a written response using key details and evidence to draw inferences.
Listening	Speaking	Reading	Writing								
Identifies key details to draw inferences from read-alouds and/or oral discussions.	Verbalizes inferences using key details from a read-aloud or text through oral discussions.	Analyzes a text to determine key details and draw inferences.	Constructs a written response using key details and evidence to draw inferences.								

Priority Standard			
7.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Learning Targets		Success Criteria	
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.		● I can find specific examples in the text to support the topic of study. ● I can draw logical conclusions based on information learned from the text.	
The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.		● I can use my previous knowledge to support the topic of study. ● I can make a logical inference based on information learned from the text and life. ● I can recognize when life lessons do or do not apply to the text read.	

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies key details to draw inferences from read-aloud and/or oral discussions.	Verbalizes inferences using key details from a read-aloud or text through oral discussions.	Analyzes a text to determine key details and draw inferences.	Constructs a written response using key details and evidence to draw inferences.

Essential Questions:

1. How can I make sure my ideas are communicated clearly?
2. How does textual evidence strengthen my conclusions and inferences about my understanding of the text?

Enduring Understanding/Big Ideas:

1. I can successfully communicate with others.
2. I can use evidence from the (fiction & nonfiction) text to support any logical conclusions or inferences made.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
See Units 1-5	See Units 1-5

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- *The Giver* by Lois Lowry
- *Matched* by Ally Condie
- *Unwind* by Neal Schusterman
- *Scythe* by Neal Schusterman
- *City of Ember* by Jeanne DuPrau
- *Hunger Games* by Suzanne Collins
- *Divergent* by Veronica Roth
- *Legend* by Marie Lu
- *The Testing* by Joelle Charbonneau
- *The Limit* by Kristen Landon
- *Starters* by Lissa Price
- *Freaking* by Lana Krumwiede

- *The House of the Scorpion* by Nancy Farmer
- *The Adoration of Jenna Fox* by Mary E. Pearson
- *Among the Hidden* by Margaret P. Haddix

Engaging Experiences

NOTE: Each experience in this unit is a stepping stone toward the Engaging Scenario at the end of the unit. To begin the unit, the following resources will need to be gathered:

- Dystopian Novel Book list
- This unit requires a great deal of deep discussion among students. For this reason, students are usually grouped based on a novel they would all like to read and then as they read novels past their first, they would be able to select any approved title they prefer. Many discussions happen in these homogeneous groups. It is also beneficial to add discussions where students are grouped based on all different titles in order to force students to make connections among the other types of dystopian novels being read.
- [Supplemental Texts](#) (nonfiction, short stories, and poetry)
- Experience1 must happen first. Experience 2 is ongoing and should be revisited multiple times throughout the unit. Starting with Experience 3A, teachers may choose to complete the Experience 3 activities in any order they choose. These are designed as stations or mini-projects for students to process and discuss items in class. Teacher discretion is encouraged as students work through the novels!

ELD Modifications:

Engaging Experience 1	
Title: Empowerment Project Setup	Suggested Time Length: 1 Block (ongoing)
Priority Standard: 7.RI.1.A, 7. RL.1.A WIDA Standards: 1, 2, 3, 4, & 5	
Learning Target(s):	Success Criteria:
The student will draw conclusions by citing several pieces of textual	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.

evidence to support analysis of what the text says explicitly.	
The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can use my previous knowledge to support the topic of study. • I can make a logical inference based on information learned from the text and life. • I can recognize when life lessons do or do not apply to the text read.
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.
The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can use my previous knowledge to support the topic of study. • I can make a logical inference based on information learned from the text and life. • I can recognize when life lessons do or do not apply to the text read.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn.	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.			

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: • After reading the text, I can conclude _____. • The topic of this reading is _____. • The quote "_____" from the reading supports the topic. • Based on my reading, I can infer _____. • One connection I can make to my life is _____.

Instructional Notes:

Students will need to be placed in book clubs. Book titles can include, but are not limited to...

- *The Giver* by Lois Lowry
- *Matched* by Ally Condie
- *Unwind* by Neal Schusterman
- *Scythe* by Neal Schusterman
- *City of Ember* by Jeanne DuPrau
- *Hunger Games* by Suzanne Collins
- *Divergent* by Veronica Roth
- *Legend* by Marie Lu
- *The Testing* by Joelle Charbonneau
- *The Limit* by Kristen Landon
- *Starters* by Lissa Price
- *Freakling* by Lana Krumwiede
- *The House of the Scorpion* by Nancy Farmer
- *The Adoration of Jenna Fox* by Mary E. Pearson
- *Among the Hidden* by Margaret P. Haddix
- *Red Queen* by Victoria Aveyard
- *The Last Cuentista* by Donna Barba Higuera

Student groups should create a plan that will show their growth as a reader. They will need to create a specific plan for the unit. (See Engaging Scenario)

Within their plan, they should address how they will show growth and understanding in the following areas:

- Characterization
- Point of View and Perspective
- Setting and Mood
- Theme
- Short Story and Poetry Connections
- Nonfiction Connections

ELD Modifications:

Engaging Experience 2	
Title: Literary Elements Optional Activities	Suggested Time Length: 0.25 block, revisited weekly
Priority Standard: 7.RI.1.A, 7. RL.1.A WIDA Standards: 1, 2, 3, 4 & 5	
Learning Target(s):	Success Criteria:

The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.
The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can use my previous knowledge to support the topic of study. • I can make a logical inference based on information learned from the text and life. • I can recognize when life lessons do or do not apply to the text read.
The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can find specific examples in the text to support the topic of study. • I can draw logical conclusions based on information learned from the text.
The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.	• I can use my previous knowledge to support the topic of study. • I can make a logical inference based on information learned from the text and life. • I can recognize when life lessons do or do not apply to the text read.

Read	Write/Speak	Study	Do	Share
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
One or more dystopian novels - or use an excerpt of language level appropriate reading or video.	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.		Complete several activities to showcase the reader's growth	Share and compare with students who are reading the same or different novels

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: • After reading the text, I can conclude _____. • The topic of this reading is _____. • The quote "_____" from the reading supports the topic. • Based on my reading, I can infer _____.

- One connection I can make to my life is _____.

Instructional Notes:

Ideally, student groups are creating evidence that they have mastered or show growth in the following areas:

- Characterization
- Point of View and Perspective
- Setting and Mood
- Theme
- Short Story and Poetry Connections
- Nonfiction Connections

If a student(s) is struggling in creating how they will show growth and understanding, the following activities can be used:

- [Analysis of Figurative Language](#): Students will conduct an investigation of figurative language as it is used in their novels. They will look at connotations of words and how specific language is used to influence characters in the novels. Students will also connect their investigation to how language influences them daily in the “real world”.
- [Mood Timeline](#): Students will select major events throughout their novel and examine the mood created by the author surrounding each event. Students will then assign a symbolic color to the event based on the identified mood and track the impact the author’s words have on the reader throughout the novel. NOTE: This can be done at the middle and end of the book and the two timelines can be compared so that students can analyze if/why the overall mood shifted from the beginning to the end of the story.
- [Character Decision Map](#): Students will select a character and create a map that clearly shows the path that the character takes through the novel based on the CHOICES he/she makes (not the physical journey).
- [Setting Analysis](#): Students will create a graphic organizer to analyze the setting of their novel and the impact that setting has on the characters.
- [Assessing the Impact of Leadership Decisions](#): Students will create a graphic organizer (like the one shown below) to analyze how the decisions of leaders in their dystopian novels have an impact on the story as well as the characters in the story.
- **Character Symbolism**: For this activity, students will use colors as symbols and produce a list of traits for a character they know best in their book. Provide the following instructions: First, choose a character you understand well from your book. Write the character’s name in BOLD letters on the paper in a color that seems to make sense for this character. For example, you could write a greedy character’s name in green, the color of money. Write the title of your book on your paper, also using a color relevant to the book. For example, if the book is hopeful overall, you could write the title of the book in bright yellow, a color symbolizing hope. Next, use colored markers to write traits of the character, his/her motivations, behaviors, and beliefs. Use colors that make sense for those traits. For example, you could list SECRETIVE as a trait and write it with a gray marker since the secrets are hidden in the shadows. Think colorfully!
- **Responsibility Pie Chart**: Think about the BIGGEST developments that have taken

place in your book so far. Now, think about the main characters you know from the book. Draw a big circle on a blank sheet of paper. Using markers, show the parts of a pie to represent the characters' degree of responsibility to the events of the book. Label the parts of the pie with your characters' names and indicate why they share the responsibility they share.

- Nonfiction Connections: Using the [supplemental texts provided](#), have students select two nonfiction articles. In pairs, students should create a graphic organizer to compare the two texts and how the authors of the texts present their information. Students should also compare the texts to their definition of a dystopia, created at the beginning of the unit. Place pairs together and have them each take a position on why their articles were similar and different and whether they met the criteria for being modern-day dystopias.
- Poetry and Short Story Connection: Using the [supplemental texts provided](#), have students select one poem and one short story to compare to their novel. Students should read and analyze both the poem and the short story - the poem for how its structure and language helps the author to communicate meaning and the story for how the characters in the story differ from each other as well as the novel the student is reading. Ultimately, students should create a graphic organizer that demonstrates the connections they can make between the story, the poem, and the novel.
- What are the implications?: After students have read one or more novels, have them complete this [graphic organizer](#) related to theme, point of view, and author's purpose to determine the implications of the novel. How is the author challenging their thinking? What are they supposed to learn?

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (Concurrent with Engaging Experiences)

Students will spend this unit creating their Student Empowerment Project. Ultimately this will become a portfolio-esque project where students craft a specific plan for taking a final lap through the reading standards that have been learned throughout the year. The focus of this project is on empowering students to pursue their personal passions and determine how fiction and nonfiction elements can be used to support an overall exploration of their chosen content. This should be well-structured time that encourages students to:

- Create a specific plan for their day - times, titles, and tasks (specific to where they are during the creation process, what fiction and nonfiction texts they are using, where and how they will collect feedback, and how they are keeping track of their growth as a reader)
- Use available tools and resources that will allow them to draw conclusions and analyze texts read. Students can demonstrate this knowledge by
 - Specific annotation strategies

- Graphic organizers
- Research techniques
- Focused reflections
- Drafting and revising
- Share what they have created - both for purposes of feedback and to showcase their understanding.

When this is complete, students will have several mini-projects or one larger project to demonstrate their growth as a reader.

This is an intentional space for Reading & Writing and overlap and possible collaboration.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Empowerment Project Set Up	Students will be placed into book clubs and work to create a plan for their empowerment project.	1 Block + ongoing throughout the unit
Literary Elements Optional Activities	A variety of choices for students who do not come up with their own ideas for the Empowerment Project.	7 Block (divided)
Engaging Scenario	Students will spend this unit creating their Student Empowerment Project. Ultimately this will become a portfolio-esque project where students craft a specific plan for taking a final lap through the reading standards that have been learned throughout the year. The focus of this project is on empowering students to pursue their personal passions and determine how fiction and nonfiction elements can be used to support an overall exploration of their chosen content.	Concurrent with Engaging Experiences